

**Sociolinguistic Analysis of Reduplication and Semantic Extension of Undergraduates'  
Utterances in Lead City University, Ibadan**

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## Certification

This is to certify that Oluwamayowa Samuel LAWAL with matriculation number LCU/PG/001426 carried out this research work titled, “Sociolinguistic analysis of reduplication and semantic extension of undergraduates’ utterances in Lead City University, Ibadan” in the department of Languages and Literature, Faculty of Arts, Lead City University, Ibadan, Oyo State for the award of Master of Arts Degree (MA) in English Language and that this has not been previously submitted.

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## **Dedication**

This thesis is dedicated to God Almighty, my family and all who desire academic pursuit.

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## Acknowledgement

First, I return all glory, honour and adoration to God Almighty who has made the journey through this level of my academic pursuit a successful one. I count myself so privileged and fortunate to have been associated with this great citadel of learning, Lead City University, Ibadan, Oyo State, Nigeria. It is really something I would always be proud of.

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## Abstract

Nigerian English has become an acceptable variety of the English language, and therefore, has gained much attention from linguists lately. Some of the focus areas are phonology, morphology, syntax and semantics. This study was to do a sociolinguistic analysis of reduplication and semantic extension of undergraduates' utterances in Lead City University, Ibadan, Oyo State. The objectives of this study included identification of the instances of lexical, semantic reduplication and semantic extension, and identification of the sociolinguistic features (types and functions) of lexical, semantic reduplication and semantic extension in their utterances. This study adopted a descriptive approach for the analysis of data. The data comprised the recordings made from the focused group discussion sessions conducted with students of Lead City University. The recordings were transcribed and analysed; the instances of reduplication and semantic extension as well as the features (types and functions) were identified using Mardheya Alsamadani's and Samar Taibah and Kimi Akita's frameworks respectively. The frequency of the occurrences of the phenomena was also determined. The results showed that reduplication and semantic extension existed among Lead City University undergraduates who are second language users of the English language, whereas, reduplication was mostly used. This study recommended that Nigerian English dictionaries should be worked on so as to create awareness and make Nigerian English lexicology popular and reachable to all Nigerians at home and in diaspora. The study concluded that although the phenomena, reduplication and semantic extension, exist among Lead City University undergraduates, notwithstanding, their existence did not portray deviation from the norms, rather, it revealed variation and identity. The study found that the phenomena being analysed did not in any way affect or disrupt effective communication among undergraduates.

**Keywords:** Interference, Lexical reduplication, Nigerian English, Semantic extension, Semantic reduplication, Sociolinguistics

**Word Count:** 278

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## **Chapter One**

### **Introduction**

#### **1.1 Background to the Study**

Language is very important among humans as it serves as the primary means of communication. Language is a phenomenon which cannot be separated from the society as the society depends on it to achieve a number of purposes, ranging from communication to the purpose of passing on their cultural values from one generation to another. Nigeria is a country where many rule-governed local languages exist and these languages serve their communicative purposes, reflecting their culture, religion and world view. The English language, however, came to Nigeria first as a language of trade and later became the language of instruction, that is, language of education before it was accepted alongside Nigerian indigenous languages and eventually became a language of prestige, thus, an official language.

The history of the English language in Nigeria dates back to the fifteenth century, occasioned by the Anglo-Nigerian contact. The Portuguese sea-merchants and pirates who were looking forward to seeing a new sea-route in India and the Orient were seen at the West Coast<sup>1</sup>. For instance, records have it that Prince Henry, the Navigator arrived Cape Verde in 1444. It was also recorded that the Portuguese and the West Africans were the first to have contact. This is evident in the posts Portugal established at Gwarto Port in the Ancient Benin Kingdom, Cape Coast and Elmina in Ghana among others by the end of the fifteenth century. The warm trading relationship between Portuguese and Benin later resulted in the Oba of Benin to send an ambassador to Portuguese between 1482 and 1495, while Portugal in response sent trading agents to Benin<sup>1</sup>. It was documented that between 1475 and 1575, which is about a hundred years, Portugal alone enjoyed a legal privilege to trade with West Africans. These long years of

relationship posed the necessity for the parties involved in the trade to go through what is described as language development, as Portuguese were non-native to the land. In other words, the West Africans had to learn to speak Portuguese in order to improve their access to the new European market<sup>2</sup>.

Furthermore, by the sixteenth century, other European nationals, which include English, had found their way to the West African coast. For instance, Thomas Windham, who was an English sailor had to visit Benin in the company of Nicolas Lambert, the son of an English major, in 1553<sup>1</sup>. Therefore, by the eighteenth century, even before initiation of the slave trade, English traders had established themselves in places like Bonny and Calabar. By 1804, there were many Negroes who already spoke English.

In the foregoing, it is worthy of note that the earliest form of English spoken by Nigerians was a pidgin, birthed through the contact of the English language and indigenous Nigerian languages, and generally accepted to be a trade language, summarily because of the reason for which it was formulated. Another scholar has it documented that by the end of the eighteenth century, Nigerians were already going to England to learn the English language; and that, indeed, the beneficiaries of these overseas courses lost no time, on their return to Nigeria, in establishing schools in order to promote the language they have learned<sup>3</sup>.

As time went by, from being a foreign language, English became one that unifies the Nigerian peoples; hence, a national language. Although some scholars would still argue this out, the multilingual and multicultural nature of Nigeria has proved that over the years. Therefore, English has become a language saddled with many responsibilities in Nigerian's daily activities. Some of these responsibilities include – language of education, government, commerce and

industries, international communication, media, science and technology, law and legal drafting, social interaction, and so on<sup>4</sup>.

The debate on the existence of Nigerian English and its findings have been proven by some linguistic scholars<sup>5</sup>; a more recent focus is on the differences between the Standard British English (SBE) and its Nigerian variant, which is referred to as Standard Nigerian English (SNE), or loosely, Nigerian English (NE)<sup>6</sup>. While the Standard British English is seen as the norm producing variety, Standard Nigerian English is seen as a norm developing variety, one shaped by a combination of historical, geographical and sociolinguistic influences<sup>7</sup>. It is important to note that while Nigerian English is the variety of English which reflects second language interference on the target standard form of English, Standard Nigerian English is the variety of Nigerian English used by educated Nigerians, within and outside Nigeria<sup>7</sup>. It is pertinent to note that the points of feature of the variety of Nigerian English include syntax, phonology, semantics, lexis, pragmatics and sociolinguistics. Any kind of deviation at these levels is marked as an error by the native speakers but to Nigerian speakers of English, it is a variation, so far such deviation does not violate syntactic rules. Relevant to this study are the semantic deviations in the forms of reduplication and semantic extension.

Reduplication explains a situation whereby a particular lexical item is repeated side-by-side in a sentence to express speaker's feelings or thought, or gives the instances of Nigerian expressions in which lexical items with similar or semantic implication are used together in a sentence or an utterance. Reduplication has also been described as a word-formation process that involves the repetition of some part or whole of a root word. While the term "reduplicant" is used for the part of a word which is copied, the term "root" or "base" is used for the main (original) word to which the reduplication process applies. Sometimes, linguists refer to it as tautology. Directly

from Medieval Latin *reduplicationem* (normative reduplication), the noun of action from past-participle stem of *reduplicare* means “to redouble, re- back or again” Words like “very very”, “wee wee”, “so therefore”, “return back”, “easy-peasy”, are examples of full and partial reduplication respectively. Generally, reduplication is considered to be the systematic repetition of phonological materials within a word for semantic or grammatical purposes. In morphology and syntax, reduplication is seen as related phenomenon in that, though their domains of application are different, they both imply the reduplication of some kind of linguistic element, which makes it so difficult sometimes to draw a line between the two<sup>8</sup>.

Semantic Extension, on the other hand, is a situation whereby a word is made to perform more than its native meaning in a linguistic community where the language is being spoken as a second language<sup>9</sup>. This aspect of semantic analysis is seen as lexical deviation at the level of lexical choice and semantic deviation at the level of meaning by some scholars who so much support Kachru’s Inner Circle’s proposition<sup>10</sup>. Moreover, scholars like Salami, Adekunle, Adetugbo, Balogun, Kujore, Adegbija and Kachru opine that the English language in Nigeria is marked by peculiarities that distinguish it from British English form. Nigerian speakers have attributed this variation mainly to various interference features. To buttress the foregoing, Achebe<sup>11</sup>, as noted in Omoroilion’s treatise, observes that the price a world language must be prepared to pay is submission to many different kinds of use. This is the reality in Nigeria and we do not need any devolution to institutionalize Nigerian English because it consists of variants that are socially and internationally intelligible and acceptable.

However, this study intends to examine the Educated Nigerian English (ENE) variety of Nigerian English as used in the speech of Lead City University undergraduates, with focus on male and female students of between 200 and 500 levels, in a semi-formal context to observe

whether or not there is the existence of reduplication and semantic extension in the utterances of the users of the variety.

## **1.2 Statement of the Problem**

In recent time, Nigerian English has been considered one of the acceptable varieties of the English language which is coloured with Nigerian local flavour at all levels, capturing Nigerian culture, ways of life and world view and achieving communicative functions. A number of scholars have carried out a lot of studies on the characteristics of Nigerian English which include Coinages in Nigerian English, Lexical Deviations and Intelligibility in Popular Nigerian English, Standard Nigerian English – A Variety for Effective Communication in Nigeria, Syntactic Innovation Process in Nigerian English, among other related studies. Not only that, studies have also been carried out on some sociolinguistic phenomena like social groups, social attitudes to language, standard and non-standard varieties of a language, the patterns and needs of national language use, social varieties, and so on, but no studies have been carried out on sociolinguistic analysis of reduplication and semantic extension of undergraduates' utterances at Lead City University, Ibadan, where the students are believed to have come from different Nigerian homes with different backgrounds, cultures and languages, but must have been thought the English language from Primary to Secondary levels of education. Therefore, this study shall identify the instances of reduplication and semantic extension in the speech of Lead City University undergraduates; identify the sociolinguistic features (types and functions) of reduplication and semantic extension in their various speech situations. The sociolinguistic variables shall be based on sex (male & female) and levels (200 – 500 levels). This study shall adopt Mardheya and Samar's framework for reduplication and Kimi Akita's framework for semantic extension.

### **1.3 Aim and Objectives of the Study**

The aim of this study was to examine the socio-semantic characteristics of Educated Nigerian English (ENE), reduplication and semantic extension, in the utterances of undergraduates of Lead City University, Ibadan. The specific objectives of the study were to:

- i. identify the instances of lexical and semantic reduplication in the utterances of Lead City University's undergraduates;
- ii. identify the instances of semantic extension in the utterances of Lead City University's undergraduates;
- iii. ascertain the sociolinguistic features of the identified lexical and semantic reduplication in the utterances of Lead City University's undergraduates; and
- iv. find out the sociolinguistic features of the identified semantic extension in the utterances of Lead City University's undergraduates.

### **1.4 Research Questions**

- i. What are the instances of lexical and semantic reduplication in the utterances of Lead City University undergraduates?
- ii. What are the instances of semantic extension in the utterances of Lead City University undergraduates?
- iii. What are the sociolinguistic features (types and functions) of the identified lexical and semantic reduplication in the utterances of Lead City University undergraduates?

- iv What are the sociolinguistic features (types and functions) of the identified semantic extension in the utterances of Lead City University's undergraduates?

### **1.5 Significance of the Study**

Nigerian English has been described as a variety of the English language which is coloured with Nigerian local flavour, capturing Nigerian culture, way of life, and as a result, achieves communicative functions. A number of sociological studies have been carried out by scholars on Nigerian English, looking at it from different levels of linguistic studies. This study provides a list of reduplicated and extended items in the English language as often used among Lead City University undergraduates. It also affirms the sociolinguistic realities of Nigerian peoples in the way they use the English language.

### **1.6 Scope of the Study**

Educated Nigerian English has been marked out as the variety of Nigerian English used by educated Nigerian. However, the scope of this study was limited to the analysis of the instances of reduplication and semantic extension in the speech of Lead City University undergraduates, with focus on 200 – 500 levels. The respondents were chosen from two departments each from the five selected faculties (Arts and Education, Law, Basic Medical Sciences, Communication and Information Sciences and Public Health).

### **1.7 Operational Definition of Terms**

- i. **Foreign language:** A language spoken as a second, third or fourth language of a bi/multilingual speaker, in which he conducts special activities and he has a partial linguistic facility in the four language skills.

- ii. **Interference:** This describes a situation whereby the mother tongue of the learner affects the learning of the second language, in that the linguistic items in the mother tongue are brought into the second language.
- iii. **Lexical deviation:** This is a situation whereby a literarily formed word is intentionally used in place of a lexical word.
- iv. **Lexical reduplication:** This describes a situation whereby a word is repeated in a sentence or an utterance.
- v. **Mother tongue:** This is the language a person naturally acquires without any conscious efforts. It is usually a child's first language.
- vi. **Nigerian English:** This is a term used to describe the kind of English which reflects Nigerian variant of the target standard forms of English.
- vii. **Reduplication:** This accounts for the repetition of a word, part of a word or meaning related words in a sentence.
- viii. **Second language:** This is a language that a bilingual speaker learns after he had acquired the mother tongue.
- ix. **Semantic deviation:** This is a situation whereby a word is used in a different context to have a different meaning.
- x. **Semantic extension:** This refers to the situation whereby language users use words that have extended meanings. In other words, the words are used beyond their meanings.
- xi. **Semantic reduplication:** This is the use of two semantically related words together in a sentence.
- xii. **Sociolinguistics:** It is an aspect of linguistic studies which examines all aspects of the relationship between language and society.

- xiii. Standard British English:** It is the norm producing variety. It is the standard variety of the English language towards which other varieties are structured.
- xiv. Standard Nigerian English:** This is the variety of Nigerian English used by educated Nigerians, within and without Nigeria.

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## **Chapter Two**

### **Literature Review**

This chapter focuses on a review of relevant theoretical issues and concepts such as Levels of Language, Approach to Language Studies, Contrastive Linguistics, Varieties of English, Varieties of Nigerian English, Interference, Reduplication, Semantic Extension, Theoretical Framework and other related concepts. This chapter also presents the review of related empirical studies and some past linguistic related researches.

#### **2.1 Conceptual Review**

The section presents some relevant concepts to this study such as Levels of Language, Contrastive Linguistics, Varieties of English, Varieties of Nigerian English, Interference, Reduplication and Semantic Extension.

##### **2.1.1 Levels of Language Study**

Linguistics is the scientific study of language. It involves the analysis of some aspects of language, as well as the methods of studying and modeling them. Aristotle founded Western linguistics to partly study rhetoric in his Poetics around the 4th century BCE at the same time when China also developed its grammatical traditions. Not only that, during the Middle Ages in the religious context, just like of Panini's grammar, the tradition of Arabic grammar as well as Hebrew grammar were developed<sup>1</sup>.

Modern approaches to linguistic studies first experienced development when the classical discipline of rhetoric slowly faded away in the 18th century<sup>2</sup>. In the 19th century, linguistics was observed to be a property of either psychology or biology. This observation formed the Anglo-

American linguistics<sup>3</sup>. Along the lines, in the early 20th century, Ferdinand de Saussure established linguistics as an independent discipline within social sciences. Building on Ferdinand's concept, general linguistics surfaced as one which deals with the study of language as a semiotic system which includes the subfields of phonology, morphology, syntax and semantics. Meanwhile, to study this, synchronic or diachronic is the suggested linguistic approach.

Today, linguistics has been improved upon as a scientific approach under which applied linguistics, psycholinguistics, sociolinguistics and computational linguistics can be studied. Basically, phonetics, phonology, morphology, syntax, semantics and pragmatics are the traditional areas for analysing linguistics<sup>4</sup>. All these areas are inseparable from the discovered facts in human linguistic system which is rooted in sounds, but in the case of signed languages, gestures, morphemes, words, phrases, clauses, sentences, meaning and usages.

In linguistics, all these phenomena are studied in different ways and from different perspectives. For instance, while theoretical linguistics is concerned with the theories that develop models of these systems in their parts and combinatorics, psycholinguistics is saddled with the responsibility of developing theories used to process and produce the phenomena.

In traditional linguistics, there are four (4) areas of linguistic analysis which are also referred to as levels of language study. They are phonology, morphology, syntax and lexico-semantics.

#### **2.1.1.1 Phonological Level**

At the level of phonology, sound is linguistically examined. Phonology refers to how sound is organized. It is, however, worthy of note that the joining together of these sounds births words, be it lexical or functional. Therefore, phonology is basically concerned with classifying the sounds of a language and how the subset used in a particular language is utilized. Not limited to

the aforementioned, phonology is concerned with phonic properties which are studied under segmental and suprasegmental units of language.

In the English language, there are at least twenty vowels and twenty-four consonants. The twenty vowels are further divided into twelve monothongs (pure vowels) and eight diphthongs (impure vowels). For the twenty-four consonants, they are grouped into fifteen lenis (voiced) and nine fortis (voiceless). For the suprasegmentals, which are the units larger than the segmentals, they include the syllable, stress, intonation. Citing stress as an instance, it refers the degree of force or loudness with which a syllable is pronounced. It also shows the differences in the use of some lexical words which function in more than one word classes. For instance, PREsent (noun), preSENT (verb); OBject (noun), obJECT (verb) presents two words which are used in different word classes and with distinct pronunciation. In intonation, how the pitch of the voice falls and rises in utterances. Example sentences are given below:

He has gone.   ↘ (falling intonation)

He has gone?   ↗ (rising intonation)

In the first example sentence, it is shown that the pitch falls in statements while it rises in the second example sentence which is a polar question. In the English language, through the effective deployment of stress and intonation, correct rhythm is achieved.

#### **2.1.1.2 Morphological level**

While phonology deals with sounds of a language, morphology deals with word processes. In linguistics, morphology is the study of words, how they are formed, and their relationship with other words in the same language<sup>5</sup>. Not only that, morphology also looks at parts of speech, intonation and stress, and the way context can change a word's pronunciation and meaning. It,

furthermore, analyses the structure of words and parts of words, such as stems, root words, prefixes and suffixes.

Derivational and inflectional are the two main kinds of morphology. Prefixes (adding a morpheme to the beginning of a root word), suffixes (adding a morpheme to the end of a root word), affixes (affixing morphemes to the beginning and end of a root word), ablaut (substitution of one root vowel for another) and reduplication (any form of repeating a word) are kinds of derivational morphology, while plural, possessive, past tense, progressive, comparative and superlative are kinds of inflectional morphology. In the English language, one major way to form or create a new word is through affixation. Nevertheless, it should be noted that the capacity of human language goes beyond forming or creating new words. Therefore, English language users, as common among Nigerians, often use all these word creation processes, as also referred to as *neologism*, to create new words. These newly coined words will be put to use in a larger speech community and become part of the basic processes through which new words are formed. Consequent upon the aforementioned, we run into some lexical ‘errors’, which are without doubt understood and acceptable within the linguistic community of use, but not internationally intelligible.

### **2.1.1.3 Syntactic Level**

Syntax is one important level of language. It is often referred to as the “intestine of a language”.

A scholar posits that correctness of any language is found in its syntax. Thus, any form of deviation from its syntactic norms or rules results in uttermost violation of its essence<sup>6</sup>.

Therefore, syntax does not only deal with the arrangement of lexical items but also examines how well every sentence is structured. So, if any error attributed to syntax is committed, international acceptability is affected. In essence, syntax can be explained to be the organization

of the grammatical categories and lexical items as realized in sentences. Another scholar records that syntax is mainly concerned with the structure, usage and meaning, taking cognizance of the linguistic properties put together to avoid possible errors at the levels of lexis, morphology and semantics<sup>7</sup>. Therefore, bearing in mind that no two languages are the same, the concept of syntactic variation stems. There are some notable factors, which include social, geographical and educational, that make it so unavoidable for Nigerian users of the English language to produce a variant of the standard British English. Deviation simply means that in some language situations, non-standard linguistic items are deployed in a sense that it is different from the standard items. Therefore, variation absorbs errors as well as variants. Moreover, in Nigeria, inadequate grasp of the English language is ascribed to syntactic variation as noted in Nigerian English by a scholar. In the study, he highlights some areas which include the omission of determiners before nouns, misuse of prepositions, using of mass nouns as count nouns, wrong use of stative verbs and wrong use of tenses.

#### **2.1.1.4 Lexico-semantic Level**

Lexico-semantic is the fusion of lexis and semantics. At this level, attention is fully paid on how lexical items are chosen and deployed and how meaning is negotiated in texts and/or discourse. It could be said that in the study of lexis, the focus is on all the linguistic items that exist in a language. To corroborate this, a scholastic work says that a lot of linguists have begun to commit themselves to studying lexis in English. This is as they begin to realise that there should be a level of language study which should be responsible for the inherent aspects of word meaning and semantic relations between words as well as the ways word meaning is related to syntactic structure, regarded as some of the linguistic patterns and regularities which are not taken care of at the grammatical level, as expected<sup>8</sup>. Very essential to lexical study are the theories of

semantics which maintain that meanings portrayed in the lexicon are interrelated, as they are intertwined to form aspects of meaning which in turn transform to a larger aspect of entailment. The cycle keeps going till the language is encircled in totality. It is understood here that semantics is closely related to lexical relations which are synonyms, antonyms, hyponyms, and so on. Synonyms account for words that are similar in meaning just like “start” and “commence”. Antonyms give instances of words that are opposite in meaning like it is seen in “start” and “stop”. For hyponyms, instances of a word within which other words are derived like in the word “flower”, rose, hibiscus, petals, sepals, and others are seen.

Semantics, on the other hand, is the study of the linguistic meaning of all items on the grammatical rankscale. Grammatical rankscale includes morphemes, words, phrases, clauses and sentences. To study semantics, however, its subfields which are lexical and structural cannot be left out. While lexical semantics studies meanings of words, structural semantics studies a larger unit which is referred to the syntactic unit. It was documented that language without meaning is meaningless. On the one hand, meaning is negotiated as a creation of a clear sense of how to interpret something, and on the other hand, meaning is negotiated base on shared ideas<sup>9</sup>. Semantics is further defined as the scientific study of meaning. It is an aspect of linguistics which focuses on the study of meaning. The term is rooted in the Greek verb “semano” which means “to mean” or “to signify”.

Many attempts have been made to explain these terms in isolation but all efforts have yielded no totally positive results because the terms are largely intertwined. However, just as the focus of this study is on semantics in linguistics, while it is simply described as the scientific study of meaning, lexis is concerned with the description of the totality of words and expressions which

exist in a language. The term 'lexicon' which is obtained from the base word 'lexis' refers all words or linguistic items a language possesses.

Another important point that is worthy of note is that meaning of words may vary depending on the environment of use. A couple scholars postulate that if language is characterized by a set of vocal sounds which can be produced, encoded and decoded by humans, it should then have a structure which is largely determined by its environment of use. It is therefore believed that there should be a relationship between a language or languages and the culture and tradition as well as the politics of a particular community. In furtherance, the discipline which assigns functions to various languages that exist in a community and suggests which language to be used as a mother tongue, second language and yet another as a foreign language is referred to as sociolinguistics.

### **2.1.2 Approaches to Language Studies**

Under this heading, some of the approaches to the study of language is being studied are examined. These approaches include, but not limited to, sociolinguistics, ethnocommunication and contrastive linguistics.

#### **2.1.2.1 Sociolinguistics**

Sociolinguistics is viewed as "one of the several approaches to the study of the patterned co-variation of language and society." The scholars with this view see the society as being broader than language, and therefore, provide the context in which all language behaviour must be viewed<sup>10</sup>. Sociolinguistics is a descriptive study which examines how the cultural norms, expectations, context and other aspects of a society have influenced how language is being used and its effects on the society. Sociolinguistics significantly intersects pragmatics and to a large extent, is connected to linguistic anthropology<sup>11</sup>. One of the methods which sociolinguistics

embraces is Ethnography of Communication, which will be examined later in this chapter. Sociolinguistics, which was likened to Sociology of Language, was introduced by Dell Hymes in his attempt to establish the relationship between language and society. It should be noted here that he dealt extensively with the cultures of people and related them to the uses of language and the communities which he worked on.

The historical account of sociolinguistics in relation to anthropology is seen in how different varieties of language are distinct between groups of people who are from different ethnicity, religion, status, gender, age and level of education. In addition, there are other similar studies that also observe how the disparities in the usage and beliefs generate and mirror the different social and socioeconomic classes that exist in the society. Therefore, just like language usage changes based on location of use, it is not also used the same way among different social classes. So, sociolinguistics' study of language varieties among social classes is called sociolects. In other words, sociolinguistics carefully inspects the relationship that exists between language and society. In multilingual societies, sociolinguistic research describes bilingualism, functions assigned to languages, code-mixing and code-switching, reasons for language shift and language death, pidgin and creole languages. History has it that the modern sense of the social facet of language was first studied by linguists in India and Japan in the 1930s, and also in Switzerland in the 1900s by Louis Gauchat but none of these studies was well attended to in the West until much later.

Sociolinguistics was first used by Thomas Hodson in 1939 in his article titled *Sociolinguistics in India* published in *Man in India*. In the West, sociolinguistics first became visible in the 1960s and was pioneered by William Labov in the US and Basil Benstein in the UK. In the 1960s, William Stewart and Heinz Kloss also brought into practice the essential concept for the

sociolinguistic theory of pluricentric languages which examines different nations make use of a standard language differently as it is seen between American and British English, Canadian and Australian English, German and Swiss German, and so on.

In line with the foregoing, variationist and interactionist form the branches of sociolinguistics. While interactional sociolinguistics primarily shows interest in how meaning is negotiated in a linguistic community among social classes, variationist sociolinguistics is concerned with the study of the changes or variations in relation to the social distribution of language varieties. Consequently, it focuses on linguistic interaction in relation to the society. In clearer terms, let's examine the approaches one after the other.

#### **2.1.2.2 Interactional sociolinguistics**

Interactional sociolinguistics studies how language users negotiate meaning, using social occurrences. Through this, linguists examine the overlap in human language and human society. Some other linguistic related fields to sociolinguistics are minority and majority language studies, language planning, quantitative sociolinguistics, and others. Interactional sociolinguistics brings together the methodology of linguistics with the cultural consideration of anthropology so as to comprehend how language use influences social and cultural interaction. Gumperz, a linguistic anthropologist, proposed interactional sociolinguistics and was equipped with some interactional sociolinguistic analysis which includes cross-cultural miscommunication, framing and politeness. Interactional sociolinguistics uses either audio or visual data to analyse speech activity. As regard the methodology to analyse discourse, through which occasion of interactional sociolinguistics can be separately treated, there exist several ways through which language can be analysed. Gumperz, as early on noted, propounded his framework long ago, but till time present, the framework is still relevant to anthropologists.

More often than not, researchers beam their searchlight on particular components of linguistics. For some, their attention is on the study of the use of words and their meanings, ranging from indexicality to what words might connote. Deborah Schiffrin is a scholar who was noted to have made use of this methodology in her work by setting apart some twelve words of Jewish communities to know how they are deployed in Philadelphia and were analysed in her study<sup>12</sup>. The method of linguistic analysis which observes the structures of language and their purpose of deployment in actual speech plays a very important role in the use of actual speech to analysis for relational frameworks' establishment. This analysis does not only reflect phonics, syntax or sentences, it also simply and skillfully examines contextual presupposition, prosody, register, and so on.

It is worthy of note that there are other components responsible for the establishment of instances of interactional sociolinguistics besides the afore-explained approaches. Another component which is very germane in this kind of analysis is culture. Over the years, culture and language have been explained by some anthropologists to be inseparable entities; they are intertwined. This interrelationship has, therefore, been described as culturally distinctive and unusually unawares. With the help of linguistic anthropologists, specification on the cultural intentions of speakers is easily understood. Obviously, there are misconceptions when discussants are culturally unequal because of the contextuality in language use. Gumperz has extensively examined the concepts of culture, contextualisation and misunderstanding. This framework is often used in the contextual analysis of jokes in the actual speech of individuals in certain culture. Evans Davies, an anthropologist, has also conducted a study with this methodology. This was employed in her ethnographic study which was conducted to know how the learning process of social interaction begins with language starters, especially in the use of jokes during speech acts.

The relevance of Gumperz's proposition was affirmed as one very useful in the analysis of different linguistic practices, specifically jokes and humour. Beyond this, it is also relevant in the analysis of how culture affects the meaning of a language. The framework is not only used by Davies but also by Grainger who employed it to analyse the connection between caregiver and the aged. Grainger titled the article, "Reality Orientation in Institutions for the Elderly: The Perspective from Interactional Sociolinguistics". Discourse analysis was employed in the article to observe some selected written documents and modes of speech observed by the therapists. With this framework, the cultural divide or disparity between patients and staff is examined. Interactional sociolinguistics is employed in the study to have a grasp of the establishment and maintenance of power structure in order to know whether it is purposeful or inadvertently. However, interactional sociolinguistics' theories have been proved to be unlimited to any applied areas of study<sup>13</sup>.

### **2.1.2.3 Variationist Sociolinguistics**

Variationist Sociolinguistics differs from Interactional Sociolinguistics as it focuses on social variation in dialects and examines how this variation is highly structured. This structured variation tells us that this is part of human language capacity, a built-in system of language in a brain. Variationist sociolinguistics, also known as social dialectology, is majorly concerned with studying different varieties of a particular language. In its study, this branch of sociolinguistics is one which pays attention on the social-related reasons for the differences and speakers' attitudes to the varieties. Yoruba language, for example, has different varieties which include Yoruba-Ibadan, Oyo, Egba, Ijesha, Ekiti, and others. This variation has lately received much attention because it shows contextual diversity of speakers. Sociolinguistics is closely associated to pragmatic study specifically in the way social and cultural patterns convey speech acts. Also,

sociolinguists have adopted discourse analysis as an approach to investigate how language users present their social ideologies from a linguistic perspective. It is also worthy of note that a large percentage of sociolinguists pay attention to how to inculcate and apply sociolinguistic study in teaching and learning process, development of language policy, law and legal drafting, and so on. In other words, variationist sociolinguistics' main focus is to bring us to the assumption that an understanding of language requires an understanding of variables as well as categorical processes, and that the variation witnessed at all levels of language is not random. Rather, linguistic variation is characterized by orderly or "structured heterogeneity." In addition, synchronic variation is often a reflection of diachronic change.

#### **2.1.2.4 Ethnocommunication**

As mentioned early on, ethnocommunication, which is a coinage from ethnography of communication, was proposed by Hymes as Ethnography of speaking, and later amended to Ethnography of Communication, as it is cited in Lawal, in order to describe a new approach to understanding language in use. Hymes, in line with the preceding, intends to drift from the proposition that speech is an abstract model and associate the phenomenon to its description in ethnographic fieldwork. Basically, Hymes postulates that:

*...the study of language must concern itself with describing and analysing the ability of the native speakers to use language for communication in real situation (communicative competence) rather than limiting itself to describing the potential ability of the ideal speaker/listener to produce grammatically correct sentences (linguistic competence)<sup>14</sup>.*

Language users in a speech community communicate with one another, not only using linguistic components but also in accordance to the socio-cultural context of use. This process is based on

the shared linguistic and cultural background knowledge of the discussants which form the understanding of communication in the speech community<sup>15</sup>. In furtherance, the main focus of ethnography of communication is analysing “what a person knows about appropriate patterns of language use in their community and how they learn about it”. In this regard, Hymes suggests the “ways of speaking”.

Language is a tool through which individuals in a speech community communicate with one another. Also, it is pertinent to note that every language has a set of rules which guides its correctness. These set of rules is referred to as grammar. To back this cause, Hymes presents two basic conceptions of speech which are “means of speech” available to language users and the “speech economy” within which these language users participate. In furtherance, Hymes proposes a theory of language study which considers language variation between two speakers and similarities in the use of a language within a linguistic society with the provision of a methodology which is capable to investigate such communication.

Also, Hymes justifies ethnographic methods as linguistically different and also presents contrastive linguistics as a branch of linguistics which makes the classification and analysis of language possible. He then presents a set of terms for human communication using ethnography of communication as a method of analysis. These set of terminologies are speech community, situation, event and act. Therefore, the following are suggested as a guide for human communication in a speech community.

**S** – setting and scene – the physical location where the speech takes place

**P** – participants – the people who take part in the speech

**E** – ends – the purpose and the outcome of the speech

**A** – act sequence – the speech acts and the sequence in which they are carried out

**K** – key – the tone and manner in which the speech is carried out

**I** – instrumentalities – the medium of communication that is used

**N** – norms of interaction – the rules of speech, interaction and interpretation

**G** – genres – the ‘type’ of speech and its cultural contexts

Situating the above model in this research work, one would realise the reality of what Achebe’s work which asserts that ‘when a language leaves its native home of use, it should be ready to make the sacrifice of being used differently’. In addition, he marks out that no efforts should be made towards speaking the English language like the native speakers would<sup>16</sup>. In conformity to Achebe’s stance, another scholar posits that any variety of English that achieves communicative functions in intercultural communications is a standard variety of the English language<sup>17</sup>.

Therefore, the English language being spoken in Nigeria is different from the kind of English being spoken in the United State, Britain, Australia, Canada, India, South Africa, etc. This kind of scenario is what makes room for contrastive linguistics where similarities and differences in a pair of languages, or varieties of a language are examined.

#### **2.1.2.5 Contrastive Linguistics**

Contrastive linguistics is a branch of linguistics which studies the similarities and differences in a pair of languages and/or within a language<sup>18</sup>. Contrastive linguistics, since its inception by Robert Labo in the 1950s, has often been linked to aspects of applied linguistics, for instance, to avoid interference errors in foreign language learning<sup>19</sup>, and to assist interlingual transfer in the process of translating texts from one language to another, just as a couple of scholars noted<sup>20</sup> and supported in another treaties<sup>21,22,23</sup>. While traditional linguistic studies had developed comparative methods (comparative linguistics), chiefly to demonstrate family relations between cognate languages, or to illustrate the historical developments of one or more languages, modern

contrastive linguistics intends to show in what ways the two respective languages differ, in order to help in the solution of practical problems. It is therefore affirmed that contrastive linguistics presents and examines every linguistic structures such as phonology, orthography, word formation, word meaning, collocation, sentence structure and discourse. In ‘parallel-text’ analysis, a lot of techniques employed in a body of linguistics have been proved to be relevant in analysing a language and/or languages<sup>24</sup>.

In lines with the foregoing, it is further stated that contrastive linguistics, narrowly defined, can be regarded as “a branch of comparative linguistics that is concerned with pairs of languages which are socio-culturally linked”<sup>24</sup>. He adds that “two languages can be said to be socio-culturally linked when (i) they are used by a considerable number of bi/multilingual speakers, and/or (ii) a substantial amount of linguistic output (text and oral discourse) is translated from one language into the other”. In lines with this definition, it is seen that contrastive linguistics, in relation to the English language, is concerned with varieties of English.

Contrastive linguistics is defined as a branch of linguistics concerned with showing the differences and similarities in the structure of at least two languages or different dialects or variations of a language. It is worthy of note that contrastive linguistics is only interested in languages that have socio-cultural link. That is, these languages must have been used by a considerable number of bi/multilingual speakers, and/or have a substantial amount of linguistic output, as in text, discourse, et cetera, which are translated from one language into the other. Contrastive linguistics could be made to look into the differences and similarities in British and American English, British and Nigerian English, and even Standard and Non-Standard Nigerian English among others. In order to be able to justify this, just as mentioned early on, one needs to look at where they meet and part at all linguistic levels – phonology, morphology, syntax and

lexis. Therefore, as concerned by this study, Nigerian variety of English, Educated Nigerian English (ENE) is examined side-by-side with British English, which is the norm producing variety or Standard variety of the English language being spoken in Nigeria among undergraduates of Lead City University, Ibadan.

### **2.1.3 Varieties of English**

The section discusses Standard British English, Nigerian English and sub-varieties of Nigerian English.

The English language has been marked out to be most popular language and widely spoken across the world as it has been accepted in a lot of countries as their official language, just like in the case of Nigeria. It is crucial to note here that although the English language is widely spoken in the world, it does not take the same form in different countries of use. Similarities might be seen at the levels of spellings and sentence constructions, dialect or accent always pronounce the differences. Almost all languages in the world have varieties but the English language seems to have more prominent differences.

A notable scholar had in the past grouped the English language into three concentric circles in a model he called World Englishes. He called the first the Inner Circle, the second, the Outer Circle, while the third is referred to as the Expanding Circle. In the Inner Circle, countries where the English language serves as a native language and first language are included. In this circle are the United Kingdom, United States of America, Canada, Australia and New Zealand. For the Outer Circle, countries that were colonized by British Empire and where English is largely used by the government and the social life of their dwellers are listed. The English language in these countries is used as a second language. These countries include India, Malaysia, Singapore, Ghana, Kenya, Nigeria, and others. The third circle, the Expanding Circle, presents countries

where English is introduced as a foreign language in schools. In this circle are countries like China, Saudi Arabia, Turkey, The Emirates, Japan, Korea, and others<sup>25</sup>.

The English language in Nigeria, in line with Kachru's claims, falls to the Outer Circle because English is used in Nigeria as a second language, though to some set of Nigerians; it has been made their first language, especially in a situation where the parents are from different ethnic groups, thus speak different languages. The English language used in Nigeria is a variety of English rooted in the Inner Circle, but mainly from Standard British English which clearly has different characteristics that make it distinct from other varieties of English in the same circle and beyond. Therefore, the English language used in Nigeria is one which has been situated within Nigerian culture and ways of life; it has been mixed with Nigerian culture, ways of life and hybridized in order to meet the social and cultural needs of Nigerian peoples. This variety of English has been called *Glocalization*. Glocalization is defined as the fusion of the social and cultural phenomena in a local language with a widely used or spoken language for it to be suitable for the expression of its user's world view. Through Glocalization, in furtherance, the English language has absorbed local usages that are different the way it is being used in its native land. However, this study shall beam its searchlight on Standard British English and Educated Nigerian English<sup>26</sup>.

#### **2.1.3.1 British Standard English (BrSE)**

English is recorded to be a West Germanic language which is rooted in the Anglo-Frisian dialects which got to Britain through Germanic settlers from different parts of what has now become northwest Germany and the northern Netherlands. The occupants of the space were speaking Common Brittonic – a variety of continental Celtic, which was made popular by the Roman occupants. This group of languages (Welsh, Cornish, Cumbric) cohabited alongside

English into the modern period, but due to their distance from the Germanic languages, the effects on English was obviously limited. Meanwhile, the level of effects is still arguable. One of the recent arguments claims that its effects on grammar results in the major development experienced between English and other West Germanic languages<sup>27</sup>.

From the onset, as accounted by a scholar, Old English reflected the different origins of the Anglo-Saxon Kingdoms of England. Late West Saxon, which was one of the dialects, dominated others. In addition, the original Old English language was affected by speakers of the Scandinavian branch of the Germanic family, who settled in parts of Britain in the 8th and 9th centuries and the Normans in the 11th century, who spoke Old Norman and majorly developed an English variety referred to as Anglo-Norman. As a result of these invasions, English became fused to a great extent because the occupants spoke different languages<sup>28</sup>.

The English language used in the United Kingdom is one which is not governed by formal rules, but instead governed by conventions. Therefore, dictionaries give accounts of usage instead of making attempts to prescribe it<sup>27</sup>. In furtherance, to boost the vocabulary and usages, words are borrowed from some other languages and coinages are introduced.

In the historical background of the rise of London in the 9<sup>th</sup> century, the Standard English being spoken was that of the ones in London and East Midlands. This language variety was used in the court of law and as time went by, generally accepted and ultimately used in the government, law, education and in literature throughout Britain. From these dialects, British English was standardized and considered socially superior. So, people who used the standard dialect stratified themselves from those who did not have the knowledge of the dialect. Those ones were referred to as lesser in social class and low intelligent<sup>28</sup>. In addition, in the standardisation process,

printing press was introduced in the middle of 15<sup>th</sup> century. With the printing press, Caxton was able to disperse a unified language and spelling throughout England in no time<sup>29</sup>.

Today, with the official status the English language has attained in many countries, English has been referred to as one which is the most widely-spoken language in the world. Though the English language has its variations in spellings between American and British varieties, the dialect usually marks the major difference in the English used all over the world. Just like a large number of languages in the world, the difference is not as prominent as seen in other languages. Besides that, there is a great possibility that the English language users mix their local tongue with English, and as a result, a cross-breeding variety of English which reflects local culture is realised. Early missionary activities, slave trade, colonization and formal western education are major factors which contribute to the spread of the English language<sup>30</sup>.

A contributor highlights a lot of development that affect spellings in the English language. In his work, *Purification of Language*, attention was put on how both speech and spellings would be standardised<sup>31</sup>. Following his work, some British authors started producing books which were meant to enlighten people on English grammar and usages. Of the notable books printed for this broad purpose are Fowler's *Modern English Usage* and Ernest Gowers' *The Complete Plain Words*<sup>32</sup>.

In furtherance, there are many varieties spoken in the world. The oldest variety of English is British English, spoken in the United Kingdom. Approximately 60 million people are native British English speakers. It is, however, noted that the variety of English with the largest number of native speakers is American English, with 225 million native speakers. The other majors are Canadian English, Australian English, New Zealand English, South African English and Indian English. Some linguists also recognize another classification of a variety of English known as

World English. All share the same basic tenets of the language, but certain words, phrases or linguistic constructs may differ. For instance, in British English, one may say “he is going to the cinema”; in American English, one says, “he is going to the movies”; and in South African English, the phrase is “going to the bioscope.”

Leveraging the above historical background, the term ‘Standard British English’ is said to be a variety of the English language which is used in professional communication in Britain and widely taught in their schools. This form of English is called Standard English or British Standard English (BrSE).

Since the 18<sup>th</sup> century, Standard British English has been taught in British schools, though nobody has been set aside to regulate it. Many a time, Standard British English is used interchangeably with Received Pronunciation (RP). As noted in another scholastic work, there are several differences in pronunciation across places where English is being used for different purposes, but only American English is the one very close to Standard British English in speech<sup>33</sup>.

In a narrow way, Standard English is a term used to describe the form of the English language spoken by educated users. In *The Oxford Companion to the English Language*, it is posited that despite all uncertainty in the definition of what Standard English is, a lot of educate people apply it as a very easy term which its meaning has been fully understood by them<sup>34</sup>.

In conclusion, Standard English, especially in Nigeria, is the form of English used by the news media, government, schools/universities, legal institutions, public discourse, and so on. However, Standard English is obviously different from the form of English picked up outside the school (without being taught) among those whom the language is used as a second language.

### 2.1.3.2 Nigerian English (NE)

According to what is documented by a scholar, there are different designations used to portray the new varieties of the English language sprouting throughout the world. These include new Englishes, modern Englishes, international Englishes, world Englishes, South African English, Australian English and Indian English<sup>35</sup>.

Ogu cited Walsh as one of the first set of scholars who drew people's attention to Nigerian English. In a similar vein, he said that despite the variations, marked by locations, among Nigerian users of English, there are enough similar features to connect all of these varieties under the variety called Nigerian English.

Bokamba, in his understanding of what Nigerian English is, grouped it under the concept "West African Vernacular English" (WAVE). Similarly, Jibril suggests that Nigerian English is a part of the continuum of "West African English." In Akere's view, the emergence of a Standard Nigerian English is highlighted. For Odumuh, Nigerian English is seen as one of the new Englishes which exists at the time as a superordinate variety of Standard English in Nigeria<sup>35</sup>.

In furtherance, another scholar also identifies with Nigerian English in his publications to be one of the varieties of English that has gained grounds, not only nationally but also internationally. One of his articles, "Standard Nigerian English: Issues of Identification", identifies and analyses Nigerian English to be one which reflects Nigerian peculiarities or features<sup>36</sup>.

Going by the above, Nigerian English portrays the form of English that presents the reality in second language incompetence of the English language – the target language. Nigerian English is a phenomenon which has been attempted across different areas of linguistic studies. One of these studies examined the variational, phonological, grammatical or syntactico-semantic aspects in the usages of the English language in Nigeria. From these studies, it became so obvious that the

form of English present in Nigeria has been nativised, domesticated and acculturated by Nigerian peoples.

It is a fact that whenever there is interlanguage contact, there is a birth of a new language. Such is the case of the English language with Nigerians. The English language being spoken in Nigeria came into view as a consequence of the contact between the native speakers and Nigerian users of the language. In Nigeria today, English is considered a second language which Nigerian citizenry learn and use in their daily activities alongside the various indigenous languages. It is posited that a meaningful number of Nigerians make use of the English language as their means of communication, irrespective of age, group class, or education. He further states that Nigerian English is real and can always be identified with. It is further stated that “Nigerian English is the variety of English that has developed in the Nigerian non-native English situation and it has distinguishing features manifested at the phonological, lexico-semantic, grammatical and discourse levels<sup>37</sup>.”

It is postulated by another scholar that although the English language is been spoken worldwide, it is differently used. Ashcroft et al. note that British imperialism birthed the spread of the English language across the world, however, Canadians do not speak English as the Jamaicans, and Jamaicans do not speak the language as the Kenyans do<sup>35</sup>.

Critically looking into the history, the issues such as of Nigerian English have existed several times. For instance, French, Spanish, Italian, and so on were extracted from Latin during the Renaissance period. A lot of regional dialects the North Africa and the Middle East like Egyptian Arabic, Algerian Arabic, Tunisian, and so on were all developed by Arabic.

It is of great importance to note that the present issue regarding the existence of Nigerian English is a natural linguistic process which evolves anywhere languages and cultures meet. It is said in

sociolinguistics that when different languages and cultures come in contact, there is a birth of a new form of the dominant language or an entirely new language. Similarly, in extension, language contact results in diaglossia (assignment of roles to languages), language shift, attrition, or language death<sup>38</sup>.

### **2.1.3.3 Varieties of Nigerian English**

Some scholars have come up with what is referred to as Popular Nigerian English (PNE) which is the set of forms that are stable and regularly occur in the usage of Nigerians though not in uniform regularity. PNE is a distinctive form that grows through nourishment from Nigerian roots. They are the usages of Nigerians, in general, particularly at variety One and Two levels. The term 'popular' is not a derogatory term; rather, it implies widespread usage. Though, it is mostly used to refer to the distinct Nigerian forms that are widespread and inevitably coloured by Nigerian socio-linguistic peculiarities, experiences and culture. These are features that instill distinctiveness in Nigerian English.

Academically speaking, the variety of Nigerian English which educated Nigerian users of the English language in Nigeria and outside Nigeria deploy during formal and informal speech situations is referred to as Nigerian English (NE). Meanwhile, educated Nigerian users of English do not use the language the same way, but there are obviously some certain similar features in the way they all use the language. In Nigeria, there are basic parameters for classification of the existing varieties of English. These parameters are education, religion and sociolinguistics. Similarly, in terms of regions, Hausa, Yoruba, Igbo and other tribes in Nigeria use English differently. Each of these regions has been identified with a variety of English with its distinct linguistic variation. These variations are often realised at the level of phonology.

Examining educational parameters, there are a number of classifications credited to different scholars. Notable among these scholars are Banjo, Brosnahan, Odumuh and Adesansoye. Going by Banjo's 1970 and 1996 classification, which he called Nigerian English taxonomy, variety one is the lowest. This variety presents the English language spoken by primary school pupils and those who are not well ground in the language. Variety two is attributed to secondary school students and school certificate holder. Variety three is one common among highly educated Nigerian peoples. These peoples include graduates, teachers, lecturers, and so on. The last variety is one said to have the same set of characteristics with the native English. This variety is used by Nigerian speakers of the English language who were born in native English speaking countries or those who have parents of English origin from whom they acquire the language as their first language<sup>39</sup>.

The third parameter, which is sociolinguistics, presents three levels which are basilect, mesolect and acrolect. Basilect is the *-lect* at the base of the pyramid which is equivalent to Banjo's variety one, which is the variety used by primary school pupils. Mesolect is the *-lect* in the middle. It is equivalent to Banjo's variety two, which is used by secondary school student. Acrolect is the *-lect* that reflects the variety of English used by educated Nigerians. This variety is often referred to as the Standard Nigerian English (SNE) or Educated Nigerian English (ENE). Educated Nigerian English, also referred as Standard Nigerian English, has been identified to be one variety which is often found among undergraduates, graduates of higher institutions, scholars, the intelligentsia, high ranking army officers, the bar and the bench, top Nigerian preachers, broadcasters, children from sophisticated family background, experienced junior civil servants and senior civil servants, and so on.

It should be noted that even people that fall into Banjo's variety three, equivalent to acrolect on the sociolinguistic plane cannot speak the English language like the native speakers will, most especially at phonological level. Building on this, it is noted by a scholar that a world language like the English language must be ready to accept different kinds of use. The scholar further posits that speakers of the English language across countries of the world do not need to speak like the native speakers. In furtherance, the scholar is backed with another proposition that if a language can achieve cross-cultural communication function, such variety can be made a standard variety of English. It is obvious, therefore, to all Nigerians that the variety of English being spoken in Nigeria is different from what we see and hear the native speakers speak. However, to preserve communication across nations and intelligibility in cross-cultural discourse, some basic linguistic rules are observed and these rules are put in place to meet the criteria for standard English<sup>40</sup>.

Furthermore, it is worthy of note that the variety of English spoken by Nigerians intranationally and internationally – Nigerian English – has fulfilled all laid down criteria of a standard language, so, it is qualified to be considered Standard Nigerian English. These criteria, as spelt out by scholars, are selection, codification, elaboration of function, acceptance and intelligibility<sup>41</sup>. Going by this framework, Nigerian English is found qualified to be regarded a standard variety of the English language. Checking the selection criterion as a condition for standardisation, a variety of English in Nigeria has been selected and developed for the use of Nigerian peoples. The variety selected has its basis such matter of extent of social, economic and political significance as it gives the same prestige it accords to those who speak it. The variety selected is one which is very similar with the native speakers', which is the educated variety.

In the same vein, the selected variety as standard Nigerian English has been codified through written dictionaries and books on grammar in order to fix this variety so that every user of the language variety is aware and agrees on the correctness of the language. Similarly, the government has made the selected variety one which is taught to every school student in Nigerian schools, from primary level to tertiary institution. Once codification is achieved, it becomes an important task for every desirous citizen to learn the standard form of the variety, so as not to flout any of the rules governing its correctness. The Standard Nigerian English, as illustrated by a scholar, should be one which provides a realistic model for the schools to aim at<sup>37,42</sup>. In Kachru's model of the concentric circles of World Englishes, it is upheld that local varieties of the English language, such as Nigerian English, should be deployed as the educational model and importantly, writing of dictionaries, grammar books and other educational materials which could help the speakers approximate the proficiency of a native speaker. Consequently, monolingual dictionary of Nigerian English has been written by some Nigerian linguists<sup>25</sup>. A couple of scholars report that such dictionaries should focus on standard Nigerian usage of the English language to the point of reflecting Nigerian culture and way of life. In relation to that, it is posited that such step will develop the obviously and extremely disorganised system of language in Nigeria. In addition to the foregoing, it is opined that this step will result in moving generations to come very closer to international standard of English, thus assist speakers of the language to understand one another.

For elaboration of functions, which is the next criterion for standardising a language, central government is saddled with the responsibilities of allocating functions to different languages or varieties of a language which exist in a language community. In Nigerian case, the standard Nigerian English has been allotted different functions it performs. In Nigeria today, it is the

language of the government, language of education, language of the media, language of law and legal drafting, language of science and technology, and so on. To standardise a language, some extra linguistic items will be inevitable so as to cover, most especially, cultural and technical words. Also, it might become necessary that new conventions are developed to use the existing forms. These conventions include how to write formal letters, how to formulate examination questions and others, mainly for cross-cultural communication, international acceptability and intelligibility.

Although Nigerian English has met up with all the criteria for standardising a language, a scholarly assertion has made it clear that a world language (like English) must pay the price of submitting itself to many kinds of use. A similar submission also asserts that the most important thing is that the variety is understood in communication across cultures. He notes further that the speakers need not speak like native speakers of English but to reflect their personality. Even if we want to, the phenomenon called interference won't allow a speaker whose mother tongue is not English speak like them, especially at phonological levels.

#### **2.1.4 Interference Phenomenon**

So far it is widely believed that, in most cases, the speech of a learner of English is often shaped after his mother tongue, the situation whereby the mother tongue of the learner affects the learning of the second language is referred to as interference. Certain linguistic items in the mother tongue are brought into the second language. Most of the items are not appropriate in the contexts where they are used. In Yoruba, for instance, the sentence structure is often *CVCV*. However, consonant clusters are nonexistent in Yoruba language, as a consonant is always followed by a vowel. In that, a Yoruba learner of English may be tempted to insert a vowel after

every consonant sound. So, *bread* may be pronounced as *buredi* by such a young and unexposed learner of English.

It is stated by some scholars that when there is a case of an automatic transfer or lift of the structural elements of a language onto the target language, due to the learner's previous knowledge in their language, there exists interference<sup>43</sup>. Another scholar asserts that when a learner's native language affects the learning of second or foreign language, it is called interference of mother tongue<sup>44</sup>. There is an assertion that interference is any error committed by foreign language learners which could be traced to their mother tongue'. In the same vein, interference is described to be the influence learner's first language has over acquisition of second or target language. It is further said that it is this phenomenon which causes 'transfer' of linguistic rules across languages<sup>45</sup>. As the learning of the target language progresses, learners make efforts to construct their own interim rules, using the knowledge they have acquired in the first language, but only when they believe it will assist them in the learning process or when they have become sufficiently proficient in the target language for transfer to be possible.

Language interference (also known as L1 interference, linguistic interference, cross-linguistic interference or transfer) could be said to be the negative use of linguistic elements of one language in another. In other words, it is the improper use of elements of one language, that is, the carryover of one's Mother Tongue (L1) patterns into the Target language (L2). The concept of Mother Tongue Interference is viewed as any linguistic transfer which either positively or negatively affects the learning of the target language. In other words, more often than none do learners of a second or foreign language produce or commits some errors in the learning process, especially the English language. This idea is supported in that there is high probability of cross-linguistic influence in second language acquisition which is automatically responsible for the

production of some errors which are caused by negative transfer from the first language. Language Interference could also be explained through some speakers or writers who apply the knowledge from their native language to the second language. In addition, and importantly, it is also noted that interference arises from possessing two simultaneously active languages by inhibiting the language that is tasking, inappropriate or enhancing the activation of the language they intend to use. In other words, interference always comes to play in a bi/multilingual speaker. It is scholarly noted that interference is a term which explains the overlapping of languages<sup>46</sup>. In such a situation, the linguistic system of the languages is transferred into the other in the process of producing the latter which is the second or the target language. According to the target of this work, some lexical words in English are either wrongly used and/or excessively used among Nigerian university undergraduates and they maximally affect meaning. For instance, in an attempt by a Yoruba English bilingual to speak the English language, the system of the Yoruba language – grammar, lexis, phonology and semantics – are transferred into those of English. They further notes that one of the two or more languages, in interference, is dominant. As such, the features of the dominant language are transferred to the subordinate or target languages at all language levels – phonology, lexis, grammar and discourse. In the same vein, reduplication and extension are a part of the notable errors caused by mother tongue interference and which this work solely looks into. In so doing, the language interference in reduplication and semantic extension accounts for the repetition of a lexical item in an utterance. Such case is when a Nigerian speaker or user of the English language says, “*I am very very grateful*” instead of “*I am very grateful*”; and the semantic extension of some Standard English words with non-standard ones such as the use of *sorry* when sympathising with someone. The concepts of reduplication and semantic extension are expatiated below.

Summarily, when a bilingual learner of a foreign or second language has completely mastered the phonic, morphological, syntactical and lexical system of their mother tongue or first language, it becomes so difficult and requires a lot of conscious efforts to adapt to a new phonic, morphological, syntactical and lexical system. However, there are phonic, morphological, syntactical and lexical types of interference<sup>46</sup>.

#### 2.1.4.1 Phonic Interference

Interference at phonic level explores the transfer of the rules guiding the production of sounds in the mother tongue or first language of a bilingual speaker into the second or target language. Linguistic transfer at this level not only looks into the phonemes, but also stress and intonation. Interference is predominantly significant at the level of phonemes for a number of reasons. First, using the English language in the Nigerian linguistic society, some of the sounds in English do not exist in Nigerian languages, so the sounds are often replaced by similar sounds. For instance, a Yoruba English speaker tends to pronounce /S/ as /s/ and realise /pus/ instead of /push/; for Hausa English speaker tends would pronounce /f/ for /p/ and realize /fi:fl/ instead of /pi:pl/. Secondly, some of the sounds in the target language seem difficult to pronounce and as a results, a mispronunciation is recorded.

At the level of syllable, one notable transfer happens as a result of the absence of consonant clusters in most Nigerian languages. Therefore, every consonant sound is followed by a vowel sound. For instance, words like *little* and *bottle* are pronounced as /litu/ and /botu/.

Also, there are noticeable interference features at the levels of stress and intonation. Nigerian languages, being tonal while English is stress-timed, bring about another phonemic interference here. Therefore, a Yoruba English speaker will stress all the syllables in every English word he pronounces. And because all the syllables are stressed, understanding which part of the utterance

a Yoruba English speaker is to emphasize becomes so difficult and that takes us to interference at the level of intonation. Most time when Nigerian English speakers speak, one thinks if a question has been asked or a statement had been made.

#### **2.1.4.2 Morphological Interference**

In the formation of a word in a language, when the word absorbs the affixes of another language, it results in the occurrence of morphological interference. In other words, morphological interference occurs when one's first language affix is used in the second or target language<sup>46</sup>.

#### **2.1.4.3 Syntactic Interference**

The grammar of a language is studied at the level of syntax. At this level of interference, the rules that govern the speaker's mother tongue interrupt the target language because the learner's incompetence in the language is involved. In a joint work of two sociolinguists, it is said that there are levels of incompetence and they are the primary, secondary and tertiary. The level of competence of primary school pupils may be different from that of the secondary school pupils just as that of the secondary school pupils may be different from that of the students of tertiary institutions. Sentences like "I am not hearing you" and "I am coming (when the speaker is going)" could be heard from pupils in the primary and/or secondary schools. Whereas, a student of an institution is possible to opt for, "I can't hear you"; and "I will be right back" respectively<sup>46</sup>.

#### **2.1.4.4 Lexical Interference**

Lexical interference is grouped in two forms – one traced to linguistic factors and the other traced to cultural factors. It is said that while the interference that falls under linguistic factors is

considered error, those that fall under cultural factors are identified as ones which express local flavour of socially recognized phenomena<sup>46</sup>. Lexical interference is further explained under the sub-divisions of semantic contrast, semantic extension, semantic transfer and coinages (loan creation).

#### **2.1.4.5 Semantic Contrast**

By semantic contrast, it is meant that in Nigerian English, some lexical items have identical meaning with some items in native English but different meanings are expressed through them.

#### **2.1.4.6 Semantic Extension**

Here, some items which are identical in both Nigerian English and native English have wider meaning in Nigerian English.

#### **2.1.4.7 Semantic Transfer**

This expresses some items which are present in both Nigerian English and native English but their implied meaning in the native English does not exist in Nigerian English.

#### **2.1.4.8 Coinages (Loan Creation)**

This explains some items which are peculiar to native English but indicate Nigerian experiences and which are also present in native English.

#### **2.1.4.9 Lexical Reduplication**

Lexical reduplication presents a situation whereby a lexical item (a word) is repeated in a sentence, mostly for the purpose of emphasis.

### **2.1.5 Reduplication as Interference**

In linguistics, reduplication is a morphological process in which the root or stem of a word, part of a word or even the whole word is repeated exactly or with a slight change. The classic observation on the semantics of reduplication is Edward Sapir's "generally employed, with self-evident symbolism, to indicate such concepts as distribution, plurality, repetition, customary activity, increase of prize, added intensity, continuance"<sup>48</sup>.

In many languages, like English and Arabic, as marked out by a scholar, reduplication is used to convey grammatical functions such as repetition, emphasis, intensity, onomatopoeia, contempt, affection, plurality, non-uniformity, and instability, nonsense, spread out, scatter, movement, contrast, continuity, completion, lack of control and to create new words through lexical derivations. Reduplication is often used when a speaker adopts a tone more expressive or figurative than ordinary speech and is also often, but not exclusively, iconic in meaning. It is posited that reduplication of items belongs to various word classes. For instance, some English words are often reduplicated or repeated consecutively, either for emphasis, pluralisation or to create new meanings.

A lot of languages give certain meanings of reduplication or linguistic doubling. Generally, it is explained that semantic extension and iconicity are concepts which go hand in hand in characterizing non-arbitrariness. This outcome in the constitution of a potentially powerful source of non-arbitrariness is mapped through the interaction of iconicity and semantic extension between sound and meaning. Similarly, Wang analyses the reduplication of such fixed phrases in English as include – 'first and foremost,' 'sooner or later' and 'part and parcel' using the British National Corpus. Here, pairs of related words are observed and results proved that the combination of these words is legitimate when the mutual information is higher.

Similarly, some previous studies explain reduplication to be a repetition which results in constructing a new word. This kind of repetition usually takes place with a change in a vowel or consonant. Therefore, Katamba, in his observation, defines reduplication as a process which adds a morpheme to the beginning, middle and the end of a root or base word to form a new word. This process is called affixation. Also, Ibrahim considers that duplication of one letter, word, or sentence implies several linguistic functions. In the body of work, some synonymous terms such as repetition, duplication, doubling, and cloning are often used as an equivalent to reduplication. As proposed by Carl Rubino, reduplication is the repetition of phonological properties within a word for semantic or grammatical purposes. In a very close sense, Sapir postulates that reduplication is the repetition of the radical element either fully or partially. To Sapir, reduplications indicate such concepts as distribution, plurality, repetition, customary activity, increase of size, added intensity and continuance. It is now well known from the foregoing that reduplication is a widely used morphological device in human languages. In line with language typology research, a large amount of data has been obtained from languages in almost all the whole world. Therefore, it is found that a cross language approach to reduplication is possible and necessary.

The scholars, whose typology and functions form an important part of the framework for reduplication in this study, note that there are two types of reduplication which are productive and fossilized. While productive reduplication is said to include full reduplication, reduplication plus affixation, fossilized reduplication includes partial reduplication and rhyming reduplication.

### 2.1.5.1.1 Full Reduplication

Full reduplication is one of the most common types of reduplication in Nigerian English. Word classes like verbs, adjectives, adverbs and interjections undergo full reduplication, performing distinct functions.

In Nigerian English, verbs undergo full reduplication to express disapproval and the degree to which an action is performed. The following expressions give instances of verbs being repeated.

- a. I *ate, ate* and *ate* until I was satisfied.
- b. I *waited* and *waited* for under the tree till evening.
- c. The woman *shouted* and *shouted* but nobody came to her rescue.
- d. The girl *read* and *read* before he could pass the exam.
- e. The boys *play* and *play* for the rest of the day.

For adjectives to be repeated in expressions of Nigerians speakers of the English language, the speaker must have the intentions of making emphasis and/or pluralisation. The following expressions give instances of adjectives being repeated, as noted by a scholar.

- a. The early buyers have selected all the *big big* parcels.
- b. Everywhere in his compound are *new new* cars.
- c. The priest spoke to those *fine fine* ladies with long long hair.
- d. The manager wants to see you *now now*.
- e. Those small small children won't go unless you give them money.

Adverb is another word class that undergoes full reduplication for emphasis, to show how long an action has been performed and state of satisfaction. The following expressions give instances of adverbs being repeated.

- a. The man is *very very* good at sewing.

- b. The principle wants every student to converge *now now*.
- c. It has been *so so* long we saw each other.
- d. I can remember your face *well well*.
- e. I *later later* left the place yesterday.

#### 2.1.5.1.2 Reduplication with Affixation

Reduplication with affixation is another type of productive reduplication which exists in the English language. While reduplication has been expatiated in the foregoing, affixation is a morphological process in which a morpheme or more is added to the beginning or end of a base or root word for derivational purposes. Reduplication with affixation, therefore, deals with the reduplication of pairs of words which has a part of the pairs being affixed. In other words, a pair of the reduplicated word is influenced by affixes. Thus, interference is recorded. The following show instances of reduplicated words which are being affixed as marked out in Nigerian English.

- a. The child was beaten because she *pooch poohed* in her pant.
- b. The children *wee-weed* as they cried.
- c. The school boys *bye-byes* one another after the class.
- d. Everyone danced as Dele *tom-tommed* the drums.
- e. He *chop-chops* the tobacco to an Italian man.

#### 2.1.5.2 Fossilized Reduplication

As marked out above, fossilized reduplication is another type of reduplication which covers partial reduplication and rhyming reduplication.

#### 2.1.5.2.1 Partial Reduplication

Unlike full reduplication which presents compound words that are completely identical in nature, partial reduplication has to do with reduplicating part of the word. Many a time, partial reduplication is interested in playing on phonological elements in a pair of words. This may be in different forms, ranging from the doubling of consonant to lengthening of vowel sounds, and sometimes form ablaut. There are lots of partially reduplicated lexical items in the English language. These examples include *helter-skelter*, *willy-nilly*, *riff-raff*, *tick-tock*, *tip-top*, *see-saw*, and so on. The following show instances of partially reduplicated words.

- a. We shall *see-saw*.
- b. The man ran *helter-skelter* to save his wife.
- c. Some people behave like *riff-raff*.
- d. The thieves *tip-toed* in and out of the house.
- e. Mr. Wilson's way is not pure; he is a *zig-zag* man.

#### 2.1.5.2.2 Rhyming Reduplication

Rhyming reduplication is another type of reduplication in which the second word in a pair rhymes with the first word. Rhyming reduplication, which is also known as imitative reduplication, is said to be a reduplication that copies the root word but with a change in one or two elements like the consonants, syllables, or vowels to achieve rhymes in pronunciation. MacDonald marked it out that in using this type of reduplication to create new words, some impossibilities set in because the changes that are applicable to this kind of root words are unpredictable. However, scholars have researched into how rhyming reduplications are formed in Malay. Their findings revealed that the changes in consonant and vowel sounds of the

reduplicated items are limited by some constraints. The semantic functions of rhyming reduplication

The following sentences show the instances of rhyming reduplicated in Nigerian English.

- a. *Betty botter* bought some butter.
- b. I suspect some *hanky-panky* in his actions.
- c. Learning the English language is not *easy peasy*.
- d. The *hokey pokey* is so delicious.
- e. Sandra danced to the *boogie-woogie*.

In the foregoing, reduplication has been expatiated based on Alsamadani and Taibah's typology which form the framework for analysing the findings of this study. In this, for reiteration, productive and fossilized reduplications are extensively analysed. However, it is noted that there are lexical reduplication and semantic reduplication<sup>49,50</sup>. In a study carried out by a scholar on reduplication, reduplication has been marked out as an area of the markers or characteristics of Nigerian English<sup>51</sup>. He highlighted phonological, grammatical and semantic reduplications in line with the works of Gleitman<sup>52</sup> and Crystal<sup>53</sup>. In this work, lexical and semantic reduplications will be explored.

### **2.1.6 Lexical Reduplication**

Lexical reduplication, according to Abbi, presents a situation whereby a root word or a syllabic unit of a root word reoccurs in an utterance. Lexical reduplication occurs when identical lexical elements are paired in a sentence. In other words, reduplication at the level of lexis deals with placing a lexical word side by side in a sentence. In addition to that, if any of the phonological units of a word is repeated in a pair, lexical reduplication surfaces. Table 1 below shows some examples of Standard British English alongside its Nigerian variant as presented by Okoro<sup>51</sup>.

Table 2.1: Standard British English vs Nigerian English

Standard British English (BrE)	Nigerian English (NE)
(i) The early buyers have selected all the big parcels.	The early buyers have selected all the <i>big big</i> parcels.
(ii) Everywhere in his compound are new cars.	Everywhere in his compound are <i>new new</i> cars.
(iii) The priest spoke to those fine ladies with long hair.	The priest spoke to those <i>fine fine</i> ladies with <i>long long</i> hair.
(iv) The manager wants to see you now.	The manager wants to see you <i>now now</i> .

Source: <sup>51</sup>

It is worthy of note that the sentences under the Standard British English present the standard rules which should be followed in English expressions while the sentences under Nigerian English present the Nigerian variety of the English language, where certain lexical items are reduplicated for certain purposes. Some of the reasons for lexical reduplication include to lay emphasis on the size of the parcels, newness of the cars, the beauty of the ladies and the length of their hair and the urgency of the message.

Lexical reduplication in Alsamadani and Taibah's typology is classified and analysed under productive and fossilized reduplication<sup>49</sup>. Baro, who carried out a study in Bodo language, records that lexical reduplication is one of the most important and productive types of reduplication used in creating new lexemes. Though their work studies reduplication in Bodo, lexical and semantic reduplication are most common and productive in the English language as used by Nigerian speakers.

### 2.1.7 Semantic Reduplication as Interference

Semantic reduplication is another type of reduplication which presents reduplication in relation to lexical relations. In this case, different lexical items with a semantic realisation are discovered. In other words, semantic reduplication occurs when different lexical items, words or phrases that

have the same meaning are placed together. In the English language, semantic reduplication is also often referred to as semantic redundancy or tautology. Meanwhile, redundancy and tautology are phenomena of discourse in English semantics at the level of sentence. At the level of discourse, the same idea is repeated in different words. Examples of semantic replication include 'adequate enough', 'reverse back', 'return back', 'short knicker', 'extreme end', and so on. However, semantic reduplication is very common among Nigerian users of English as it has become one of the notable factors which brought about the concept of Nigerian English. Below are some example sentences of how semantic reduplication operates.

- i. The man *returned back* earlier than expected.
- ii. The equipment sent are *adequate enough*.
- iii. He always likes to wear *short knicker*.
- iv. John's house is at the *extreme end* of the street.
- v. The students told the head teacher the *reason why* they were not in school.

Similarly, some common examples are noted by a scholar<sup>51</sup>.

- i. There is a *general consensus* of opinion among researchers.
- ii. I knew he was sad because he *frowned his face*.
- iii. The poor man was *strangled to death*.
- iv. You should have *gesticulated with your hands*.
- v. The expert went through the patient's *past history*.
- vi. This will go into the *annals* of our *history*.
- vii. The twins are *exactly identical*.
- viii. Members of the senate were *completely unanimous* in supporting the motion.
- ix. The *actual fact* is that he has not worked hard.

- x. The bomb *exploded violently*.

A closer examination of the above sentences gives a clear picture of how semantically related words are repeated. What is displayed above portrays not syntactic errors or problems but one of the features of Nigerian English. In line with that, a linguistic analysis of the extracted sentences will leave us with the fact that “a consensus implies a general agreement; it is only the face that is frowned; to strangle someone is to kill by suffocation. We are also aware gestures are made with hands and that history is about the past, just as annals relate to history. To be identical is to be exactly alike just as unanimity expresses complete agreement. Facts are things that are actual or real and explosions are violent”.

Further highlighted below are some other examples of semantic reduplication extracted from a study carried out by the same scholar<sup>51</sup>.

- i. Fellow colleagues
- ii. Final conclusion
- iii. Extend outwards
- iv. Pool together
- v. Outstanding balance
- vi. Ordinary laymen
- vii. Future plans
- viii. Revert back
- ix. Final ultimatum
- x. Close scrutiny
- xi. Total annihilation
- xii. Online webinar

As English has become a global language, there is need to explore the characteristics of its different varieties, even semantic extension which has been found to be another important feature being examined in this study.

### 2.1.8 Semantic Extension as Interference

Semantic extension refers to the process through which one or more semantic senses within the same or another conceptual domain are added. In any of several studies that treat the use of signs - for example, in linguistics, logic, mathematics, semantics, and semiotics - the extension of a concept, idea, or sign consists of the things to which it applies, in contrast with its comprehension or intension, which consists very roughly of the ideas, properties, or corresponding signs that are implied or suggested by the concept in question<sup>53</sup>.

It is posited that meaning of English words are extended among Nigerian speakers because of the partial similarity noticed in the form of meaning between pair of words. What immediately comes to mind here is the popular saying that ‘no two lexical items have exactly the same meaning. Presented below are Kuroje’s noted examples of words and structures whose meanings have been extended<sup>54</sup>.

Table 2.2: Extended English Words by Nigerian Users

Standard English	Extended Version
An academic	An academician
Accompany	Escort
To hoot or to honk	Horn (to sound car horn)
Hard (drinks)	Hot (drinks)
Younger brother	Junior (brother)

Elder brother	Senior (brother)
Poorness (of signal)	Poverty (of signals)
Several times (on several occasions)	Severally (suggesting repeated times)
Stand (down) for election	Step (down)
To be in store	To be in stock

So far the main focus of semantics is to ensure the maximization of communication; it is pertinent to note that any careless extension will affect mutual intelligibility among speakers. In addition, it is of importance to mark out that sentiments based on colour shapes and multiple layers of kinship relationships common to the Western world does not exist in the rural Nigeria. Therefore, it will be so difficult to distinguish such hues of colours as violet, pink, purple and red. All shades might probably be described as red. Also, colours such as ash, milk, silver, and white might be described as white.

In a similar vein, Akita explores some types of semantic extension which are referential specificity, event-semantic complexity and syntactic status. This typology forms the framework for this study.

## **2.2 Theoretical Review**

### **2.2.1 Distributed Morphology Theory (DMT)**

Distributed Morphology Theory is a theoretical framework introduced by Morris Halle and Alec Marantz in 1993. This theory claims that there is no divide between the construction of words and sentences. The basic principle of the theory states that there is only a generative engine for the formation of both complex words and complex phrases: there is no division between syntax

and morphology and there is no lexicon in the sense it has in traditional generative grammar. This approach challenges the traditional notion of the lexicon as the unit where derived words are formed and idiosyncratic word-meaning correspondences are stored. In other words, every occurring operation in the lexicon is considered too vague in DMT, which instead distributes these operations over various steps and lists.

Explicitly, in this theory, there is no single lexicon, that is, a lexicon that consists of a list of words and their meaning; instead, there are two main lists – a list of roots and a list of syntactic nodes and features such as number, aspect and other nodes that are in many cases language-specific. Deviating from lexicalists approach, in DMT, syntax does not operate on single lexical items, but structures are rather formed by combining morphosyntactic features, with each combination governed by properties and principles<sup>47</sup>.

This work shall anchor on Mardheya Alsamadani and Samar Taibah's framework for reduplication and Kimi Akita's framework for semantic extension. Mardheya Alsamadani and Samar Taibah study the morphosemantic aspects of reduplication in Palembang where both content and function words undergo reduplication to generate a number of semantic functions which include pluralisation, iteration, distribution and nominalization. In addition, they classify reduplication into productive and fossilized. In the classification, while productive reduplication includes full reduplication and reduplication with affixation, fossilized reduplication includes partial reduplication and rhyming reduplication.

On the other hand, Kimi Akita studies semantic extensibility and extension types in Japanese, Korean, Mandarin Chinese and English. Akita proposes three constraints on the meaning extension of onomatopoeic forms (OFs) in the languages where the OFs are well documented. It is, therefore, argued that the semantic extensibility of OFs differs both within and across

languages, and the patterns of their semantic extension are correlated with their referential specificity, event-semantic complexity and syntactic status.

### **2.3 Review of Empirical Studies**

This section reviews relevant works that are already in existence on linguistics, sociolinguistics and comparative or contrastive linguistics. Just like it has been explained early on, linguistics is defined as the scientific study of language. Its study includes the analysis of some specific branches of language, methods and models for studying them. Phonetics, phonology, morphology, syntax, semantics and pragmatics are the traditional areas of linguistic analysis. Each area of analysis goes in line with the reality of human linguistic system. These are sounds, minimal units, phrases, clauses, sentences, meaning and use. Sociolinguistics, in its coverage, extends largely into pragmatics and anthropology. Sociolinguistics is defined as the descriptive study of language in relation to social factors, including differences of regional, class, and occupational dialect, gender differences, and bilingualism. These aspects include cultural belief, expectations, language use and its effects on the society. And in the case of contrastive linguistics, also known as comparative linguistics, or comparative-historical linguistics (formerly comparative philology), a branch of historical linguistics that is concerned with comparing languages to establish their historical relatedness, similarities and differences, is examined. Comparative linguistics aims at constructing language families, to reconstruct proto-languages and specify the changes that have resulted in the documented languages.

In line with the foregoing, a scholar examines the comparative optimality account of primary stress assignment in Standard British English (SBE) and Nigerian English (NE), particularly from the point of view of *Igala* users of English as a second language. The study demonstrates how the constraints guiding the arrangement of language in Standard British English is tested

and rearranged in Nigerian English with the observation of the different constraint arrangements. These constraints are discovered present in of these varieties. Also, it shows that Optimality Theory fulfills all it requires to be a theory of phonology, which is to be committed to universal grammar. With this, the theory has gained an advantage over theories which came before it. This study, however, sociolinguistically analyses the lexical/semantic reduplication in Nigerian Educated variety of English in comparison with the Standard British English among university students<sup>54</sup>.

Another set of scholars, with a strong belief that most non-native speakers of English have been able to cross the hurdles of learning the syntax and semantics of Standard English, look into a recurrent issue in academic discussions which has been the non-native speaker's inability to approximate the native-like accentual competence. In their work, submissions of scholars on Nigerian English in comparison with other regional varieties of English belonging to the inner circle are presented. The quality of phonemes in terms of closeness or distance from the prestige, Standard British English, RP is examined. Considering the close approximation of the phonemic inventory of the Educated Nigerian English model to that of the Standard British English, the work's findings show that very few Educated Nigerians use English language effectively. The assessment is made from the perception of how these few Nigerians (i.e. broadcasters) articulate fricatives, affricates, stops or plosives, continuants and central vowels, correctly. Their work aims at recommending a variety of the English language being spoken in Nigeria as the Regional Received Pronunciation, having examined it alongside the Standard British English<sup>55</sup>. But for this work, lexical items being used by Nigerian speakers of English are examined and compared with how they are used in the Standard variety.

A closely related study was carried out by a set of scholars who strongly believe that the English language remains a foreign language that Nigerians still struggle to learn and put to use effectively despite its official status in Nigeria today. The study also gives a list of the varieties of Nigerian English as approved by scholars and with a clarification that the variety which is employed for official purposes in Nigeria is the Standard Nigerian English which is widely believed to have crossed the hurdles of syntactic competence but for native accentuation. The study, which is titled *The Standard Nigerian English in Perspectives: A Variety or an Interlanguage?*, deals with what this study tagged *Semantic Extension* under its lexico-semantic features of Nigerian English under which some lexical items are used outside their meanings as used by native speakers of English. Those lexical items include the use of *gallantly* instead of *woefully* when a team is defeated in a football contest; the use of *garage* for *motor-park*; the use of *borrow* instead of *lend*, since the item is going to be returned or refunded; another instance is the use of *explosion* in place of *rustication*; another common instance highlighted is the extension of *take* and *drop* to mean *board* and *alight*; and even the interpretation of a *rich, influential* and *powerful man* as a *big man* or even *long legs* to be interpreted as *having connections*. The study, therefore, concludes that all forms of English which are referred to as Nigerian English emanated from a combination of features from an indigenous language of individual Nigerian and the inadequate knowledge of Standard English usage. However, it is evident that educated Nigerians speak a form of the English language that is close to the Standard British English though with some lexical, tonal and semantic differences. This study intends to fill both lexical and semantic gaps by investigating these levels of linguistics among Nigerian undergraduates<sup>56</sup>.

Another scholar examines the prosodic aspect of the English language among Nigerian undergraduates. In the study, the examination of deviance in the description of Nigerian English rhythm of South West University undergraduates in Nigeria is done. To achieve that, the researcher purposively sampled three hundred undergraduates, one hundred and fifty (150) of male and female within Yoruba speaking regions of Nigeria. The researcher asked each participant to produce a short expression into a speech analyser (SFS, 1.41) installed on HP 250 computer while metrical phonology served as the theoretical framework. After the production of each of the participants had been tracked and cropped for analysis, results confirmed that there was notable deviance in the rhythm of the participants when compared to Britons, who served as control. The results revealed that the participants did not weaken the weak syllables and give prominence to the weak ones. In the end, the researcher suggest that native speakers should be aware of the phenomenon of deviance in the use of rhythm of Nigerians who are from a tone language background as mark of Nigerians' prosodic identity<sup>57</sup>.

Another scholarly attempt to assess the national and international intelligibility of lexical peculiarities in Popular Nigerian English (PNE) and also determines the factors responsible for the peculiarities. The study undertakes to analyze lexical deviations in PNE, using Adesanoye's Varieties One and Two exponents. According to Adesanoye, Variety one, on the one hand, it is the form used by Primary School graduates. Speakers of this variety exponent exhibit L1-prompted features at the lexical level and syntactic deviations at the level of syntax. On the other hand, exponents of Variety Two are the Secondary School graduates; many of Year One and Two university undergraduates, as well as magistrates and journalists. Although their works are closely related to this thesis as they examine the lexical anomaly in the use of English, but different because this particular work focuses solely on Variety Three, which has to do with only

students of Nigerian universities, excluding years one and two students, going by Adesanoye's classification<sup>58</sup>.

While this study examines lexical variations among Nigerian university undergraduates, another examines the morphological errors in the English usage of some senior secondary school pupils, who use English as second language (ESL), in both the spoken and written English of some in Nigeria. Having observed that, in spite of the fact that these pupils are exposed to English as a medium of instruction right from the 'later' part of the primary school (cf. National policy on Education 1998), and despite the fact that English is one of the core subjects they must take and pass; their grammatical competence in the English language generally and in the morphology of English specifically is very low. The scholar focuses, particularly, on the morphological errors of the Senior Secondary School Two (SSS 2) pupils<sup>59</sup>.

Another related work is that of Herbert who investigates the syntactic features of Nigerian English which have been created through the use of subjectless sentences, reduplication, double subjects, Pidgin-influenced structures, discourse particles, verbless sentences, and substitution. Furthermore, it observes that the fact that some features of Nigerian English syntax are shared by other new Englishes is a healthy development for the identity of non-native varieties around the world<sup>58</sup>. As Herbert advocates "syntactic uniqueness" in Nigerian English syntax, this study deals with English at the level of semantics<sup>60</sup>.

Another related study examines the issue of syntactic variation in Nigerian English as it relates to students' achievement in the English language. It is worthy of note that syntactic variation stems from the proposition that no two languages are the same. Nigerian English has been described as being strikingly different from the standard British English variety. It is observed that when the

English language is not the mother tongue of the speakers who use it for communicative purpose, another variety is bound to emerge. In the paper, characteristics of Nigerian English were analyzed viz-a-viz Standard British English<sup>61</sup>. This study is different as it studies the semantic implication of the use of English lexis among Nigerian speakers of the language as a second language in Nigerian universities.

In another similar study, a scholar investigates the variation in spoken English Pidgin by educated speakers but found no evidence for a continuum of lects between Nigerian Pidgin and English. It is said that a long-term co-existence of Nigerian Pidgin and English, and the complex pattern of their usage in almost all walks of life is point which is worth of opening a rich field of research in the area. Therefore, the study looks into the relationship between Nigerian English and Nigerian Pidgin in the speech of educated Nigerians. The study finds that a lot of Nigerians use both Nigerian Pidgin and English and that both languages are in very close contact with each other. The researcher uses the variability in copula usage as a test bed to investigate sixty-seven conversations in Nigerian English by educated speakers as they occur in the International Corpus of Nigerian English. Having employed a qualitative investigation, the study reveals that the complex situation as a continuum of style, with code-switching as one of the stylistic devices, motivated by such social factors as formality, setting, participants and interpersonal relationships. In their data, the revelation of an unexpected amount of variations among the different copular forms is discovered. Even apart from the of the Standard English copular variants, the study also finds different Nigerian Pidgin copulas in the data and two forms that are neither found in English nor in Nigerian Pidgin. So, the variation lends itself to implicational scaling, showing a clear implicational pattern of usage<sup>62</sup>.

Another study presents a variational pragmatic analysis of multilingual question tags in Nigerian English, combining a corpus-pragmatic analysis of the Nigerian component of the International Corpus of English with a survey study on the preference and attitudes of Nigerian students toward different question tag forms. According to the study, the corpus study highlights multilingual pragmatic variation in terms of form and function of variant as well as English and non-English, which are derived from indigenous Nigerian languages, invariant question tags in six text types which are conversations, phone calls, classroom lessons, broadcast interviews, and legal cross-examinations. It notes that Nigerian speakers combine a wide range of English and non-English variant forms, whereas variant question tags only play a marginal role and are not characteristic of Nigerian English. Furthermore, the study asserts that text type influences the overall frequency of question tags and (together with the pragmatic function) constraint the use of individual forms. The survey study shows diverging results as the participants generally prefer variant over invariant question tag and show a strong dispreence for indigenous Nigerian forms when speaking English<sup>63</sup>.

In another study where syntactic discontinuous reduplication with antonomic pairs are examined, instead of the most popular theoretical and typological studies, the focus is on one of the special types of reduplication such as echo reduplication or automatic reduplication, specifically, discontinuous reduplication (DR). DR, in the study, is defined as a kind of reduplication “where other morphological materials may appear between the reduplicant and the base. More specifically, the article aims at giving a comprehensive account of specific instances of DR attested in the Italian language, which they dub as syntactic discontinuous reduplication with antonymic pairs (SDRA). In their methodology, they base the analysis of SDRA on dataset which is composed of naturally occurring data extracted from *itTenTen16* which has a very large

corpus of about 4.9 million words, the largest available as of the time of the study. The study finds that SDRA conveys a general value of plurality and develops a network of sub-constructions that express more specific functions which include distributivity, related variety, and dispersion. Also by virtue of its idiosyncratic properties, they analyse SDRA as a construction in the sense of Construction Grammar. They also propose that SDRA is a multiple source construction which has its origin from a blend of two independent constructions which are syntactic reduplication and antonomic adverbs<sup>64</sup>.

In a similar vein, another study examines a little-known, yet empirically and theoretically significant, case of grammaticalised distributivity in the Romance branch as found in the tenth to fifteenth century texts produced in the Iberian Peninsula. The study holds that the case of grammaticalised distributivity being considered concerns the reduplication of an adnominal cardinal numeral, as in “whose presence serves to impose a distributive reading at the sentential level”. The study seeks answers to two key research questions which are (i) “What is the nature and distribution of reduplicated numeral constructions in Old Ibero-Romance?” (ii) “How can we account for the syntactic and semantic properties of the various subtypes of reduplicated numeral constructions incurring sentence-level distributivity in Old Ibero-Romance?” To achieve that, the researcher employs the use of a hand-annotated corpus of contemporaneous Iberian texts compiled from a range of textual sources covering all diachronic stages in which distance distributivity with numeral reduplication (DDNR) is attested. The samples are attested in tenth to fifteenth century documents, through mostly concentrated in the twelfth to fourteenth centuries. In the end, the study claims that distributive reduplicated numerals are attested across a diversity of tenth to fifteenth century texts in various scribal varieties identified as Old Spanish, Old Portuguese, and West Iberian Mediaval Latin; tokens of reduplicative construction are attested

overwhelmingly in ditransitive (change-of-possession) structures and exhibit subject-object asymmetry wherein the reduplicated numeral merges consistently as the THEME; an applicative analysis of ditransitive reduplicated numeral construction as DOCs captures their syntax-semantics, including change of possession between individuals; a derived subject analysis extends the applicative treatment to other subtypes of DDNR with a reduced number of arguments, including the *prima facie* anomalous tokens attested in the corpus; and that distributivity is also mapped in the nominal domain, the mechanism for which is tentatively identified here as copy movement of the cardinal numeral to a higher position in the extended functional structure and its subsequent optional or compulsory deletion<sup>65</sup>.

Another comparative study took at reduplication in English and Chinese. In the study, reduplication is perceived as a pervasive phenomenon across human languages that are often regarded as a morphological process of complete or partial repetition of a stem, which has been an area of significant interest to linguists. The study is on the journey of comparing reduplicates in English and Chinese from aspects of morphological structure, semantic properties and pragmatic functions, aiming to provide suggestions for second language learning and teaching. The researchers embarked on the comparative study of reduplication of English and Chinese because they feel that reduplication in English has not been explored by scholars like other aspects of English because it has small quantity in the total number of vocabulary. Contrary to this claim, it is believed that reduplication in Chinese has been given a massive attention by scholars. Similarly, they hold that there are limited studies on reduplication in English and Chinese, so efforts are made to analyse reduplicates in English and Chinese from aspects of morphological structure, semantic properties and pragmatic functions, aiming to provide suggestions for second language learning and teaching. In the end, efforts are made to trace the

similarities and differences of reduplication in English and Chinese. More specifically, from the perspective of morphological structure, both languages reduplicates belong to full and partial reduplication. They further state that the categories of reduplication in English and Chinese are quite different. While reduplication in English can be divided into three typical categories, including rhymes, ablauts and echoes, reduplication in Chinese can be subdivided into different forms based on the syllables. On semantic properties, both English and Chinese reduplicates are created from onomatopoeic words. For emotional meaning, the reduplicates in Chinese and English can strengthen mood, enhance emotional meaning and make language more vivid. Also in terms of stylistic meaning, while reduplicates in Chinese can express intimate and informal meaning, English reduplicates are informal in most cases. In terms of pragmatic function, reduplicates in Chinese are comparatively single while English reduplicates are various. Reduplicates in Chinese are mainly nouns, adjectives and verbs, while reduplicates in English are mainly nouns<sup>66</sup>.

The list of similar research works which have been carried out is unexhausted. This has to be established in order to show that reduplication and semantic extension are areas in which a number of researches have been carried out. For reiteration, it should be noted that this study is about the sociolinguistic analysis of reduplication and semantic extension in the utterances of Undergraduates of Lead City University.

## **2.4 Theoretical Frameworks**

### **2.4.1 Mardheya Alsamadani and Samar Taibah's Theory on Reduplication**

Distributed Morphology (DM) was first proposed in the early 1990s by Morris Halle, Alec Marantz and their students and colleagues including Eulalia Bonet, Rolf Noyer, Jim Harris, Heidi Harley, Andrea Calabrese, David Embick and others. The main idea of DM is that there is no

dichotomy between the construction of words and sentences. The approach that syntax is the single generative engine that forms sound-meaning correspondences in both complex phrases and complex words challenges the traditional notion of the lexicon as the unit where derived words are formed and idiosyncratic word-meaning correspondences are stored. It is stated in DM that there is no unified lexicon as in earlier generative treatments of word-formation. Rather, the functions that other theories ascribe to the lexicon are distributed among other components of the grammar. The basic principle of DM is that there is a single generative engine for the formation of both complex words and complex phrases: there is no division between syntax and morphology and there is no lexicon in the sense it has in the traditional generative grammar. Also, DM does not approve the notion of a lexicon in the way it had been used. It rather approves that any operation that would occur in the lexicon according to lexicality approaches is considered too vague in DM, which instead distributes these operations over various steps and lists. The term DM is used because the morphology of an utterance is the product of operations distributed over more than one step, with content from more than one list.

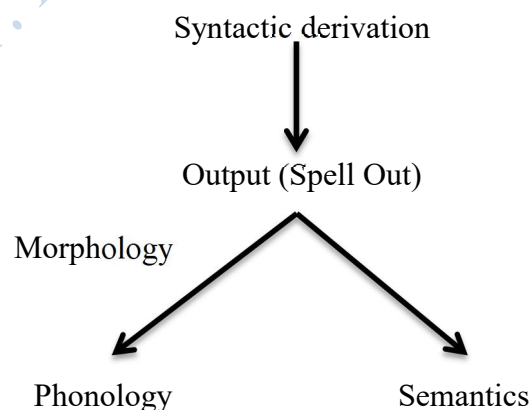


Figure 2.1: Levels in Distributive Morphology

In DM theory, there is no single lexicon, that is, a lexicon that consists of a list of words and their meanings. Instead, there are two main lists which are – a list of roots and a list of syntactic nodes and features such as number, aspect and other nodes that are in many cases language-specific. In contrast to lexicality model of morphosyntax, DM also posits three components in building an utterance which are that:

- i. the formative list provides the input for syntax
- ii. the exponent list (the list of vocabulary items) is consulted to provide the utterance with post-syntactic phonological content
- iii. syntactic operations (such as Merge, Move or Agree in the Minimalist framework) apply to formatives.

In Mardheya Alsamadani and Samar Taibah's work, it is said that both reduplication and affixation are productive, and in other cases, affixation must apply prior to reduplication. However, it is worthy of note that reduplication according to this them is classified into productive and fossilized reduplication. While productive reduplication is subdivided into full reduplication and reduplication + affixation, fossilized reduplication is divided into partial and rhyming reduplication.

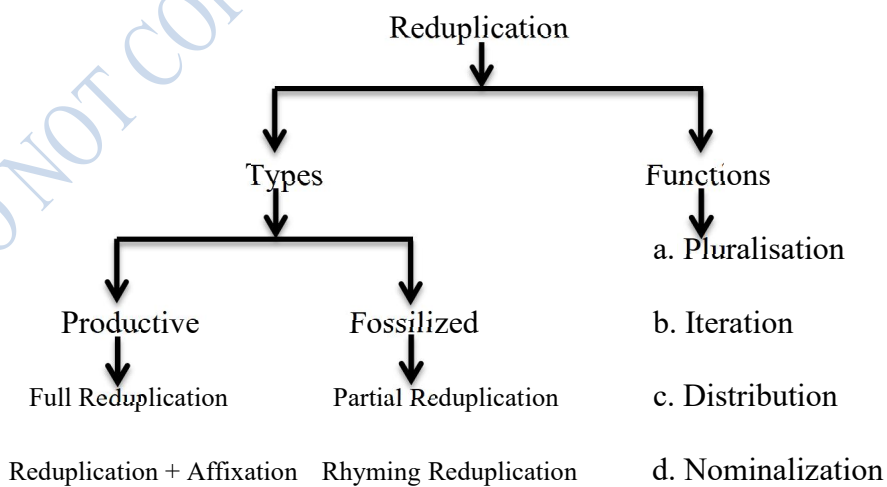


Figure 2.2: Typology and Functions of Reduplication

Productive reduplication is said to include full reduplication, reduplication plus affixation while fossilized reduplication includes partial reduplication and rhyming reduplication.

**Full reduplication:** Full reduplication is one of the most common types of reduplication in Nigerian English. This is a situation whereby a word is repeated twice or more.

**Reduplication with affixation:** Reduplication with affixation deals with the reduplication of pairs of words which has a part of the pairs being affixed. In other words, a pair of the reduplicated word is influenced by affixes.

**Partial Reduplication:** Partial reduplication has to do with reduplicating part of the word. Many a time, partial reduplication is interested in playing on phonological elements in a pair of words. This may be in different forms, ranging from the doubling of consonant to lengthening of vowel sounds, and sometimes form ablaut.

**Rhyming Reduplication:** Rhyming reduplication, which is also known as imitative reduplication, is said to be a reduplication that copies the root word but with a change in one or two elements like the consonants, syllables, or vowels to achieve rhymes in pronunciation.

#### 2.4.2 Kimi Akita's Theory on Semantic Extension

Kimi Akita explores the types of sound-symbolic words with respect to lexical polysemy which has been one of the central issues in cognitive linguistics. The researcher proposes three constraints on the meaning extension of onomatopoeic forms (OFs), sound-mimicking words such as growls and crack in four languages – Japanese, Korean, Mandarin Chinese and English whose onomatopoeic forms are well documented.

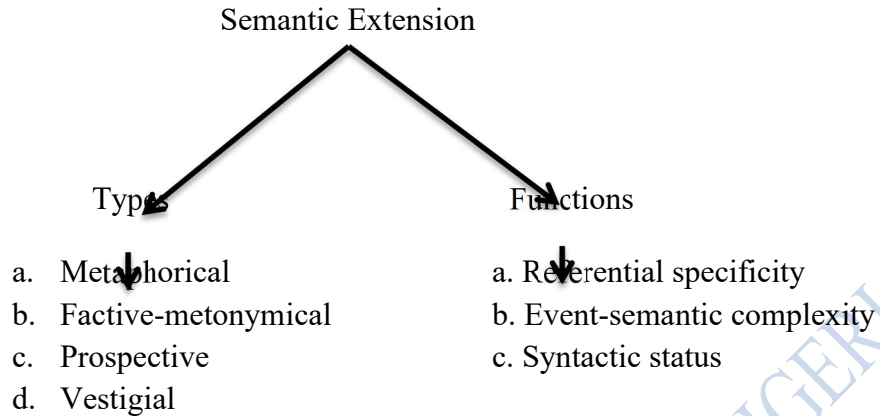


Figure 2.3: Typology and Functions of Semantic Extension

**Metaphorical Extension:** Metaphorical extension is the kind of extension of meaning in a new direction through popular adoption of original metaphorical comparison. It is believed that metaphorical extension is a universal natural process in any language undergone by every word.

**Factive-metonymical Extension:** This form of extension assumes that extension of grammatical properties, like new meanings of words, are not handsome, but follow certain patterns.

**Prospective Extension:** This is a type of extension that deals with time in a different manner to retrospect application.

**Vestigial Extension:** Vestigial extension is a kind of extension which presents an expression that has lost all or most of its original structure.

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## **Chapter Three**

### **Methodology**

This chapter presents the research design; the population of the study, sample and sampling techniques, instruments for data collection, procedure for administration of research instruments and data analysis methods and procedures were explained in details in this chapter.

#### **3.1 Research Design**

The research design adopted for this study was mixed methods, involving survey and textual analysis. This method was used because the processes of gathering data for this work involved visiting the institution's admission office for the list of the faculties and departments, surveying the faculties for the selection of the departments needed for the study and selection of students for focused group discussion and interviews. It was the processes that yielded results which were textually analysed. It should be noted here that all focused group discussions and interviews conducted among Lead City University Undergraduates were conducted in a semi-formal context.

#### **3.2 Population of the Study**

The population of this study includes all the students in the ten (10) faculties and eighty-one (81) departments in Lead City University (see table 3.1).

#### **3.3 Sample and Sampling Techniques**

The study drew out five (5) faculties from the total population, (10) faculties at Lead City University, Ibadan, as its sample. From each faculty, two (2) departments were selected and seven (7) students were sampled from each of the selected departments. The faculties and

departments were selected, using purposive sampling technique. The selected faculties and departments have the highest number of students (see table 3.2).

### **3.4 Description of the Research Instrument**

The research instrument used for this study was an interview guide. Students (undergraduates) were interviewed in groups and individually and all interviews were recorded so as to capture all speech occurrences or utterances of the subjects during the discussions and interviews. The focus group discussions and interviews were conducted in turns and the recordings were made by the researcher.

### **3.5 Validation of the Research Instrument**

The research instrument was validated by the researcher's supervisor, head of department and other lecturers in the department of Languages and Literature.

### **3.6 Procedure for Administration of Research Instruments**

As revealed in table 3.2, seven (7) students were selected from each of the selected departments. Five (5) students were engaged in Focused Group Discussion (FGD) while two (2) students were interviewed from each of the departments (see table 3.3).

### **3.7 Method of Data Analysis**

The recorded data were transcribed verbatim and the instances of reduplication as proposed by Mardheya Alsamadani and Samar Taibah and semantic extension as proposed by Kimi Akita were identified, extracted and subjected to qualitative analysis.

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## Chapter Four

### Results and Discussion of Findings

The previous chapter has unveiled in details how data for this study were sourced. The present chapter focused on demographic data analysis, presentation of data, under which research questions were answered, and discussion of findings. Under these headings, all data collected in the course of the study were analysed and discussed in line with the research questions of the study.

#### 4.1 Demographic Data Analysis

**Table 4.1: No. of Students Engaged in FGD and Interview**

Faculties	Departments	No. of Students on	
		FGD	Interviewed
Arts and Education	English and Literary Studies	5	2
	Performing Arts and Film Studies	5	2
Law	Law	5	2
	Law and Diplomacy	5	2
Basic Medical Sciences	Medical Laboratory Sciences	5	2
	Psychology	5	2
Communication and Information Sciences	Mass Communication	5	2
	Public Relations	5	2
Public Health	Human Nutrition and Dietetics	5	2
	Community Health	5	2
Total		50	20

(Source Field: 2022)

Table 4.1 above shows the faculties and departments from which students were selected for focus group discussions and interviews.

## **4.2 Presentation of Data**

Having transcribed the recorded data collected from the students of Lead City University, Ibadan, as demographically shown above (*see table 4.1*), instances of lexical and semantic reduplication and semantic extension were identified and analysed based on Mardheya Alsamadani and Samar Taibah's and Kimi Akita's frameworks which were adopted for this study. We also examined the frequency and percentage of existence of each typology in the data. However, the data were presented below in accordance to the research questions of the study.

### **4.2.1 Research Questions**

This study majorly answered four questions. The questions were to test whether lexical and semantic reduplication are used in the utterances of Lead City University undergraduates; whether or not semantic extension is used among them and determine the sociolinguistic features of the phenomena. Research Questions are hereafter referred to as RQ.

**Research Question One: What are the instances of lexical and semantic reduplication in the utterances of Lead City University undergraduates?**

#### **Excerpts on Lexical Reduplication**

The excerpts are grouped based on departments.

##### **Excerpt 1: Department of Community Health**

**Researcher:** Wow! You are really talking like community health students. Seriously, this is how communities are being engaged. As a guy among them, how lucky would you say you are, studying this course at Lead City University?

**Participant 3:** Sir, I am **really really** happy.

**Researcher:** OK. So, what do you like there? Or is it because it's easy?

**Participants:** Nooo, it's not easy ooo

**Participant 2:** Wait wait, can you inject? Can you touch blood?

**Researcher:** Let's come back to community health matters. From experience and information we've gathered, when people go to health care centres for issues, those women who work at those centres abuse their patients too much, especially pregnant women. Are those women not professionals?

**Participant 4:** They are, but on a first visit of a patient, you need to welcome the patient warmly and if your patient sit, to sit down, not using abusive words. Is not in our health, is not in our ethics.

**Participant 5:** Sometimes it happens due to let me say stress or frustration because some people, even some patients can frustrate to the extent that you will be talking like that. Although it's not professional behaving like that but in a reality, some patient do push us to do it.

**Researcher:** What are the things they could do that could actually push you to behaving like that?

**Participant t 3:** Actually, it is not right, it is not right to talk to patients anyhow. And it does not occur in only community health, it is also occur in all field in general.

**Researcher:** But we are on community health now.

**Participant 5:** I can't say it happens everywhere, it depends on individual's personality.

**Participant 2:** Yes, it is personality based. For somebody that is hot-tempered, that can easily get irritated, like a client came in that is pregnant, it was on the first visit and she start spitting around the vicinity. Do you know that she's indirectly affecting other mothers. I call that patient, talk to that patient like a human being, on the next visit, the patient still come and start doing the same thing. For me, as a health worker there, if I'm a hot-tempered person and I can't control my hot-temper that, I will first tell you that hey come hey, I might use that vexation that I have... if she is still doing the same thing, it means she is trying to send other mothers away because she is not the only client you have. You have other client there. There are some people that you'll tell something once, and they will just listen to you, and there's some people that you have to use hard channel to talk to that person before that person will listen to you. Not that the health worker is wicked. Not that the health worker won't attend to that particular patient the way you attend to others but that patient needed to be scolded. Not that that scold is part of our ethics... and again some people personality that like whether they annoying them or they not annoying them, it is their personality before entering community health.

Somebody will pass and look at how this person is, idiot, look at how big **bom bom** she is. That person, that personality is already in that person before entering our profession. So, can you tell me that somebody that have that habit inside him or her before entering community health she'll throw it away just like that.

**Researcher:** So, you mean this profession does not take your bad habit away?

**Participants:** Nooo, **it does, it does.**

**Participant 2:** No, not everybody, it will reduce but is just like someone that's smoking before coming into the profession, do you know that smoking is not easy to stop, but it can be control gradually. You won't say that before the person is coming into the profession as a community health, the person should throw away smoking immediately. It will only reduce it because the person can't smoke... ehn ehn, that is dangerous to the health but it won't stop that person from smoking, it won't, it will only just reduce it like the person might not be able to smoke in the public or front of the patient or anything but at home, the person can smoke as the person want.

**Participant 4:** I want to add something to it. You know, for example, you said community health. You know we community health, we will always work with the primary health care centre. And it's usually based in all these community, rural area, and some of these in these, let me say a giving geographical area which the health centre is, they believe, some of them believe that everything in that health centre or everything they need must come from that health centre, and they don't have to pay. For example we went for practical, there was a time like that we went for practical and a woman came, even with ehn full dilation, the baby is like 8 months or like that, and we asked her, 'Where are your loads?' She was like, 'I think this is a public section of... ehn ehn that I think government should provide everything. So, we have to be...ehn ehn and she was now shouting, 'Come and attend to me; the baby is coming.' Okay, how can we attend to you now, no gloves, **nothing nothing**, and you expect us to go and take our own money to buy it and give it to you?

**Participant 3:** Is not that we don't do that...

**Participant 4:** We can do it; we can do it but the way she talks that day.

**Participant 2:** We can do it. It is just a privilege, but those people they think it is their right.

**Participant 4:** So, some people believe this is government sector, so they don't have to pay because they thought government provide everything in primary health care centre.

**Excerpt 2: Department of English and Literary Studies**

**Researcher:** Who is your best friend among them, in whom you can keep your secret, like secret you cannot discuss with anyone?

**Participant 1 and 2:** No no

**Researcher:** Why is it that you answered together?

**Participant 1:** Because I don't really share my secret with anyone

**Researcher:** Law is your profession. Law is your profession; take cases, and some other things like that, but talented in that aspect. Is there any law restricting you?

**Participant 1:** Just like every other professions, there is this rule, when you get to law school, they have ethics of lawyers. So, if a lawyer, you should know like have it inside of you or so. So, the only reason you can, I feel people can go to the radio station, maybe they invited the lawyer. OK... if you want to talk about one pivotal issue, so you come to talk. But to now have your own radio programme...

**Participant 4:** ...working as a host...

**Participant 1:** Yeeesssss!

**Researcher:** Is that why a presenter in Ibadan had to leave his media job and open a chamber?

**Participant 3:** Yeeesss

**Researcher:** But why?

**Participant 1:** It's just **their their** rule.

### **Excerpt 3: Department of Law**

**Researcher:** OK guys, how do you see it as students of law going into a relationship? Is it cool by you?

**Participant 5:** Relationship wise, there are lots to gain in a relationship, and for me, I prefer to have a partner that is more serious than I am. If I date that kind of person now, obviously, it's going to have a **very very** good impact on me. And also, the

downside now, like time, as amm, the kind of law we are doing right now, there's no time. Before we go for lectures, read...

**Researcher:** So, you have to understand that thing you have crammed?

**Participant 2:** You have to understand! If you don't understand, you cannot apply.

**Participant 1:** Yeah... You necessarily don't need to read like... OK now, for reading, you read, and when you get to the exam hall, you put it anyhow it is. But for cramming, you can cram it and write it word-for-word and you pour it like that and cannot apply it.

**Participant 3:** Sometimes, you might miss a word... And missing a word can make you forget everything and that's why cramming doesn't work for me.

**Participant 1:** Cramming works for me o. It works for me **very very** well. The way me I cram, I cram, after cramming I'll write it down. I'll now sleep and I will be seeing everything. And if I go to the exam hall, after writing everything, let me come out, ask me, I've forgotten.

**Researcher:** *La cram, la pour, la pour la forget.*

**Participant 1:** No, but then, when you ask me question about it, it's not as if I cannot give you an answer, but then, the way I'm going to like... the reason I'm cramming is because, yes, I want to do well in my exam, but the way you ask me, yes, I can still open my books like to tell you I know some things, but to like add more to the knowledge, I can open book, but in exam...

**Participant 2:** And again, you mentioned something also. You said haam, you said a lot of people belief that to survive in law, you should just be able to read and cram. And then, when we get to the outside world, it's not always like that. Law has to do with, it also has ehm how we can talk, what you can say and what convincing effects it can have on people, what conviction lies in your voice. You, how you say

what you say, how are you able to say what you say, you sell what you sell and people are able to buy it, what differentiate you from Feyisayo saying something and Ayisat saying another thing. Why do they listen to Feyi instead of Ayisha, and those kind of thing. **It, it, it, goes beyond reading and cramming.** So, it doesn't have to be that alone. It's also about how fast you can think, how fast you can know the problem in what people say, how far you can discredit just... it's not... That's why I said it's not for the weak. It's something that you grow and develop every day.

**Researcher:** So, are you trying to tell me that law is the most difficult department in the institution?

**Participant 1:** No... But for me, presently, I would say law and medicine, because you can never know the law, like you can't finish the law. I don't know how, you can never, I don't even want to know how brilliant you are, OK just say you are not marrying because you want to know the law, for real, you will not know the law finish. For real, because law changes, law is dynamic. Every day, OK today you can feel this law is like this and tomorrow you will just be like oh. And sometimes law can be **very very** complicated. In this book, you are seeing this, and in another book, you are seeing this, and I'll like, OK, sorry, which one is like correct? Like law is very complicated. Ha, so, I will say medicine too is not easy o haaa

**Researcher:** But when it comes to the situation whereby a particular section of the law is quoted, but another lawyer, just because that particular section does not favour his client or the person he serves goes against that law or brings another law to counter it, so they start playing on the law. As a set of people going into the system, how do you feel?

**Participant 2:** OK, the law says one thing, and then, it's interpreted in different ways. Haaa...theeee, there are how many types of interpretation again, three. There are literal rule, golden rule and the mischief rule. They are the major types of interpretation. So, the law can be interpreted literally to favour you. You can

interpret it golden, with the golden rule to favour you and you can use the mischief rule to favour you. So, it's ehn, ha, I don't want to get religious on this... It's the way, it's the way sometimes some people open their Bible and say this, **the bible says this this this**, and then you open another verse that contradicts what was said. It doesn't mean you're wrong. It doesn't mean what this one said is wrong, it doesn't mean what he is saying is wrong. It's just, it's you trying to find the interpretation that makes, that put you in a favourable position. So, it doesn't mean either of them is wrong. The law is still the law. The law is still fixed. The, it's the kind of interpretation, the way people interpret the law to their favour is where the issue is, and it's not going to stop.

**Researcher:** Let's talk about the issue of Deborah Samuel, Garba Shehu College of Education, Sokoto, who was murdered. As a prospective lawyer, what would you say about the case?

**Participant 5:** Hun, to treat that kind of a situation, that kind of case now, for me, ehm ehm, I had to gather all the fact regarding it, because obviously, what we are hearing on the internet cannot be relied on. Well, we all know these northerners, and we all know these Muslims tend to take their religion **very very seriously**, and they don't like anybody throwing shades or anything regarding their religion. So, that kind of situation here, I heard she was making reference to, like, to their religion, and whatever rule applicable in the north, even their sharia law, Islamic law or whatever cannot supersede the provision of the Nigerian constitution. She has the right to express herself freely. She wasn't, not like she was saying, okay, let's stop them from practicing this thing or something, yeah, she has the right to express herself. So, I feel, if I'm to be a lawyer, I will be focusing on her right to expression. She has the right to express herself, and without any set of discrimination or setback or anything. So, I think that is it.

**Researcher:** Lawyer Ayisha, how would you treat the case?

**Participant 3:** OK... So like he said, Muslims, especially those northerners tend to be extremist when it come to religion, and like he said, she has her freedom of expression, and I guess he said because she said they should stop posting about something on their group chat, which I feel she was right, because in our own class too, we have two group chats. One is for socials and one is for education. You don't expect posting something in like the educational stuff, like something related to parties and all. So, someone literally tell you that okay, don't do this here and just go to the other group. But then, I feel they went too far, and she has her own right, as in, like freedom of expression, please, don't do this, and I went too, I feel they went too far about killing her. So, like she has the freedom of expression like her said.

**Participant 2:** See, section 33 of the ehm of the constitution, Federal Republic of Nigeria, which is the supreme constitution, the first thing, yah, it protects right to life, and then, there are exceptions to right to life where killing another person is justified. And now, I believe I've got through that section, and I do not see any provision, any context or any text at all that talks about the fact that you kill someone, killing for your God or for your religion is justifiable. So, when they kill Deborah, they crossed the line there. They could get angry. Yes, they can get angry but the moment they hit... it's one thing to hit... you can get angry. They have the right to express themselves whenever they want, but when they began to assault her, began to, they were chasing after her... so, the moment they killed her, at that point, **they** **they** already crossed the line.

**Researcher:** Even, they burnt her body.

**Participant 2:** As regards that section, the constitution should supersede whatever law of the land. Now, the constitution gave power to sharia law to function, but the constitution still supersedes it, and it doesn't create any justification for where you kill someone for your religion or to make your god happy. So what they have done there, they've violated her right to life.

**Researcher:** How effective do you think the constitution is over there?

**Participant 1:** Hmm, I feel I will just say it like my own, the way I feel. At the northern part, I feel they don't even, they did not see the constitution is supreme. They feel their sharia law and their penal code...

**Participant 2:** I feel it is mass illiteracy.

**Researcher:** Mass illiteracy? But in one of the comments we read, a professor said they did what anyone who insults Muhammed is supposed to get to Deborah.

**Participant 1:** You see... That's why they say... people like, I don't know, is not, I'm just saying, they say that the way law students and lawyers like they think is different from the way normal people will think, because the way we think, okay, this thing is like, even though she's wrong, we know that **normal normal**, it is not right for this person to do so, but someone that did not study law, that oh he is na... even if the professor was not a lawyer, he shouldn't have said anything about it, because if he had said something like, if he is a lawyer, and he said something, they would arrest him, and that maybe even be the one to like organise the thing somehow.

#### **Excerpt 4: Department of Mass Communication and Media Technology**

**Researcher:** You wanted to go to a public university?

**Participant 1:** Exactly! It was my mummy that said okay, *ki o le tete setan* and all of that, but when I entered the university, I was like God, **like like** what's going on?

**Participant 1:** So, as I was saying, the choice of school was, I don't know, but there are some course mates that are sweet, that are naturally sweet, but some people, God... Holy Spirit have mercy...

**Participant 3:** They are just what we cannot explain, but you cannot do without them.

**Participant 1:** But now that I'm leaving, but now that I'm leaving... wow!

**Participant 2:** And seriously, these people are actually working their ass off, like Theatre Art is not joke, is not joke at all. So, I feel Mass Communication is actually the nearest to Theatre Art and which is because when I started studying, I knew that part of Mass Communication has to do with them because we've offered courses from their department required in Mass Communication. So, I feel like it still has, it has given me a... an edge to actually further in that department when I'm ready, probably in master's

**Researcher:** And do you know you can go back to the department for post-graduate studies?

**Participant 2:** Yes yes yes

**Researcher:** OK, you want to tell me something.

**Participant 3:** Okay, so, apparently, me ehnn, hun... Mine is a **very very** long story. Ever since I was, I was at my young age, I would always dreamt of being into car. Like that was what I wanted to do after finishing secondary school, selling cars, having my own car show room. So, apparently, as per parents nah, Nigerian parents, my mom wanted me to go get the degree first. So, I just put Mass Communication because I felt... I felt it was actually easy because all the journalism and everything, to me, it was on TV, I felt it was easy. So, I felt it was something I could adapt to when I like enter the school and everything, but...

**Researcher:** Do you know that you might have a reason to show someone that you have a degree someday?

**Participant 3:** **No no no no**... what me I'm saying is, now ehnn, now I've actually had a routine cabal, school life and everything. After my school here, I want to, I want to go for my masters. So, I'm planning on changing my course hum, the like the line I've been going with... I've been going with Arts right from ehnn SS classes and also. I want to change my line; maybe I'd have something in my hand that I really want

to do badly, but as at of now and yesterday, and last year, two years ago, is still cars that is on my mind.

**Researcher:** So, you've carved a niche for yourself?

**Participant 4:** Yeah yeah,

**Researcher:** And you're not regretting the fact that you found yourself in mass communication?

**Participant 4:** Yeah, not at all.

### **Excerpt 5: Department of Microbiology**

**Researcher:** And each time you want to meet you carry out test?

**Participant 1:** No oooo, not every time maybe like every **three three months** you will go to the laboratory to go and check yourself.

**Researcher:** So this means if somebody studies this course, they will be careful of what to do and whom to walk with. Let us talk about some people, you know in nollywood movies, they kissed, in fact kissing has become something common that people used in expressing their feelings. So how dangerous is kissing?

**Participant 4:** It's has been recently discovered about that kissing that there are thousands of microorganism that's been passed through kissing even just a kiss *lasan* it like about 3000 organisms that is been passed to one another but we've not really go deep into that. I did that one on my own.

**Researcher:** Since when have you been dating?

**Participant 1:** I can't remember oooo

**Researcher:** Ahhh has it hope to 20years?

**Participant 1:** No

**Researcher:** 10?

**Participant 1:** No

**Researcher:** 15?

**Participant 1:** No no no 10,15 bawo?

**Researcher:** 8?

**Participant 1:** No, it's about 2 and half years

**Excerpt 6: Department of Performing Arts**

There are no instances of lexical reduplication in focused group discussion had with the department of Performing Arts and Film Studies.

**Excerpt 7: Department of Physiology**

**Researcher:** This is physiology nah? What is this department about?

**Participant 1:** It is about the functions of human body, especially each organs of the body. So, it's just talking about the structure and the functions.

**Researcher:** Does that mean every human being has a structure and functions?

**Participant 1:** Yes yes

**Researcher:** But is there any aspect of this department where you can really make money as you are studying? Let me give you an instance, if you study mass communication, you can learn photography, even as a student, and make cool money from it.

**Participant 3:** Yes, I feel like there are many aspect...

**Researcher:** If you feel like, it means you have not discovered...

**Participant 3:** Yes yes, you can make money, for example, if you have this opportunity to got for IT. So, if you go for IT, and you acquire skills from there, even when you are still schooling, you can, maybe one of the ways...

**Participant 1:** Actually, there is a part of the bone that controls that, and we call that the *Amidala*. Now, it is two on **each each** brain, hemisphere rather, the brain is divided into two hemisphere. Now, on each hemisphere, there is one *Amidala*, so now, compare to guy, guy left *Amidala* is actually bigger compared to the lady.

**Researcher:** Why is it bigger?

**Participant 1:** That is just how it is.

**Researcher:** Maybe it's because guys think bigger and better.

**Participants:** Noooo

**Researcher:** You said men always want to try something new. What do you mean?

**Participant 2:** Sir, by nature, men are polygamous.

**Participant 1:** Yes yes, they are polygamous.

**Participant 2:** They cannot stick to one thing, a particular person in a **very very** long time.

**Researcher:** But I have been with my wife for a long time.

**Participant 2:** It takes self-control, decision, as in, like...

**Researcher:** So, when you get married now, you would allow your husband do anyhow because men are polygamous.

**Participant 2:** I expect that he can do it, but it is left to him to do it or not. If he does it, me I would leave, and I'll collect **every every** last dime of his money, everything. I'm going to ruin him. So, he needs to decide if he wants to do it. It is normal for hummm guys to get attracted to other ladies. It is normal but it is your decision to stay, to stay loyal, to stick to your wife and...

### **Excerpt 8: Department of Public Administration**

There are no instances of lexical reduplication in focused group discussion had with the department of Public Administration.

### Excerpt 9: Department of Public Health

**Researcher:** Ok now, what have you learnt so far in studying public health?

**Participant 1:** A lot.

**Researcher:** Are you proud of it?

**Participant 1:** Sure, very very proud of it.

**Table 4.2: Instances of Lexical Reduplication**

Lexical Reduplication
1 ...when I entered, I was like God, <b>like like</b> what's going on?
2. ... <b>but now that I'm leaving, but now that I'm leaving...</b>
3. Theatre Art <b>is not joke, is not joke</b> at all.
4. <b>Yes, yes, yes.</b>
5. Mine is a <b>very very</b> long story.
6. Ever since <b>I was, I was</b> at my young age...
7. <b>No, no, no</b> , what me I'm saying is...
8. <b>I want to, I want to</b> go for my masters.
9 ... <b>let's let's let's</b> try it.
10. <b>Yeah, yeah...</b>
11. <b>It depends, it depends</b> on you.
12. It's just <b>their, their</b> rule.
13 ...obviously, it's going to have a <b>very very</b> good impact on me.
14. It works for me <b>very very</b> well.
15. <b>It, it, it</b> , goes beyond reading and cramming.
16. Sometimes, law can be <b>very very</b> complicated.
17. <b>Yes yes</b>
18. ...the Bible says <b>this this this</b> , and then you open another verse that contradicts what was said.
19. ...these northerners, and we all know these Muslims tend to take their religion <b>very very</b>

seriously

20. ...the moment they killed her, at that point, **they they** already crossed the line.
21. ...even though she's wrong, we know that **normal normal**, it is not right...
22. Sir, **the goal, the goal** is bigger...
23. **No no**
24. **Yes yes**, people see her like she's strict.
25. **She is always, she is always** keeping to whatever she says.
26. **Yes yes**
27. **I think, I think** tailoring...
28. **Yes yes**, you can make money...
29. Now, it is two on **each each** brain...
30. **Yes yes**, they are polygamous.
31. They cannot stick to one thing, a particular person in a **very very** long time.
32. I'll collect **every every** last dime of his money...
33. Yes, there is a part of natural endowment, but **it's not sufficient, it's not sufficient**.
34. Sir, I am **really really** happy.
35. **Wait wait**, can you inject?
36. ...look at how big her **bom bom** is...
37. Nooo, **it does, it does**.
38. ...how can we attend to you now, no gloves, **nothing nothing**...
39. Some they pick dirty, **they they they** don't develop mentally...
40. Sure, **very very** proud of it!
41. **Well, well, well**, I'll focus on malnutrition...
42. ...maybe like every **three three** months...
43. It's **has** been recently discovered...
44. **No no no** 10, 15 *bawo*?

---

(Source Field: 2022)

Table 4.2 above consists of the instances of lexical reduplication which were discovered in the utterances of Lead City University undergraduates as transcribed. Lexical reduplication gives an instance where a lexical item is reduplicated in a sentence or an utterance. That is, a situation whereby a word or a group of words is repeated twice or more in a sentence. In the transcribed data, lexical reduplication occurred forty-four (44) times.

### **Excerpts on Semantic Reduplication**

#### **Excerpt 1: Department of Community Health**

**Researcher:** Something just came to my mind now. As community health workers, do you know that you can establish a day care centre latter in the future? This is your profession and you know what it takes.

**Participants:** Yes.

**Researcher:** What if we have something like that somewhere out there, will you take your children there?

**Participants:** Of course yes.

**Participant 3:** There, I'm sure my children are safe.

#### **Excerpt 2: Department of English and Literary Studies**

**Researcher:** You apologise immediately? You must be very different! Ladies don't apologise easily. No, no, no, I won't take that; ladies don't apologise easily.

**Participant 4:** Most times, you know, cuz we are getting to know each other, definitely, we would cross on each other's path, but most times, when she does something I don't like and she knows I'm angry with her and you know that Precious does not like this, then, **it should not repeat itself again**. That's understanding! Unlike some other people, they don't really mind because you, I say they don't really love you or they don't really care if they hurt your feelings or something like that but the fact that **you are not repeating the same mistake again** is one thing that help us and most times, we try to like make amends, like now if I offend her, I know what I can do to help her... I will enter her heart straightaway

**Researcher:** It means if a guy is looking forward to getting any of you, the guy should just try and make friend with any of you and from there...

**Participants:** Of course!

### **Excerpt 3: Department of Microbiology**

**Researcher:** OK, before we go into microorganisms and how useful they are. You said there are microorganisms in the vaginal; do we also have microorganisms in man's private part also?

**Participants:** Yes, of course

**Table 4.3: Instances of Semantic Reduplication**

---

<b>Semantic Reduplication</b>
1. ...many years I pursued admission <b>in Nigeria here</b> .
2. And it will get to a stage that <b>your own</b> character...
3. <b>Of course yes</b>
4. ... <b>it's</b> already playing <b>itself</b> .
5. ...but the fact that you are not <b>repeating</b> the same mistake <b>again</b> ...
6. <b>Even though</b> you are sick and you go to any hospital...
7. ...the society <b>also</b> contribute to mental health <b>too</b> ?
8. ...not a <b>very serious complicated</b> movie...
9. <b>Of course yes</b>
10. ... <b>it's</b> already playing <b>itself</b> .
11. <b>Yes, of course</b>
12. I'm this kind of <b>my only self</b> person...
13. ...it should not <b>repeat</b> itself <b>again</b> .

---

(Source Field: 2022)

Table 4.3 above consists of the instances of semantic reduplication which were discovered in the utterances of Lead City University undergraduates as transcribed. Semantic reduplication is a

situation whereby two lexical items which have similar semantic implication are used together in a sentence or an utterance. In the transcribed data, semantic reduplication occurred thirteen (13) times.

**Research Question Two: What are the instances of semantic extension in the utterances of Lead City University undergraduates?**

**Excerpts on Semantic Extension**

**Excerpt 1: Department of Community Health**

**Researcher:** What are the differences between a nurse and a caregiver?

**Participant 2:** A caregiver is somebody that care... nurses care for the general public why a caregiver can be on personal basis. A caregiver can be on personal basis that you can call somebody for an elderly person that have diabetes, that cannot move around. A caregiver will solely care for that person. But a nurse or a health worker care for general public, anybody that comes to him or her is his or her client or patient. That is what a health worker do, because I won't generalize it on a nurse. Both a nurse, a doctor, a community health, all other health giver can be a caregiver. We all generalize all as a health worker. So, when you just think on one department, you are trying to wage a war in the health section. When you say it's only a nurse that can be a caregiver, **you are trying to wage a war**. It would seem like the community health worker, they know nothing, doctors they know nothing about caregiving. So, caregiving is generalized to all the health worker.

**Researcher:** Why did you like immunization? Immunization that will be taking you about under the sun?

**Participant 5:** Nooo, it's not only under the sun o. They come to your centre **to collect** it.

**Excerpt 2: Department of English & Literary Studies**

There are no instances of semantic extension in focused group discussion had with the department of Public Administration.

### **Excerpt 3: Department of Mass Communication & Media Technology**

**Participant 1:** So, as I was saying, the choice of school was, I don't know, **but there are some course mates that are sweet**, that are naturally sweet, but some people, God... Holy Spirit have mercy...

**Participant 3:** They are just what we cannot explain, but you cannot do without them.

**Participant 1:** But now that I'm leaving, but now that I'm leaving... wow!

**Researcher:** But don't you feel that you can still be a journalist and still ride your big cars?

**Participant 3:** You got it, you got the vibe! So, apparently here, Mass Comm. has not been easy, for me o, because me, it's more or less that I am getting the degree for my parents, because I actually don't want to use my degree to work anywhere, maybe like office work or anything. I've never pictured myself working for someone in an office. All I want is being a CEO of myself, then coming to my office like hello madam, we have a customer that wants to get something and all. So, I'll just be like, how many Mercedes are they getting today? That kind of thing, so that was, that is actually my plan. That's just it. And **I actually thought this was going to be sweet, course mates and everything**, but friends have used my eyes to see *shege*! When I mean *shege*, I mean in capital letter.

### **Excerpt 4: Department of Performing Arts and Film Studies**

There are no instances of semantic extension in focused group discussion had with the department of Public Administration.

### **Excerpt 5: Department of Physiology**

There are no instances of semantic extension in focused group discussion had with the department of Public Administration.

### **Table 4.4: Instances of Semantic Extension**

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## Semantic Extension

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1. ...when I **entered** the university, I was like God...
  2. **To carry two things on my head...**
  3. I will **enter** her heart straightaway.
  4. ...you are trying to **wage a war** in the health section.
  5. ...the **baby** is like 8 months or like that, she's about to born
  6. They come to your centre to **collect** immunization...
  7. It's not a must we supply **light** through water...
  8. ...organisms that we cannot see with our **naked** eye...
- 

(Source Field: 2022)

Though not many, table 4.4 above shows that there are few instances of semantic extension in the utterances of Lead City University students. Having examined the transcribed data, eight (8) instances of semantic extension were realised. Semantic extension refers to the process through which one or more semantic senses within the same or another conceptual domain are added. In other words, some words have been replaced by other words but with the same meaning by users of English as second language due to interference or lack of enough knowledge of the target language (see table 2.2).

**Research Question Three: What are the sociolinguistic features (types and functions) of lexical and semantic reduplication in the utterances of Lead City University undergraduates?**

**Table 4.5: Types of Lexical Reduplication**

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Types	Frequency	Percentage (100%)
Full Reduplication	44	100
Reduplication + Affixation	00	00
Partial Reduplication	00	00

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Rhyming Reduplication	00	00
<b>Total</b>	<b>44</b>	<b>100</b>

(Source Field: 2022)

Mardheya Alsamadani and Samar Taibah highlight four types of reduplication in their work, *Types and Functions of Reduplication of Palembang* which form the framework for analysing reduplication in this study. The four types are Full Reduplication, Reduplication + Affixation, Partial Reduplication and Rhyming Reduplication. Among these types, only full reduplication was in the utterances of Lead City University undergraduates who are mostly Yoruba-English bilinguals.

The table also shows the frequency of the types of reduplication used by Lead City University undergraduates as in the transcribed data. Of the types of reduplication aforementioned, full reduplication was used 44 times (100%). Among the instances of full reduplication accounted for in the data, not only words are repeated, some word groups and clauses are also repeated times for emphasis, disapproval, exaggeration, etc. purposes.

**Table 4.6: Functions of Lexical Reduplication**

<b>Lexical Reduplication</b>	<b>Functions</b>
1. Mine is a <b>very very</b> long story.	Emphasis/Iteration
2. Sometimes, law can be <b>very very</b> complicated.	Emphasis/Iteration
3. ...even though she's wrong, we know that <b>normal normal</b> ...	Emphasis/Iteration
4. Sir, I am <b>really really</b> happy.	Emphasis/Iteration
5. ...how can we attend to you now, no gloves, <b>nothing nothing</b> ...	Emphasis/Iteration
6. Sure, <b>very very</b> proud of it.	Emphasis/Iteration

7. Now, it is two on <b>each each</b> brain...	Pluralisation
8. They cannot stick to one thing, a particular person in a <b>very very</b> long time.	Pluralisation
9. I'll collect <b>every every</b> last dime of his money...	Pluralisation
10. ...maybe like every <b>three three</b> months...	Pluralisation
11...look at how big her <b>bom bom</b> is...	Nominalization

(Source Field: 2022)

Mardheya Alsamadani and Samar Taibah in the same work, *Types and Functions of Reduplication of Palembang*, mention four functions of reduplication which are Pluralisation, Emphasis/Iteration, Distribution and Nominalization. Among these functions, pluralisation, nominalization and emphasis/iteration were discovered to be the functions for reduplicating lexical items among Lead City University undergraduates.

**Table 4.7: Frequency of the Functions Lexical Reduplication**

Functions	Frequency	Percentage (100%)
Emphasis/Iteration	06	54.55
Pluralisation	04	36.36
Nominalization	01	9.09
Distribution	00	00
<b>Total</b>	<b>11</b>	<b>100</b>

(Source Field: 2022)

The table above reveals the frequency of function of lexical reduplication as used by Lead City University students. Of the four functions of reduplication highlighted by Mardheya Alsamadani and Samar Taibah, utterances were made for emphasis/iteration, pluralisation and nominalisation functions. Words, groups and clauses were reduplicated for emphasis/iteration purposes 6 times

(54.55%), which make it the most frequently used. Reduplication was used for pluralisation purposes 4 times (36.36%); and 1 (9.09%) time for nominalisation purposes.

**Table 4.8: Functions of Semantic Reduplication**

Semantic Reduplication	Functions
1. ...many years I pursued admission <b>in Nigeria here</b> .	Emphasis/Iteration
2. And it will get to a stage that <b>your own</b> character...	Emphasis/Iteration
3. <b>Of course</b> yes	Emphasis/Iteration
4. ... <b>it's</b> already playing <b>itself</b> .	Emphasis/Iteration
5. ...but the fact that you are not <b>repeating</b> the same mistake <b>again</b> ...	Emphasis/Iteration
6. <b>Even though</b> you are sick and you go to any hospital...	Emphasis/Iteration
7. ...the society <b>also</b> contribute to mental health <b>too</b> ?	Emphasis/Iteration
8. ...not a <b>very serious complicated</b> movie...	Emphasis/Iteration
9. <b>Of course</b> yes	Emphasis/Iteration
10. ... <b>it's</b> already playing <b>itself</b> .	Emphasis/Iteration
11. <b>Yes, of course</b>	Emphasis/Iteration
12. I'm this kind of <b>my only self</b> person...	Emphasis/Iteration
13. ...it should not <b>repeat</b> itself <b>again</b> .	Emphasis/Iteration

(Source Field: 2022)

**Table 4.9: Frequency of Functions Semantic Reduplication**

Functions	Frequency	Percentage (100%)
Emphasis/Iteration	13	100
Pluralisation	00	00
Nominalization	00	00
Distribution	00	00

---

(Source Field: 2022)

Emphasis/iteration is the only function semantic reduplication performed in the utterances of Lead City undergraduates who are mostly Yoruba-English bilinguals. The tables above shows the functions semantic reduplication performs among Lead City University undergraduates as transcribed in the data collected. Of all the functions of semantic reduplication aforementioned, semantic reduplication for Emphasis/Iteration purposes was only used. It was used 13 times (100%) among undergraduates of Lead City University, Ibadan. All other identified functions are not used in their speech as they were not found in the transcribed data.

**Research Question Four: What are the sociolinguistic features (types and functions) of semantic extension in the utterances of Lead City University undergraduates?**

Semantic extension refers to the process through which one or more semantic senses within the same or another conceptual domain are added. In other words, some words have been replaced by other words but with the same meaning by users of English as second language due to interference of lack of enough knowledge of the target language. Kimi Akita, whose work formed the framework for analysing semantic extension, proposed four types and three functions of semantic extension. The types are metaphorical, fractive-metonymical, prospective and vestigial while the functions are event-semantic complexity, referential specificity and syntactic status.

**Table 4.10: Functions of Semantic Extension**

Semantic Extension	Functions
1. ...when I <b>entered</b> the university, I was like God...	Event-semantic complexity

2. ...to <b>carry</b> two things on my head...	Event-semantic complexity
3. I will <b>enter</b> her heart straightaway.	Event-semantic complexity
4. ...you are trying to <b>wage a war</b> in the health section.	Event-semantic complexity
5. ...the <b>baby</b> is like 8 months or like that, she's about to born	Event-semantic complexity
6. They come to your centre to <b>collect</b> immunization...	Event-semantic complexity
7. It's not a must we supply <b>light</b> through water...	Referential specificity

(Source Field: 2022)

**Table 4.11: Frequency of Functions Semantic Extension**

<b>Functions</b>	<b>Frequency</b>	<b>Percentage (100%)</b>
Event-semantic complexity	06	75
Referential specificity	02	25
Syntactic status	00	00
<b>Total</b>	<b>13</b>	<b>100</b>

(Source Field: 2022)

Tables 4.8& 4.9 above show the functions and frequency of semantic extension as used by Lead City University undergraduates in the transcribed data. Of the three functions of semantic extension highlighted by Kimi Akita, utterances were made for event-semantic complexity and referential specificity functions. Words, groups and clauses were extended for Event-semantic complexity purposes 6 times (75%), which makes it the most frequently used while the ones reduplicated for Referential specificity purposes were 2 times (25%).

### **4.3 Discussion of Findings**

In recent time, Nigerian English has been considered one of the acceptable varieties of the English language which is coloured with Nigerian local flavour at all levels, capturing Nigerian

culture, ways of life and world view, achieving communicative functions. A number of scholars have carried out a lot of studies in relation to linguistic levels of Nigerian English which include *Coinages in Nigerian English*, *Lexical Deviations and Intelligibility in Popular Nigerian English*, *Standard Nigerian English – A Variety for Effective Communication in Nigeria*, *Syntactic Innovation Process in Nigerian English*, among other related studies. Not only that, studies have also been carried out on some sociolinguistic phenomena like social groups, social attitudes to language, standard and non-standard varieties of a language, the patterns and needs of national language use, social varieties, and so on. This research, which was aimed at doing a sociolinguistic analysis of reduplication and semantic extension of undergraduates' utterances in Lead City University, Ibadan, was guided by four objectives from which four research questions were formulated. In what follows shortly, findings from these objectives are presented accordingly.

**Research Question One: What are the instances of lexical and semantic reduplication in the utterances of Lead City University undergraduates?**

Mardheya Alsamadani and Samar Taibah highlight four types of reduplication in their work, *Types and Functions of Reduplication of Palembang*, which form the framework for analysing reduplication in this study. The four types are Full Reduplication, Reduplication + Affixation, Partial Reduplication and Rhyming Reduplication. Among these types, only full reduplication is the type that exists among Lead City undergraduates. On the frequency of the types of reduplication used by Lead City University students in the transcribed data as identified, full reduplication was used 44 times (100%). Not only that, it is the only type of reduplication that was used among undergraduates of Lead City University, Ibadan. All other types of reduplication, reduplication + affixation, partial reduplication and rhyming reduplication, were

not used at all. Among the instances of full reduplication accounted for in the data, not only words are repeated, some word groups and clauses are also repeated for emphasis, disapproval and exaggeration purposes.

Summarily, the data presented forty-four (44) instances of lexical and thirteen (13) instances of semantic reduplication in the utterances of Lead City University undergraduates. Therefore, it could be said that despite the fact that undergraduates between 200 and 500 levels are believed to have had a mastery of the English language, thus make use of Educated Nigerian Variety of English in their day-to-day activities, both lexical and semantic reduplication still reflect in their use of the language. This is corroborated by a study which examines the morphological errors in the English usage (in both spoken and written) with focus on some senior secondary school pupils, who use English as second language (ESL)<sup>1</sup>. It is also important to note here that this study did not refer to such as a deviation from Standard English norm, it was seen a variation which differentiate Nigerian English from other world Englishes.

**Research Question Two: What are the instances of semantic extension in the utterances of Lead City University undergraduates?**

Kimi Akita highlights four types of semantic extension in his work, *Constraints on the semantic extension of onomatopoeia*, which form the framework for analysing semantic extension in this study. The four types are Metaphorical, Fractive-metonymical, Prospective and Vestigial. Having examined the transcribed data, instances of semantic extension were realised in eight (8) utterances. This finding reflects what a study marks out truth and individual reference. The study also holds that semantic tradition makes the connection between language and world in terms of truth and individual reference. It further states that the exponents of the connection are truth-valuable sentences and referential terms, whose parts systematically contribute to the truth-

values and referents they have. And for expressions to be made for their referents and truth values, all expressions need to have extensions that can contribute in the composition process<sup>2</sup>.

**Research Question Three: What are the sociolinguistic features (types and functions) of lexical and semantic reduplication in the utterances of Lead City University undergraduates?**

Of the types of reduplication highlighted by Mardheya Alsamadani and Samar Taibah (full reduplication, reduplication + affixation, partial reduplication and rhyming reduplication), only full reduplication was used in the forty-four (44) utterances where lexical reduplication was realised. However, four functions of reduplication were proposed by Mardheya Alsamadani and Samar Taibah (pluralisation, emphasis/iteration, distribution and nominalization); utterances were made for emphasis/iteration, pluralisation and nominalisation functions, but none for distribution. Words, groups and clauses were reduplicated for emphasis/iteration purposes 6 times (54.55%); for pluralisation purposes 4 times (36.36%) and 1 time (9.09) for nominalisation purposes.

**Research Question Four: What are the sociolinguistic features (types and functions) of semantic extension in the utterances of Lead City University undergraduates?**

Kimi Akita, whose work formed the framework for analysing semantic extension, proposed four types and three functions of semantic extension. The types are metaphorical, fractive-metonymical, prospective and vestigial while the functions are event-semantic complexity, referential specificity and syntactic status. While none of the types of semantic extension was used in the utterances of Lead City University undergraduates, words, groups and clauses were

extended for event-semantic complexity purposes 6 times (75%) and 2 times (25%) for referential specificity purposes.

Asides the findings around the framework of this study, there are other words in Nigerian English as used by educated Nigerians that are repeated for entirely different functions in the transcribed data. These functions include hesitation, affirmation and disapproval. In utterances like, ‘...when I entered I was like God, **like like** what’s going on?’, ‘...**but now that I’m leaving, but now that I’m leaving...**’, ‘Theatre Art **is not joke, is not joke** at all.’, ‘...**let’s let’s let’s** try it.’, ‘It’s just **their, their** rule.’, ‘**It, it, it**, goes beyond reading and cramming.’, the repeated words are not as a result lack of the required knowledge of the language, but as one of the factors that brought about Nigerian English.

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## Endnotes

1. A. T. Akande, *Morphological Errors in the English Usage of Some Nigerian Learners: Causes and Remedies*, Department of English, Obafemi Awolowo University, Ile-Ife, Nigeria, 2009.
2. T. E. Zimmermann, *Extensions in compositional semantics*. Available online: [www.researchgate.net/publication/343537073/2020](http://www.researchgate.net/publication/343537073/2020)

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## **Chapter Five**

### **Conclusion**

This chapter presents the summary of the study, conclusion and recommendations based on the findings of the study.

#### **5.1 Summary of Findings**

From the data got from the transcribed recordings, there were instances of lexical and semantic reduplication in the utterances of Lead City University undergraduates. Lexical reduplication was realised in forty-four (44) utterances while semantic reduplication were realised in thirteen (13) utterances.

Though not many, there were few instances of semantic extension in the utterances of Lead City University undergraduates. Having transcribed the data, instances of semantic extension were realised in eight (8) utterances but no single instance of semantic reduplication was realised.

From the transcribed data, full reduplication was used in the forty-four (44) utterances where lexical reduplication was realised. However, utterances were made for emphasis/iteration, pluralisation and nominalisation functions, but none for distribution. Words, groups and clauses were reduplicated for emphasis/iteration purposes 6 times (54.55%); for pluralisation purposes 4 times (36.36%) and 1 time (9.09) for nominalisation purposes.

While none of the types of semantic extension was used in the utterances of Lead City University undergraduates, words, groups and clauses were extended for event-semantic complexity purposes 6 times (75%) and 2 times (25%) for referential specificity purposes.

Finally, besides the findings around the framework of this study, there are other words in Nigerian English as used by educated Nigerians that are repeated for entirely different functions in the transcribed data. These functions include hesitation, affirmation and disapproval.

## **5.2 Conclusion**

Analysis of the transcribed data shows that both reduplication and semantic extension reflect in the utterances of Lead City University undergraduate. However, it should be noted that although the phenomena, reduplication and semantic extension, exist among Lead City University undergraduates, they do not portray deviation from the norms but reveal variation and identity. This is because the study found that the phenomena being analysed do not in any way affect or disrupt effective communication among the subjects.

## **5.3 Recommendations**

Based on the research findings, the following recommendations are made.

1. Besides syntactic-related deviations, all other linguistic levels should be seen as peculiar ways to differentiate Nigerian English from other world Englishes. Thus, a variation, rather than deviation.
2. Much attention should be put on language performance rather than competence.
3. Nigerian English dictionaries should be worked on so as to create awareness and make Nigerian English lexicology popular and reachable to all Nigerians at home and in diaspora.

## **5.4 Contribution to Knowledge**

This study has contributed the following to the existing knowledge.

1. This study has provided statistical data for the occurrence of reduplication and semantic extension in the utterances of Lead City University students. With the data provided in this research work, it is believed that further language based research studies could be enriched.
2. This study has presented some words which are repeated in the utterances of Lead City University undergraduates which are not mainly categorized as reduplication but as forms of repetition which perform entirely different functions.
3. This research work will constitute a valuable document which could always be contacted for some Nigerian English lexis and first hand transcripts which contain discourse in Nigerian English.
4. Mixed method, involving descriptive survey and textual analysis, which was the methodological approach of this study is another contribution this study has made to the existing knowledge.

### **5.5 Suggested Areas for Further Research**

It is a fact that no research is exhaustive. As such, the following suggestions are made for further studies.

1. This study has examined reduplication and semantic extension in Educated Nigerian English (ENE) but did not look at varieties I and II which are used by primary school pupils and secondary school students and school certificate holders respectively. Therefore, it is suggested that further studies examine varieties I and II.
2. Further studies could make use of a public institution to check the existence of reduplication and semantic extension.

3. Looking at the contextuality of the study, it is understood that if this study is carried out in an entirely different context (human and space), there might be a little change in the data that would be generated. Therefore, this study suggests that further studies are carried out on this topic, using a different context.

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## Appendix I

### Transcript

#### Mass Communication

**Questioner:** What inspired you to decide to study mass communication?

**Respondent 1:** OK, let me start first. OK, I love to see people talk on TV, especially ehnm those with high intellectual standards that the way they talk, their charisma, even their outfit, if they are fine. So, I had wanted to be a presenter way since JSS2, so..

**Questioner:** Because you watched some people present?

**Respondent 1:** Yesss, I've seen some people present and I loved it because OK, well, in my secondary school too, we've been going to the radio stations, television to, for excursion, so I develop my interest there. Bur, the, okay, the course is good but the choice of my university was the problem because when I entered...

**Questioner:** You wanted to go to a public university?

**Respondent 1:** Exactly! It was my mummy that said okay, *ki o le tete setan* and all of that, but when I entered the university, I was like God, like like what's going on?

**Questioner:** Do you know it's a plus for you?

**Respondent 1:** You think so?

**Questioner:** You wouldn't have been in 400 levels if not for a private institution.

**Respondent 1:** Oh... ASUU strike...

**Questioner:** Now you know. Do you know that your mates are out there protesting on the present industrial strike?

**Respondent 2:** But I think some state universities are not on strike.

**Questioner:** No... I think they are. They have to join. All universities join ASUU irrespective of maybe they are state or federal.

**Respondent 2:** But some states universities do not join. Some of my friends are presently writing exams.

**Questioner:** Maybe they just resumed for examination purposes because all of them were in the struggle together initially.

**Respondent 1:** I don't think so because I have this group from my secondary school where we communicate. A friend there said he just finished his exam.

**Respondent 3:** My sister too just finished her exams, and is presently at home. They didn't go on strike at all.

**Questioner:** Do you know colleges of education have started theirs too?

**Respondent 3:** Yes, they've joined already.

**Questioner:** Actually, I didn't know until somebody just messaged me that she had returned home since last week that two weeks warning strike had been declared.

**Questioner:** The polytechnics have started theirs too, the ASUP

**Respondent 1:** Noooo... Ibadan Poly did not join. They are writing their exams presently.

**Respondent 4:** But it affected them last week. It affected them last week. They were supposed to start their exam last week but they postponed it.

**Questioner:** Maybe after the exam they are going back on strike

**Respondent 1:** So, as I was saying, the choice of school was, I don't know, but there are some course mates that are sweet, that are naturally sweet, but some people, God... Holy Spirit have mercy...

**Respondent 3:** They are just what we cannot explain, but you cannot do without them.

**Respondent 1:** But now that I'm leaving, but now that I'm leaving... wow!

**Respondent 2:** OK, so, for me, mass communication was actually not my first choice. I wanted to go for Theatre Art, but my father actually told me that he is not going to pay my school fees if I go for Theatre Art.

**Questioner:** Why?

**Respondent 2:** He... He always call them ehnm *awon afowurosere*. And because he had this thing with them, people in the profession already as friends, and they are the same people who are telling him that ha *awon o le je ki awon omo awon se o*, this and that, so he realised that people that are doing it sef, they cannot allow their children to do it, so it's me that I will now allow my child to go and do it. So, I was looking for a nearest course to...

**Questioner:** Actually, I know someone who refers to them as *faworaja*.

**Respondent 2:** And seriously, these people are actually working their ass off, like Theatre Art is not joke, is not joke at all. So, I feel Mass Communication is actually the nearest to Theatre Art and which is because when I started studying, I knew that part of Mass Communication has to do with them because we've offered courses from their department required in Mass Communication. So, I feel like it still has, it has given me a... an edge to actually further in that department when I'm ready, probably in master's

**Questioner:** And do you know you can go back to the department for post-graduate study?

**Respondent 2:** Yes, yes, yes.

**Questioner:** OK, you want to tell me something.

**Respondent 3:** Okay, so, apparently, me ehnn, hun... Mine is a very very long story. Ever since I was, I was at my young age, I would always dreamt of being into car. Like that was what I wanted to do after finishing secondary school, selling cars, having my own car show room. So, apparently, as per parents nah, Nigerian parents, my mom wanted me to go get the degree first. So, I just put Mass Communication because I felt... I felt it was actually easy because all the journalism and everything, to me, it was on TV, I felt it was easy. So, I felt it was something I could adapt to when I like enter the school and everything, but...

**Questioner:** But don't you feel that you can still be a journalist and still ride your big cars?

**Respondent 3:** You got it, you got the vibe! So, apparently here, Mass Comm. has not been easy, for me o, because me, it's more or less that I am getting the degree for my parents, because I

actually don't want to use my degree to work anywhere, maybe like office work or anything. I've never pictured myself working for someone in an office. All I want is being a CEO of myself, then coming to my office like hello madam, we have a customer that wants to get something and all. So, I'll just be like, how many Mercedes are they getting today? That kind of thing, so that was, that is actually my plan. That's just it. And I actually thought this was going to be sweet, course mates and everything, but friends have used my eyes to see *shege*! When I mean *shege*, I mean in capital letter.

**Questioner:** Do you know as a mass communicator, you can be a boss of your own?

**Respondent 3:** Actually, this mass communication degree, I feel is useless.

**Questioner:** Do you know that you might have a reason to show someone that you have a degree someday?

**Respondent 3:** No, no, no no... what me I'm saying is, now eh, now I've actually had a routine cabal, school life and everything. After my school here, I want to, I want to go for my masters. So, I'm planning on changing my course hum, the like the line I've been going with... I've been going with Arts right from ehnm SS classes and also. I want to change my line; maybe I'd have something in my hand that I really want to do badly, but as at of now and yesterday, and last year, two years ago, is still cars that is on my mind.

**Respondent 4:** Yeah, hunmm... I have to clear my throat nah... so, Mass Communication was not my first choice, it was Public Administration. So, but, hmmm, as the JAMB stuff, change of course, change of school, they changed my course to mass communication, and I was like okay, not bad, let's let's let's try it. But at some point, I get like, I fell in love with the craft, but it was like the media part, no, the camera, photo journalism...

**Questioner:** So, you've carved a niche for yourself?

**Respondent 4:** Yeah, yeah,

**Questioner:** And you're not regretting the fact that you found yourself in mass communication?

**Respondent 4:** Yeah, not at all.

**Questioner:** I really want to know how the friends you met here have affected you either positively or negatively. But let's listen to this young man before that.

**Respondent 5:** As for me, I'm a kind of person that I can ammm adapt to any situation. So, initially... initially, ammmm, I wanted to go to Yaba Tech because I'm a kind of person that I'm, I'm good when it comes to craft, understand? I love drawing; I love handcraft, burr unfortunately, Yaba Tech gave me admission late because I already paid my school fees into Lead City. So, I just had to slow down about that. And it's not bad because ammmm, I actually love mass comm. Because it's my second option, but I'm a kind of person that I like to speak for those people that do not have voice, understand. So, I just see this as a privilege for me to help other people so that their voice can be heard.

**Questioner:** So, how far? What have you achieved so far since you got to the department?

**Respondent 5:** Ammm, during my IT, I was fortunate, I was able to ammm, express myself on the school radio, that's 89.1 so with that, I'm glad actually because I actually add that to my CV because I've been live on air before.

**Questioner:** How did you see going into a relationship while studying?

**Respondent 3:** Making friends in the university is a lot, when I mean a lot, like, because, I feel like from 100level huh, if you have friends from 100level, ok, there was this scene in my friend because when I entered this school in 100level she was already in 300level, so she was always saying like it's not the friends you walk with in 100level that you are going to finish with that means there are not going to be your friend forever I actually thought it's a joke until it started. I try mingling with a lot of people because I'm this kind of my only self person like only me I put myself first in anything, I put myself first, so I tried to adapt, my mum always says too that I'm this kind of person that is selfish, seriously I just feel like putting yourself first is always, like always matters because why not? So, in 200level I tried to give it a try by putting my friends in coat, My boyfriend, friends then any other thing comes after, so, and I regretted it and I'm still regretting it now. I heard a set of friend like 5, yeah we are 5 and a lot is even going on between us which me that I was even in their midst did not even know about like, unnecessary beef, imagine seeing my video on phone, imagine, you are my friend oooo, you come to my room oooo, you should now see my video on your phone and be like, we know you are fine, why are

you still showing us? Like unnecessary beef, like I don't just know why people just hate unnecessarily and to God who made me here, I might have had issue with one of them once or twice but, I never for once like felt anything bad for them, I felt we were all genuine about each other so that was.... I just felt like in the university you should use your senses while making friends. That's just it. Like... Don't be genuine if you don't get genuine energy, don't be genuine back

**Questioner:** What about having like hrrrm, dating a guy

**Respondent 3:** *Omo* guys are scam; let's just...

**Respondent 2:** Guys are not scam. It depends, it depends on you. Three years and still counting!

**Respondent 1:** So for me, maybe I will say that I was distracted in 100level, but it's not just my thing, it's like adding salt to wound

**Respondent 3:** We want to know the wound and the salt

**Respondent 1:** To carry two things on my head, education, see, what guys want now are not dependent woman and I want to live that for myself before saying...

**Respondent 3:** Ok sir, about the friendship matter, I feel most of the people that we were in class with presently, most of them are still supposed to be at home looking for admission in the sense that they are not mature. Everyone needs to understand the fact that there is a life after school. If I need help, there is nothing that stops me, It was just like something someone says in church on Sunday that the way our mothers will just be like, you have a problem and you just go to your mother and she will be like, ah, *moleyan kan nibikan* the person was just like this our generation, she doubt it if such would ever happen because you already have beef in this person, you already have beef in that person, who do you want to run to when you have issues after school? There is a life after school. So, we just need to understand. Dating actually works for me; it works for me, It actually does. Even in the same class, I knew what I faced in this class, they were actually going to go and tell some people to beat me up but I didn't let it affect me because I knew where I was going and I already set my ground, this is what you want, this is what you want

**Questioner:** And what happens if after all you've suffered with him, you guys did not end up together? What if it ends in Oh God?

**Respondent 1:** He has not put ring on my finger.

**Questioner:** That's why we say what if?

**Respondent 1:** That is why we've already set ground rules, we already know what we want we already where we are going and I understand the person he is, I won't just stay with someone for three years when I know that he have red flags. I understand the kind of person he is, so even when people come to me and they were like this is what they hear, I will be like let me hear from the horse's mouth, and I've already told him several times sef that the truth hurts quite alright but when it hurts most is when someone else coming to you and tell you and they are making you like *ode ni e*, this is what have been happening; you've been a fool all along. But if it's coming from you, I still feel like you are respecting me. Even if the NYSC comes, and ahhh, it's still better than ahhh when married and over the night and someone will now tap me and ahhh...

**Questioner:** Actually, *gbogbo wa la ma je* breakfast.

**Respondent 1:** *Gbogbo wa la ma je breakfast oooo*. We just don't know the date.

**Questioner:** I know you are a man of every woman, but let's talk about the dating matter.

**Respondent 1:** Ahhh, *o sese bere ni*; he just dey entered the market

**Questioner:** Which one is better; to date your closet friend or a stranger? Which one is better?

**Respondent 1:** Exactly! When I date my best friend, I won't be able to tell him so many things again because we are friends...

**Questioner:** That is not it, my dear. See, do you know the best thing? The best thing is when you are before the priest and you are like, I give you my words, and you are eyeing each other, and you are like I'm going to love and obey and you are eyeing each other some kind. Do you understand? I mean you play with everything. Dating a friend is actually the best.

**Respondent 1:** In Yoruba movies that we watch, it actually happened. Imagine you have issues in your marriage, definitely there is going to be issues, you have to walk up and talk to him because you can cry on his shoulders.

**Questioner:** Do you know when I was in school, I had a friend, I mean a best friend, a lady. We lived together, as in rented an apartment together, and we lived together for 3 years. Could you believe nothing ever happened?

**Respondent 1:** Happened! That's the point

**Questioner:** When she later got to meet a guy, the guy never believed until the guy came down from Lagos. When he came and saw everything, he was surprised.

**Respondent 5:** When it comes to relationship, I'm talking about relationship generally. I'm a kind of person that I'm always selective when it comes to any kind of relationship. Like, I have people around me, I have people around me, not all of them are my friends. I want a friend that I will be able to tell my children in the future that I have a connection somewhere in case I need their help. That is the kind of friendship I love to engage myself in.

**Questioner:** I need to appreciate every one of you for your time. I thought you wanted to gist us about Bobrisky, but...

**Respondent 1:** That one is a long story oooo

**Questioner:** Thank you so much.

**Respondents:** You're welcome.

### (Microbiology)

**Questioner:** I'm Prof Sam from the radio, you are from microbiology right? What is microbiology about?

**Respondent 1:** Ahhh, *o pin yeleyele* oooo

**Questioner:** I learnt there is Biology and now microbiology. I only understand that there is micro and macro. So what is microbiology?

**Respondent 2:** Microbiology is the study of micro and their relationship to life generally. Like, we study microorganisms, organisms that we cannot see with our naked eye so you have to use a microscope. You can only view microorganism under the microscope.

**Questioner:** So, what does that have to do with us? Because you said you just want to see some organisms...

**Respondent 1:** Yeah, microbiology is actually present in different aspect. We have the medical microbiology, you know in medical microbiology we deal with a lot of things you know we do differential and WBC (white blood cell count). We do microscopic culture and sensitivity (MCS). When someone have an injection those are the test that you will run

**Questioner:**

**Respondent 3:** like the microorganisms of food, the Gala, table water and stuffs like that. We get to know the microorganisms in the foods to know if it's the one you are supposed to eat or not

**Questioner:** Ok now you got to know that because you are a student of microbiology. Ok now, are you trying to tell that we are not safe based on what we eat

**Respondents:** Yes we are not safe.

**Questioner:** Are you trying to tell us that we have to screen everything that we eat by the roadside?

**Respondent 1:** You there are useful microorganism and there are harmful ones

**Questioner:** Ok, tell me about the useful microorganism.

**Respondent 2:** So, talking about useful microorganisms they are... not all microorganisms are dangerous. Taking for example, talk about the virginal. There are some microorganisms in the virginal and there some that shouldn't enter the virginal. Now just because you have some microorganism down there you now want to be using excess anti-biotic, those microorganisms will begin to die because some are there to protect your virginal. And then another useful microorganism is fungi. It's used in producing paracetamol and also different amount of things that we use. Mushroom is a fungi and we eat mushroom.

**Questioner:** Ok, before we go into microorganisms and how useful they are. You said there are microorganisms in the virginal; do we also have microorganisms in man's private part also?

**Respondents:** Yes, of course

**Questioner:** Now, how do we know? As ladies who go about especially those... you have a boyfriend right? Don't tell me no, you have. So, now how do you know the kind of guy you move with? Do you go to your boyfriend's house with microscope?

**Respondent 1:** That is why it's advisable to do test before partnering. There are some test that you carry out in the lab

**Questioner:** And each time you want to meet you carry out test

**Respondent 1:** No oooo, not every time maybe like every three three months you will go to the laboratory to go and check yourself.

**Questioner:** So this means if somebody studies this course, you will be care of what to do and who you walk with. Let us talk about some people, you know in nollywood movie they kissed, in fact kissing as become something common that people used in expressing their feelings. So how dangerous is kissing?

**Respondent 4:** It's has been recently discovered about that kissing that there are thousands of microorganism that's been passed through kissing even just a kiss *lasan* it like about 3000 organisms that is been passed to one another but we've not really go deep into that. I did that one on my own.

**Questioner:** What will be your advice to people like you who are on the way?

**Respondent 1:** Make research, go for test before you start

**Questioner:**

**Respondent 3:** When I was doing my SIWES, I've seen a guy and a lady who came for test they did this semen test and they did not find any cell in the semen and meanwhile they will start saying it is the woman that has the issue whereas there is no cell in the man's semen.

**Questioner:** And what could have caused that

**Respondents:** A lot of things...

**Questioner:**

**Respondent 2:** If infections are not been treated in a man, it can cause low sperm count.

**Questioner:** What do you say about two-timers, those who double-date either a guy or a lady.

**Respondent 1:** That's their life

**Questioner:** How many guys did you have?

**Respondent 1:** One

**Questioner:** Since when have you been dating?

**Respondent 1:** I can't remember oooo

**Questioner:** Ahhh has it hope to 20years?

**Respondent 1:** No

**Questioner:** 10?

**Respondent 1:** No

**Questioner:** 15?

**Respondent 1:** No no no 10,15 bawo?

**Questioner:** 8?

**Respondent 1:** No, its about 2 and half years

**Questioner:** And eerrrm, how many times have you...

**Respondent 1:** Have I what?

**Questioner:** Not that. Has he confirmed to you that he has gone for test and...

**Respondent 1:** We went for test together.

**Questioner:** ok, you've been tested together. What about those that are not loyal

**Respondent 4:** I have a friend that has about 5 boyfriends, one state one boyfriend

**Questioner:** Maybe she's not ready to date. The truth is if a lady has more boyfriends, you will know. I mean people around we know because she can't be committed to one person.

**Respondent 3:** Same thing goes to guys. A guy cannot be committed to two ladies it will affect the other lady.

**Questioner:** Like how many guys do you have?

**Respondent 3:** Me? Four

**Questioner:** Wow

**Respondent 3:** One is not in Nigeria, two is in Ibadan

**Questioner:** I know those one in Ibadan will be far from each other

**Respondents:** No, they are very close to each other

**Questioner:** And where is the other one?

**Respondent 3:** The other one is in Abeokuta

**Questioner:** Which of them do you love most?

**Respondent 3:** The one in Ibadan

**Questioner:** Which of the one in Ibadan?

**Respondents:** We can't mention it ooo

**Questioner:** Which one did you meet first?

**Respondent 3:** The one I meet first is the one I love most

**Questioner:** So why do you accept the second one?

**Respondent 3:** We fought like 6 months and I thought he won't be coming back so I met the second guy. And he came back so I gave him a second chance

**Questioner:**

**Respondents:** Sooooo emotional

**Questioner:** What is the role of the one outside Nigeria?

**Respondent 3:** Ahhh, he sent money

**Questioner:** What about the one in Abeokuta?

**Respondent 3:** Everything

**Questioner:** So, if you have chance to choose, you will choose the first one you met in ibadan

**Respondent 3:** Yes

**Questioner:** What about the rest?

**Respondent 3:** They will continue with their lives na. Actually I broke up with one last week. I know the one in abroad cannot marry me cus he is far older than me, he a kid sef, and the other one in Ibadan is not serious. But I know my baby is serious

**Questioner:** Your baby is serious.. How serious is he?

**Respondent 4:** 100% serious

**Questioner:** how many guys did you have too

**Respondent 4:** Just one

**Questioner:** Since when have you been together?

**Respondent 4:** Almost 2 years

**Questioner:** Where is he now?

**Respondent 4:** He's not in Ibadan

**Questioner:** What is the purpose for the relationship?

**Respondent 4:** Ahhh marriage nani. I'm not really like looking forward to marriage, if it happens it happens

**Questioner:** If it happens it happens

**Respondent 4:** We move

**Questioner:** Alright, I wish you all the best in your exams

**Respondents:** Amen

**Questioner:** Thank you so much for your time. Have a nice day

**Respondents:** Yeah, Thank you.

## **Community Health**

**Questioner:** Why did you choose to study Community Health?

**Respondent 1:** I have passion for it. And it's my vision to be a nurse.

**Questioner:** To be a nurse?

**Respondent 1:** Yes, a caregiver.

**Questioner:** Care giver? I think there is a difference between being a nurse and a caregiver.

**Respondents:** Yes

**Questioner:** Not all nurses could be a caregiver, right?

**Respondents:** Yes

**Questioner:** What are the differences between a nurse and a caregiver?

**Respondent 2:** A caregiver is somebody that care... nurses care for the general public why a caregiver can be on personal basis. A caregiver can be on personal basis that you can call somebody for an elderly person that have diabetes, that cannot move around. A caregiver will solely care for that person. But a nurse or a health worker care for general public, anybody that comes to him or her is his or her client or patient. That is what a health worker do, because I won't generalize it on a nurse. Both a nurse, a doctor, a community health, all other health giver can be a caregiver. We all generalize all as a health worker. So, when you just think on one department, you are trying to wage a war in the health section. When you say it's only a nurse that can be a caregiver, you are trying to wage a war. It would seems like the community health worker, they know nothing, doctors they know nothing about caregiving. So, caregiving is generalized to all the health worker.

**Questioner:** Does that mean anybody who knows how to take care of people is a caregiver?

**Respondents:** No

**Questioner:** Let me land so that you could understand my point of argument. Are all people who take care of aged people not caregivers?

**Respondent 2:** They are caregivers but they are trained for it. Because every health sector or every health management, every cases, you need to be given a training before going into for it because you cannot send a carpenter to go and do caregiver for somebody that is sick. Because the person only know carpentry job he cannot know how to go about it. You have to be trained because somebody who is even not a health worker can volunteer to do a caregiver like people who are working under Red Cross, they can give care too, if they are trained for it, because them they are trained to give only first aid. They can also train them to be a caregiver.

**Questioner:** Wow! You are really talking like community health students. Seriously, this is how communities are being engaged. As a guy among them, how luck would you say you are studying this course at Lead City University?

**Respondent 3:** Sir, I am really really happy.

**Questioner:** Have you found anything exceptional, I mean, something very impressive studying this course?

**Respondent 3:** Studying community health... is interesting, sir, like I mean there are some aspects in it that... I don't know how to put it... interesting.

**Questioner:** You seriously have a very nice face. How many guys have approached you since you got to Lead City? It doesn't matter the department. He might be from another department.

**Respondent 4:** Just three.

**Questioner:** Just three? Wow! And what level are you now?

**Respondent 4:** I'm in 300 level.

**Questioner:** What year were you when you met him, 100, 200, or 300?

**Respondent 4:** I met the first in 100 level, the second in 200 level and the third in 300.

**Questioner:** So, you should be expecting another one in 400 levels.

**Respondent 4:** Nooo

**Questioner:** Which of the guys do you like most?

**Respondent 4:** The first one.

**Questioner:** Why did you like him?

**Respondent 4:** Ok, because he used to advise me about my school and he used to tell me about his life. That's all.

**Questioner:** He should have just been your guardian and not your boyfriend.

**Respondent 4:** No nah

**Questioner:** Being a boyfriend to somebody is not about advising the person, you know? And you said you like him. Why did you like him?

**Respondent 4:** I just like, he get good stature, fine face and so on.

**Questioner:** So, what have you contributed to his life too? Ok... For how long did you date?

**Respondent 4:** Ha! For like 3 years.

**Questioner:** 3 years? What happened to the ones that came in the second and third years?

**Respondent 4:** I did not answer them because I don't use to double date.

**Questioner:** Is the guy a student here?

**Respondent 4:** Yea.

**Questioner:** The same department?

**Respondent 4:** No

**Questioner:** In which department is he?

**Respondent 4:** Computer Science

**Questioner:** Is there any relationship between community health and computer science?

**Respondent 2:** There musn't be a relationship for them to date.

**Questioner:** But a computer scientist can always help her to take her work online.

**Respondent 2:** There musn't be a relationship.

**Questioner:** You must have someone too.

**Respondent 2:** Yes, I have someone.

**Questioner:** Is the person like a father to you too or a romantic person?

**Respondent 2:** All of the above.

**Questioner:** Madam, say something. You have just been looking at us since. Tell us something about yourself.

**Respondent 5:** Ok, my name is Folarin Eunice Adebimpe. I'm dark in complexion.

**Questioner:** You are beautiful. You need to add that too.

**Respondent 5:** Thank you, sir.

**Questioner:** Which of the courses in this department do you like most? I mean, in all courses you have in taught in this department, which do you like most?

**Respondent 5:** Ha! I love my course. But if among all courses we have been taught, ok, I think I like 'Immunization'.

**Questioner:** Why did you like immunization? Immunization that will be taking you about under the sun?

**Respondent 5:** Nooo, it's not only under the sun o. They come to your centre to collect it.

**Questioner:** OK. So, what do you like there? Or is it because it's eady?

**Respondents:** Nooo, it's not easy ooo

**Respondent 2:** Wait wait, can you inject? Can you touch blood?

**Questioner:** I can. You know as a journalist, you need to touch every aspect of life.

**Respondent 2:** Yes, I know, but immunization doesn't entail only the injecting and the blood aspect. It will even, it deals emotionally.

**Respondent 3:** The way you handle the children...

**Respondent 2:** Yes, the way you handle the children, call the mother to come to your side, if you don't understand the mother or the mother coming for immunization, you can't give immunization because there are some mother that will come, that see, it's like they have seen a masquerade.

**Questioner:** She wants to tell us about some angles.

**Respondent 3:** Yes, we have angles that eh we give the injection because we have angle 90, angle 45.

**Questioner:** We have angles in Mathematics too.

**Respondent 3:** Yes, we have, but that's not the angle we are talking about here. We are talking about where to inject, the sides...

**Respondent 2:** You can't inject the baby...

**Questioner:** You mean I can't inject professionally?

**Respondents:** Yesss

**Respondent 3:** That's it. So, if you are injecting immunization, we have different angles and it tells us about where we are going to inject. So, we have different eh, intramuscular, and so on. So, that's it. We have angles. You can't give injections professionally. You might touch each angles because you are a journalist, but it's deep more than that.

**Questioner:** Madam, you said there are qualities one must possess before they will be qualified to be a caregiver. Oh! Are you twins?

**Respondents:** (Laugh) Yes

**Questioner:** Who is Taiwo, who is Kehinde? And hope you're not planning to marry the same husband just like the recent viral video?

**Respondents:** Noooo

**Questioner:** Is it true that Kehinde always send Taiwo to go and survey the land before he or she comes, like it is in Yoruba mythology?

**Respondent 3:** No, I disagree. Even if the Taiwo is stillborn, Kehinde would still come.

**Questioner:** Let's come back to community health matters. From experience and information we've gathered, when people go to health care centres for issues, those women who work at those centres abuse their patients too much, especially pregnant women. Are those women not professionals?

**Respondent 4:** They are, but on a first visit of a patient, you need to welcome the patient warmly and if your patient sit, to sit down, not using abusive words. Is not in our health, is not in our ethics.

**Respondent 5:** Sometimes it happens due to let me say stress or frustration because some people, even some patients can frustrate to the extent that you will be talking like that. Although it's not professional behaving like that but in a reality, some patient do push us to do it.

**Questioner:** What are the things they could do that could actually push you to behaving like that?

**Respondent 3:** Actually, it is not right, it is not right to talk to patients anyhow. And it does not occur in only community health, it is also occur in all field in general.

**Questioner:** But we are on community health now.

**Respondent 5:** I can't say it happens everywhere, it depends on individual's personality.

**Respondent 2:** Yes, it is personality based. For somebody that is hot-tempered, that can easily get irritated, like a client came in that is pregnant, it was on the first visit and she start spitting around the vicinity. Do you know that she's indirectly affecting other mothers. I call that patient, talk to that patient like a human being, on the next visit, the patient still come and start doing the same thing. For me, as a health worker there, if I'm a hot-tempered person and I can't control my hot-temper that, I will first tell you that hey come hey, I might use that vexation that I have... if she is still doing the same thing, it means she is trying to send other mothers away because she is not the only client you have. You have other client there. There are some people that you'll tell something once, and they will just listen to you, and there's some people that you have to use hard channel to talk to that person before that person will listen to you. Not that the health worker is wicked. Not that the health worker won't attend to that particular patient the way you attend to others but that patient needed to be scolded. Not that that scold is part of our ethics... and again some people personality that like whether they annoying them or they not annoying them, it is their personality before entering community health. Somebody will pass and look at how this person is, idiot, look at how big bom bom she is. That person, that personality is already in that person before entering our profession. So, can you tell me that somebody that have that habit inside him or her before entering community health she'll throw it away just like that.

**Questioner:** so, you mean this profession does not take your bad habit away?

**Respondents:** Nooo, it does, it does.

**Respondent 2:** No, not everybody, it will reduce but is just like someone that's smoking before coming into the profession, do you know that smoking is not easy to stop, but it can be control gradually. You won't say that before the person is coming into the profession as a community health, the person should throw away smoking immediately. It will only reduce it because the person can't smoke... ehn ehn, that is dangerous to the health but it won't stop that person from smoking, it won't, it will only just reduce it like the person might not be able to smoke in the public or front of the patient or anything but at home, the person can smoke as the person want.

**Respondent 4:** I want to add something to it. You know, for example, you said community health. You know we community health, we will always work with the primary health care centre. And it's usually based in all these community, rural area, and some of these in these, let me say a giving geographical area which the health centre is, they believe, some of them believe

that everything in that health centre or everything they need must come from that health centre, and they don't have to pay. For example we went for practical, there was a time like that we went for practical and a woman came, even with ehn full dilation, the baby is like 8 months or like that, and we asked her, 'Where are your loads?' She was like, 'I think this is a public section of... ehn ehn that I think government should provide everything. So, we have to be...ehh ehn and she was now shouting, 'Come and attend to me; the baby is coming.' Okay, how can we attend to you now, no gloves, nothing nothing, and you expect us to go and take our own money to buy it and give it to you?

**Respondent 3:** Is not that we don't do that...

**Respondent 4:** We can do it; we can do it but the way she talks that day.

**Respondent 2:** We can do it. It is just a privilege, but those people they think it is their right.

**Respondent 4:** So, some people believe this is government sector, so they don't have to pay because they thought government provide everything in primary health care centre.

**Questioner:** It's like you want to say something.

**Respondent 3:** And let me buttress it. It is not about patient or treating or the health workers alone. You know there are some health centers where we have a lot of patients and they have just like two health workers. There are some health centres where we have 100, 300 or more patients in a day. I think Ona-Ara LGA when we went for practical, every day, immunization, for immunization, for antenatal, we have more than 120, 130 patients per day and we have just few health workers there, like 3 to 4 nurses. We are asked to distribute tasks to all the health workers, but no matter what, from morning to afternoon, health workers will be stressed out, and you know when you are stressed out, that's it.

**Respondent 2:** That is why I cannot marry a health worker like me.

**Questioner:** Oh! So that before you get home, your husband would have prepared what to eat for you.

**Respondents:** Yes ooo

**Respondent 4:** Because if a health worker marry a health worker, the children will suffer.

**Respondent 2:** Actually, sometimes they can marry, but if they marry, the two community health workers, if they are working, one will can work in a modern environment where they close earlier, so that they will have time for their children. And one can work in a comprehensive. But if both work in a comprehensive, the children will suffer.

**Respondent 4:** And let me tell you something, there's no how because in a situation whereby the husband is not being supportive like that, the person will have problem. Because not every husband want to stay at home with the children.

**Respondents:** Yesss... that's what we are saying.

**Questioner:** And they will get a nanny.

**Respondents:** Nanny? That's not advisable.

**Questioner:** What is going on? I need to know why all of you echo 'nanny?' at the same time.

**Respondent 3:** The thing is a nanny cannot take care of my child the way I will take care of my child.

**Respondent 4:** And it will get to a stage that your own character will be reflecting in your children. So is that of the nanny that will be reflecting on your child. Nahh!

**Respondent 2:** And one of the reasons I chose my profession is that if I give birth now, I can bring my child to work. That is the main reason I say this profession, apart from that I love this profession, this profession doesn't deprive me from having my baby and bringing my baby to work, unlike a banker, a banker cannot bring a child to work. Once the maternity leave is off, you take the child to a day care centre. I've seen a child that come down with different sickness all in the hand of a nanny. Some, even day care centre, some children well, some just leave the children anyhow. Some they pick dirty, they they they don't develop mentally, emotionally zero, mental health zero, just drop the baby.

**Questioner:** Something just came to my mind now. As community health workers, do you know that you can establish a day care centre latter in the future? This is your profession and you know what it takes.

**Respondents:** Yes.

**Questioner:** What if we have something like that somewhere out there, will you take your children there?

**Respondents:** Of course yes.

**Respondent 3:** There, I'm sure my children are safe.

**Respondent 2:** See, I've reach a day care centre that I went to and I saw the teacher was like 'sit down, the baby of a year plus, the teacher was like 'eat, you don't want to eat abi? The third time the teacher ask the baby like this, the teach eat everything, wash her plate and do everything. She now said this person you have eat for today o, and she kept the plate. And you will see the child growing lean. She now tell me, oya nurse come and immunize this child. I said immunize what? Did you feed this child? She now said ehn I should mind my business. I should mind my business, I will make a call, and the mother will hear right now. She was now begging me that she will buy another food. I said where will you look for food? And the mother now will be at her workplace or at home thinking that they have take care of her child. And every day, she will open plate and the plate is clean, and she will say ha this child use to eat. They will clean everywhere and you will think the child is eating.

**Respondent 4:** And she will be thinking why the child is not eating at home.

**Respondent 2:** Exactly! One mother was like telling me, this child, at home, she doesn't use to eat but in the school, she will finish her food, not knowing that it is the teacher that eat the food. I now tell her that is a lie o. pay your child day care a surprise visit, because every day, she use to

bring this child, look malnourished, sick, almost every month, she's our daily customer because she have commot from patient to customer, every month, she use to bring the child.

**Questioner:** But that's God answering your prayers.

**Respondent 2:** No oooo, that one is not answering to prayer because the child self look pitiful. Every day you will be just thinking the child anyhow. It's not easy now, the child is a human being now, is blood that is flowing out in him not just water. I was like, madam, pay this day care a surprise visit. When she came back, she was crying.

**Questioner:** I have to let you go, but from what you have just said, do you know that your prayer every day is that they should bring patients.

**Respondents:** Yes.

**Questioner:** One prayer I say to God every day is that I shouldn't be any health worker's patient. If everybody says this prayer every day, what are you going to eat?

**Respondent 4:** There is no way there won't be patient. Even if there is no patient, there will be clients.

**Respondent 3:** It's not only patients that come to the hospital, we have clients too.

**Respondent 2:** Even the patients that come, we pray that we treat the patient and the patient will be fine, not that a patient will now turn to customer and will now be coming for the same thing.

**Questioner:** And there is no way there won't be casualties every day too.

**Respondents:** Yes

**Questioner:** I really enjoy my time with you. Thank you so much and I hope to see you soon.

**Respondents:** You are welcome.

## **Physiology**

**Questioner:** This is physiology nah? What is this department about?

**Respondent 1:** It is about the functions of human body, especially each organs of the body. So, it's just talking about the structure and the functions.

**Questioner:** Does that mean every human being has a structure and functions?

**Respondent 1:** Yes yes

**Questioner:** And every structure of the body has functions? Could you tell us the organs and the functions?

**Respondent 1:** The various organs like the liver, kidney, the pancreas and several other organs in the body.

**Questioner:** Let's talk about some functions of the body first.

**Respondent 2:** The kidney, it helps huumm in excreting waste products, toxic waste. And for the liver, it ehmm does the work of detoxification.

**Questioner:** And what if the kidney stops performing that function. What happens?

**Respondent 2:** That's when you will ehumm need to visit the hospital. You consult eheennm a doctor and if they can place you on drugs that could help, they will place you on drugs. If the drugs can't help, then, you need to...

**Questioner:** Haba! Why do you keep using "you" as if I'm a patient?

**Respondents:** All laugh

**Questioner:** That was a joke. Please, feel free to use it the way you like. Looking at all you have said now. How do you think you can make money in this course of study? Don't forget this is Nigeria. Why did you even decide to go and study this course when there are lots of courses that you could do and make some cool cash?

**Respondent 3:** Sir, I feel like it's a bedrock for medicine.

**Questioner:** Bedrock for medicine? OK...

**Respondent 3:** So, instead of going through the 7 years course, with the situation of the country right now, everybody is at home, ASUU is on strike, so you can actually just do physiology as a course.

**Questioner:** So, instead of 7 years now, physiology is just a shortcut. And are you aware that short cut leads to long cut?

**Respondent 3:** Nooo, when you are done, you can actually just basically specialize in the part of physiology that you want.

**Questioner:** Hmmmm! Is medicine a part of physiology?

**Respondent 2:** Yes... Hmm... Physiology is part of medicine.

**Questioner:** Oh! Physiology is part of medicine.

**Respondents:** Yeessss

**Questioner:** So, medicine is an advanced...

**Respondents:** Yeesss

**Respondent 2:** You need physiology to do medicine.

**Questioner:** Physiology to do medicine... You need to first understand the structure and functions of the body before you would be able to deal with it.

**Respondents:** Yeesss

**Respondent 3:** Medicine and surgery, physiology is the bedrock for them. Then, for the surgery, is anatomy.

**Questioner:** OK... You wanted to say something.

**Respondent 2:** Yesss, I said physiology is the bedrock for medicine. That's what I wanted to say.

**Questioner:** OK now, let's talk about money making. Hmm... Now I'm talking, right? It seems students today are tired of the classroom...

**Respondents:** Yes oooo, we are tired ooo.

**Questioner:** You are tired too? What are doing as a lady through which you know you could make money?

**Respondent 1:** Hmmmm I think handwork, learning handwork like maybe hairdressing, like tailoring, or...

**Questioner:** So, what are you learning?

**Respondent 2:** I think I think tailoring...

**Questioner:** You think tailoring?

**Respondent 2:** OK, what am I learning? Tailoring.

**Questioner:** Have you started? This your hmmm means you have not started.

**Respondent 2:** Laugh... Yes, I'm thinking... So when I make my decision, I'm going into tailoring.

**Questioner:** This woman looks like a nurse.

**Respondent 1:** Me? Laugh

**Questioner:** You look like a nurse.

**Respondent 1:** Thank you.

**Questioner:** Are you also studying physiology as bedrock to studying medicine?

**Respondent 1:** No, I'm going to specialise on a part of physiology.

**Questioner:** Oh! You want to be a physiologist?

**Respondent 1:** No, endo.. *kin ni mo n so na?* Like a part in physiology. You know in physiology, you have to specialise. Like we have the echocardiography part, we have...

**Questioner:** You are speaking too much of terminologies here ooo.

**Respondent 3:** Laugh... We also have the cardiovascular aspect...

**Questioner:** What is cardiovascular?

**Respondent 3:** It deals with the heart.

**Questioner:** Do you operate on the heart?

**Respondent 3:** No, but maybe someone has like disfunction in the heart, you test like you they carry out test.

**Questioner:** OK... So, how do you think you can make fast money with that? How do you make money from all these things as you still study?

**Respondent 1:** You will find some other job, like some other work...

**Questioner:** Like what?

**Respondent 1:** Your BSc can get you a job as a lab technician.

**Respondent 2:** Let's say for example like UCH, because I did my IT at UCH. Most of the lab technicians there, they are physiologists and they only have BSc in physiology, and they work there, they do test for people, like if you have any problem with your heart, they monitor your heart with EEG also. Most of the technicians there are physiologists too. Echocardiogram, most of the people there are physiologists. So, that... your BSc can get you a work at those places and you'll make money.

**Respondent 1:** As time goes on, I think as time goes on, you get more skill, and then, as you acquire more skill, that give you a chance ahead of any other. Then, with that, you can be a specialist because as you are working, you can also study. That is just it.

**Questioner:** But is there any aspect of this department where you can really make money as you are studying? Let me give you an instance, if you study mass communication, you can learn photography, even as a student, and make cool money from it.

**Respondent 3:** Yes, I feel like there are many aspect...

**Questioner:** If you feel like, it means you have not discovered...

**Respondent 3:** Yes yes, you can make money, for example, if you have this opportunity to got for IT. So, if you go for IT, and you acquire skills from there, even when you are still schooling, you can, maybe one of the ways...

**Questioner:** What if you have not gone for your IT?

**Respondent 3:** You've not done anything, deep physiology, if you've not gone for your IT. You have to like know physiology before you go for IT.

**Questioner:** But you're being taught in class nah

**Respondent 3:** OK, it's like this. From 200 level, it is just the basics. It is from 300 level you get to know deep one.

**Questioner:** What level are you?

**Respondents:** 400

**Questioner:** By now, you should have got the skills.

**Respondents:** Yessss

**Questioner:** You are even professionals already.

**Respondents:** Yessss ooo

**Questioner:** Have you by any chance been making money with the skills you've acquired so far?

**Respondent 3:** Apart from normal side hustle that individual do, the whole physiology making money, no.

**Questioner:** It means you can only make money after you're done in school and start working with your certificate.

**Respondent 1:** Not really. It depends, it's about personal, like how you want it, because with our knowledge, we can get this fig, and you can just do some test like blood glucose level. You can just do so many things that you can even use in getting money because I have an opportunity to do that during my IT for a woman, but I just did it for free because I was just like let me do it because to do blood glucose level is like #1500 and the fig, it can be around #500 or #1000 depending on the area. So, if you can just do that for start, but it's just like personal, like if you want it personally...

**Questioner:** What do you enjoy in this department?

**Respondents:** We enjoy a lot.

**Respondent 2:** You discover things about your body, and things that are new to you, that you will be able to appreciate your body the more like when you are...

**Respondent 4:** There is a way you find out that this particular organ, this particular thing... so, the interest is there.

**Questioner:** Do you have guys in your department?

**Respondents:** Yessss

**Questioner:** You do, and you attend classes together?

**Respondents:** Yessss

**Questioner:** Now, let's go practical. Let's talk about the functions of the body. Since you're all ladies, let's talk about how ladies' body does function.

**Respondent 2:** Sir, you can never ask how ladies' body functions. You have to be specific because, the body, there are different things that makes up the body.

**Questioner:** How do I know when I'm not a physiologist? I asked so that you could tell me.

**Respondent 1:** I think he's asking us about the reproductive system.

**Questioner:** Not really...

**Respondent 1:** All areas... it's almost the same, liver, kidney, is all the same.

**Questioner:** Let's talk about the study of the body of a woman when she is with a man she is in love with.

**Respondents:** Laughing and pointing to respondent 1.

**Questioner:** Why are you all pointing to her?

**Respondents:** Because she did that as her seminar presentation.

**Questioner:** Wow! That's very good. Now tell us; how does a woman's body function when she is with somebody she is in love with?

**Respondent 1:** Sir, normally, actually, (laughs out loudly)

**Questioner:** Just see how all of you are laughing when it comes to this kind of question. Now we have normally and actually at the same time.

**Respondent 1:** Actually, there is a part of the brain that controls that, and we call that the *Amidala*. Now, it is two on each each brain, hemisphere rather, the brain is divided into two hemisphere. Now, on each hemisphere, there is one *Amidala*, so now, compare to guy, guy left *Amidala* is actually bigger compared to the lady.

**Questioner:** Why is it bigger?

**Respondent 1:** That is just how it is.

**Questioner:** Maybe it's because guys think bigger and better.

**Respondents:** Noooo

**Respondent 5:** How many guys are in this school?

**Questioner:** A lot

**Respondent 5:** Nooo, they are not as many as ladies.

**Questioner:** Even in churches and mosques, almost everywhere, ladies are normally more than guys. Even if you go to parties, you find more ladies.

**Respondent 1:** So now, due to that sexual stuff, sexual arousal, for me, according to my finding, men get sexually aroused than ladies. So, for a lady when she's with a guy that she love, I guess the man is more aroused. Like he will be more happy to see her than the lady because of the *Amidala*.

**Questioner:** But it has also been discovered that ladies love more than guys do in a relationship. Is that also about the *Amidala*? OK.. Who is more loyal in a relationship, the guy or the lady?

**Respondent 3:** That's a tough question. Depending on the individual, but if you want to be like statistically, statistically, probably the female tends to like loyal more than the male, but it also depends on the individual. Yes.

**Questioner:** Who possibly first ends a relationship when it's getting too long?

**Respondent 3:** When it's getting too long... It's the female.

**Questioner:** The female?

**Respondent 3:** When it's getting too long, probably the female is expecting more, she's having high expectation...

**Questioner:** Which kind of more?

**Respondent 3:** Wait, for example, you are dating someone for 9 years, and it doesn't look like they are heading somewhere. So, what's the essence?

**Questioner:** What do you mean by heading somewhere?

**Respondent 3:** Like probably marriage, assurance, like you have to like assure he. You can't be dating someone without assurance...

**Questioner:** Like Davido's assurance?

**Respondent 3:** Laugh... So, I feel like, it's the female when it comes to when the relationship is getting too long, and is not heading somewhere. But sometimes, maybe the female is not loyal or the situation whereby the female is cheating, the male can also end it.

**Respondent 1:** Maybe because of my own personal experience about guys, guys are always cheat. Maybe because of things I've heard or maybe because of what has happened...

**Questioner:** ...to you?

**Respondent 1:** Not to me ooo but to people I know. So, guys tend to end relationships when it is longer because I feel they will, they will be like they will just be using the girl... once the girl why when are we moving forward or where are we leading or what is, what is going to be the end of the relationship, they tend to now shift and end it. They will be like I don't think we can continue or stuff like that. They may not even pick calls again.

**Questioner:** You said men always want to try something new. What do you mean?

**Respondent 2:** Sir, by nature, men are polygamous.

**Respondent 1:** Yes yes, they are polygamous.

**Respondent 2:** They cannot stick to one thing, a particular person in a very very long time.

**Questioner:** But I have been with my wife for a long time.

**Respondent 2:** It takes self-control, decision, as in, like...

**Questioner:** And since I have been with my wife, I never saw any lady attractive. And I can say it anywhere that I've not cheated on my wife.

**Respondent 2:** Sir, you, before then, you would have made that decision. Sir, some people don't have self-control. Some people are animals, some men, they are animals, let me just put it that way.

**Respondent 2:** Sir, the conclusion of my own is that men are polygamous in nature. It is normal.

**Questioner:** Are you in a relationship?

**Respondent 2:** No. Not yet, on God.

**Questioner:** So, when you get married now, you would allow your husband do anyhow because men are polygamous.

**Respondent 2:** I expect that he can do it, but it is left to him to do it or not. If he does it, me I would leave, and I'll collect every every last dime of his money, everything. I'm going to ruin him. So, he needs to decide if he wants to do it. It is normal for hummm guys to get attracted to other ladies. It is normal but it is your decision to stay, to stay loyal, to stick to your wife and...

**Questioner:** You should be in a relationship.

**Respondent 3:** Yes, I am.

**Questioner:** Wow! Thank God you did not break my heart. How are you faring?

**Respondent 3:** Fine.

**Questioner:** It's been for how long now?

**Respondent 3:** 4 years

**Questioner:** Oh! 4 years. You must be lovely. Because according to what your friend said just now, guys cannot actually stay with a girl for a long time. So, how are you making this working?

**Respondent 3:** I feel like when you can come to an understanding, you understand each other, you tend to understand each other, then, you'll look for... nobody is perfect o, everybody have their smells. You come to understand that okay this is what me I don't want, I don't talk like, you don't just come to a conclusion that this is what this person call me. You guys, the two parties can come together and have a talk, whatever this person does that the other person does not like, whatever this person does and the other party does not like, you come to an understanding and...

**Questioner:** How much do you love your boyfriend?

**Respondent 1:** I don't have a boyfriend.

**Questioner:** How much do you like your fiancé? Yeah, I got her!

**Respondent 1:** I love him so much.

**Questioner:** How much? Like, if you have to explain how much you love him?

**Respondent 1:** Like in percentage or what?

**Questioner:** Yes, in percentage.

**Respondent 1:** 100%

**Questioner:** 100%?

**Respondent 1:** Yes, 100%

**Questioner:** What do you think he can do to make you reduce your love for him?

**Respondent 1:** I don't think he can do anything.

**Questioner:** Just think of anything that can make you reduce the love you have for him.

**Respondent 1:** *Mi o tie ronnu debe.* I don't know. I don't think negative.

**Questioner:** He must have promised you that you guys are getting married soon.

**Respondent 1:** Yes

**Questioner:** When? After service?

**Respondent 1:** Hmm... after service *naa ni.*

**Questioner:** For how long have you guys been together?

**Respondent 1:** 3 years plus

**Questioner:** 3 years plus. Let's say 4 years.

**Respondents:** Laugh

**Questioner:** And how many years to this time do you intend to get married?

**Respondent 1:** In the next two years.

**Questioner:** When are you planning to go into a relationship?

**Respondent 2:** I'm planning to go soon.

**Questioner:** How soon?

**Respondent 2:** As soon as I find

**Questioner:** As soon as you find?

**Respondent 2:** Very soon

**Questioner:** How soon? You know how many guys are on you now, disturbing you day and night.

**Respondent 2:** Very soon. Let's say less than a year.

**Questioner:** To you now, why are you proving so difficult to give a 'yes' response to him?

**Respondent 4:** Ha! *Bawo leyin se mo?*

**Questioner:** No nah, looking at her, you would know nah...

**Respondent 4:** Laugh... That's just my personal thing.

**Questioner:** Strong woman, you better decide now; guys are scarce ooo.

**Questioner:** How much do you love your guy?

**Respondent 5:** I'm single.

**Questioner:** Single?

**Respondent 5:** Yes

**Questioner:** Are you searching?

**Respondent 5:** Single and searching

**Questioner:** Now, my last question. How lucky would you say you are to be Lead City students?

**Respondents:** We thank God.

**Questioner:** What has Lead City University contributed to you so far?

**Respondents:** We still thank God and so grateful.

**Public Health**

**Questioner:** Good afternoon, ok this is the department of public health. I'm always afraid of you guys, especially anything or anybody that study anything that has to do with health, especially ladies. With the kind of general behavior out there, what is public health about? I want to know your name

**Respondent 1:** My name is Abdullah Shukurat Olabisi

**Respondent 2:** I am Ola Bukola. Public health is an act and science for preventing diseases, prolonging life and promoting health through the organized support of the society.

**Questioner:** Why do you choose this kind of study?

**Respondent 1:** I love anything that has to do with health

**Questioner:** Why? You must have a reason

**Respondent 1:** I just love it.

**Questioner:** Did you have anybody who is into health in your family

**Respondent 1:** No

**Questioner:** Have you seen anyone who do that and you fell in love with it?

**Respondent 1:** No, I'm the first person to study public health in my family

**Questioner:** And nobody has study any similar course

**Respondent 1:** I have a cousin that study medicine in Ukraine

**Questioner:** Ok so, you just love public health

**Respondent 1:** Yes

**Questioner:** Maybe it's because of the dressing

**Respondent 1:** We don't dress, we just wear those dress casually.

**Questioner:** As a public health practitioner, what can you do?

**Respondent 2:** Ok, like our responsibilities right?

**Questioner:** Yes

**Respondent 2:** So, as a public health facilitator, our main job is to talk about preventive measures and prevent diseases. Like we deal with preventive measures. How can we do that? You know by going out to meet different people, talking to them about their health, their surroundings and all. So, that's our job

**Questioner:** How much do you love this job?

**Respondent 2:** Very much! At first, I want to study pharmacy and you know, coming to leadcity I saw this course and I felt like it's going to be nice and been in it is actually very good.

**Questioner:** You talked about preventive issues

**Respondent 2:** Yeah, preventive measures

**Questioner:** Did you prevent pregnancy too?

**Respondent 1:** We talked about preventive measures, preventive measure about anything, family planning, abstaining from sex and all

**Questioner:** Ok, I think I'm getting more interesting, you prevent pregnancy?

**Respondents:** Yes unwanted pregnancy.

**Respondent 1:** Not pregnancy, cus there are some people that really want to get pregnant. It's like we talk about preventive measures like family planning, using condoms for sex and all. That is what we are talking about?

**Questioner:** That is where I started from. That is why I am always afraid and scared of who do this kind of thing, they prevents right? They terminate?

**Respondent 1:** We don't do that.

**Questioner:** Because you choose not to but you understand how these things works. No, let's be realistic, you are taught on how these things works.

**Respondent 2:** No we weren't taught on how to do abortion. Were we? The only time abortion can be carried out is when the pregnancy is threatening. Like when it's a threat.

**Questioner:** How do you get to know that?

**Respondent 1:** You don't just base your knowledge on what you study alone. Don't misunderstand. Termination, we were not taught how to abort pregnancies. But the termination she is talking about is when the pregnancy is a threat to the live of the mother and it's not abortion. It is carried out in a surgical way.

**Questioner:** I understand you, but you have other ways, it's just that you don't want to do it.

**Respondent 1:** We don't know how to do it

**Questioner:** You have the knowledge of how it is been done. You know, even the auxiliary nurses, only if they choose not to do it. That why you are...

**Respondent 2:** You know what? You are mixing things up here; we are medical professionals not clinicians. You can say a nurse might have the knowledge on how abortion should go and the drugs that are required. Of course yes, because she is a clinician. She works in the hospital circle as a public health professionals we deal with preventive measures. We don't go to the hospital to work as a nurse. We walk with the ministry of health, NGOs, WHO and all that.

**Questioner:** When you work with these different organizations, what are you duties there?

**Respondent 2:** One of our duties is to promote health, we don't consult. Our duty is to educate on these disease, we don't want it. You know just like when Ebola started, it doesn't start in Nigeria

**Questioner:** You know, I am a member of a particular organization named BAN we work together and promote health

**Respondent 2:** Exactly, that's what we do. Just like family planning, now, we won't tell you... our main focus is not the abortion, we won't wait till it get to the stage of abortion, we prevent it before abortion. If a 16 years old girl wants to do family planning, we will counsel her and ask her why she wants to do that? If she says her libido is high and she can't control her sexual urge, if she is been placed on therapy and there is no changes, one of the best thing is to place her on family planning that is best for her age. Even a subdue was carried out last year on family planning and we realized that ages 16-20 do family planning. So, we won't wait to that stage of getting an abortion. We are now in the generation that we want to explore unlike those days where we still keep our nakedness, now we you see everywhere open, they want to try it, and they want to experience it. So, we don't know about abortion, we only know about prevention.

**Questioner:** Ok, let's say professionally, you don't know about abortion

**Respondents:** We don't know. Unprofessionally we don't know too. Abortion is not legalized so we don't know.

**Questioner:** Ok, Teniola do you have a boyfriend?

**Respondent 3:** No I don't.

**Questioner:** Like, as in you don't have any guy around you? Are those guys blind?

**Respondent 3:** I do have guys around me but I don't have a boyfriend

**Questioner:** Did you know ladies want to explore, don't you want to explore?

**Respondent 3:** No, not now.

**Questioner:** When and what time do you want to explore? Ok, how much do you love this course? Now let's look at the situation in Nigeria, when it's comes to boys and girls relationship, who is always at fault?

**Respondents:** Of what?

**Questioner:** Breakup, breakfast and all

**Respondent 1:** Let me say both party. Everybody is to be blame...

**Questioner:** You know, getting exposed when you are not even suppose to

**Respondent 2:** Ok, imagine going online with your church mind, and you just see funny things even on Ads before you stop it; it's already playing itself, that is the most annoying part. Even when you go on Google.

**Questioner:** You are aware of this feminism right? People talking about equality, women being equal with men. Do you think that is possible?

**Respondent 1:** You know everybody has their strength, you can't compete with a man and man can't compete with a woman

**Questioner:** Now let's look at this; I'm sure you are all familiar with this videos online where ladies dance naked

**Respondent 1:** Yes, with ease

**Questioner:** The only thing they do is to blur some part

**Respondent 2:** Some don't even blur

**Questioner:** Now have you ever seen any guys who dance naked? Have you seen any?

**Respondent 2:** What me I think the problem is, is that people see females as hrrrm what you can use in advertising what you have. If guys are in music videos now, it won't be catchy. It's won't catch people's attention but when there is a female in it... haaa...

**Questioner:** Let's round it off... What have you acquired or gain in studying public health so far? And if you have the opportunity, what will be your contribution to health in Nigeria?

**Respondent 2:** One question at a time please

**Questioner:** Where do I start sef?

**Respondent 2:** You said what have I acquired in studying public health so far? Well, I've acquired knowledge and how we affect our environment, our health and hrrrm, I've learnt a lot actually about the roles of prevention when it comes to epidemic, pandemic, and all that.

**Questioner:** Ok if you have the opportunity to affect the Health issues in Nigeria, What will you do?

**Respondent 2:** Affect health issues in Nigeria? Yeah, I will let health to be easily accessible and affordable because people are suffering. Even malaria is killing people. I believe we all should work together to eradicate these diseases that is affecting us.

**Questioner:** I haven't ask if you have a boyfriend

**Respondent 2:** Yes I have.

**Questioner:** A boyfriend or a fiancé?

**Respondent 2:** The both

**Questioner:** For how long have you been together?

**Respondent 2:** 5years, we've been friends since 2017 and we decided dating last year.

**Questioner:** Last year? Wow, that's good. You attend the same church?

**Respondent 2:** Yes we do

**Questioner:** Ok now, what have you learnt so far in studying public health?

**Respondent 1:** A lot.

**Questioner:** Are you proud of it?

**Respondent 1:** Sure, very very proud of it.

**Questioner:** So if you have the opportunity to affect health issues in Nigeria, what will you do?

**Respondent 1:** Well, well, well, I'll focus on malnutrition because a lot of people are suffering from not eating balance diet. Al though I know in Nigeria we don't follow the balance diet chat. But at least... a lot of people are dying of hunger in the country.

**Questioner:** What will be your own focus?

**Respondent 3:** Family planning

**Questioner:** Why?

**Respondent 3:** Because I see people suffering and yet they have three or even more kids. I feel people need to know more about family planning.

**Questioner:** Hmmm, I'm learning, I will have to go back to my wife and tell her to...

**Respondent 2:** Are you married?

**Questioner:** Yes I am married. Ok, let's go back to the question.

**Respondent 3:** One other thing that I will do is to make health an equal right not investment. Even though you are sick and you go to any hospital what so ever you should be attend to. You know Nigeria health centres are outdated so we need to put in many things. Now we only have few people you knows about NHIS even students don't know so they don't use it because they feel like it is expensive.

**Questioner:** Mental health, do you have anything to say about that?

**Respondent 1:** The way people are getting into depression and committing suicide is very alarming. We don't take mental health seriously in this country and it's really bad.

**Questioner:** Thank you so much for your attention, I really appreciate...

**Respondent 3:** Do you know the society also contribute to mental health too? When you don't have what you want or what you need even your daily needy, people fall into depression.

**Questioner:** And your neighbor is even doing well and intimidating you. Hmmm, thank you so much, this really means a lot. Do have yourself a nice day.

**Respondents:** Thank you.

## Law

**Questioner:** Is it true Law is the only department in the faculty of Law?

**Respondent 1:** Yes, it's actually true. We have only one department under the faculty of Law. And there are other kinds of law like criminal law, administrative law, constitutional law, every other law just fall under it. So, no department of administrative law, no department of... everything is just law.

**Questioner:** At what point do you have to choose whether you want to go to administrative law, criminal law, business law, or so as your own area of specialization?

**Respondent 2:** It's not specialization per say. It's ehn... we're just given electives at 300 level, different courses and it's just between the law courses that we have in exist for our administrative law and family law. So, it's just... it's just base on your interest. You are not beginning to diversify yet. It's just you taking another course, still under the same law and everything. But when we get to 400 level, we'll still get to do the same courses and then we'll still elect other courses, we still share some courses and we'll still elect some other. It's just you... it's not diversify fully, but you're just exposing yourself to other courses, and that happens in 300 level.

**Questioner:** You have a good voice! How I wish I had that voice! The voice is actually good for the news, do you know? I don't know if you've been told by anyone.

**Respondent 2:** I've heard.

**Questioner:** It's fantastic. And also, do you know the voice is good for TV and radio presentation? I don't know if you're by any chance thinking about going into TV or radio presentation later in the future.

**Respondent 2:** I'm already in law.

**Questioner:** No... It doesn't matter! Do you know in Nigeria, you can be a lawyer and still be a radio presenter?

**Respondent 3:** No... It's not allowed.

**Questioner:** Law is your profession. Law is your profession; take cases, and some other things like that, but talented in that aspect. Is there any law restricting you?

**Respondent 1:** Just like every other professions, there is this rule, when you get to law school, they have ethics of lawyers. So, if a lawyer, you should know like have it inside of you or so. So, the only reason you can, I feel people can go to the radio station, maybe they invited the lawyer. OK... if you want to talk about one pivotal issue, so you come to talk. But to now have your own radio programme...

**Respondent 4:** ...working as a host...

**Respondent 1:** Yeeesssss!

**Questioner:** Is that why a presenter in Ibadan had to leave his media job and open a chamber?

**Respondents 3:** Yeeesss

**Questioner:** But why?

**Respondent 1:** It's just their, their rule.

**Respondent 2:** and so that you don't have conflict of interest, but you should just like, if you are going to do law, you should do law. You should be able... haa... if you're going to do law, you should do it with everything. You should know if you're... ha... how do I put this in words? Ha... you shouldn't have... yeah, you shouldn't have conflict of interest, yeah, so that you don't create conflict of interest.

**Respondent 1:** Yeah... when you have passion for this, and you have passion for this, no way, they will both clash

**Questioner:** Oh... and sometimes, you can lose your concentration. OK... You've been quiet since. Are you in a relationship?

**Respondent 3:** Nnnooo...

**Questioner:** No? Don't tell me that. Stop nah... Is it because we have guys here?

**Respondent 3:** No...

**Questioner:** OK. Tell me; are you in a relationship.

**Respondent 3:** No. They are my friends, they know. If I'm lying, they will talk.

**Questioner:** What about you? Are you in a relationship? Don't look at me like that. You should be.

**Respondent 1:** Yes.

**Questioner:** Why are you looking at her? Don't mind her jare. Look at me. Even you, are you not in a relationship?

**Respondent 4:** Me... Everything is just *situationship*.

**Respondent 1:** Yeah... *Situationship* is the word.

**Questioner:** *Situationship*? How do you mean?

**Respondent 4:** You are the one. You said *situationship* is the word.

**Questioner:** But you agreed too. You agreed too.

**Respondent 1:** But I want you to explain

**Questioner:** Please, explain the *situationship* you mentioned.

**Respondent 4:** OK... She has the guy she likes and they like her, but then, I don't know, due to one or two things, they just can't be together. Yes...

**Questioner:** Now, explain the complication. Finish the explanation.

**Respondent 1:** That's the complication.

**Questioner:** No, finish the explanation. Like, you like the guy, but the guy is not responding?

**Respondent 1:** Ha! He'll not respond (laugh)

**Questioner:** Or the guy likes you, but you're not ready?

**Respondent 1:** (laugh) Hard girl (laugh). Like all this hard girl vibes.

**Questioner:** I don't still get?

**Respondents:** (laugh aloud)

**Questioner:** I'm lost. Somebody is lost here. Or maybe the guys here are lost.

**Respondent 2:** I'm lost. I don't understand *situationship*. Maybe they should explain.

**Questioner:** You see now; we're lost. Please, explain.

**Respondent 1:** It's just like I like him and he likes me, and one or two reasons, we are not compatible.

**Respondent 2:** Can you specify reasons, please?

**Respondent 1:** Ha...

**Questioner:** Are there reasons why students are not compatible?

**Respondent 1:** Yes, there are reasons.

**Questioner:** Oh! Tell me.

**Respondent 1:** Different reasons...

**Questioner:** ...ranging from?

**Respondents:** (Seriously laughing)

**Questioner:** OK... For how long were you guys together before you realised that you were not compatible?

**Respondent 1:** Five

**Questioner:** Five years!

**Respondent 1:** Five months. Ha! How old am I?

**Questioner:** I thought you meant five years... Five months...

**Respondent 1:** Yes.

**Questioner:** Hmmm... Five months? It's not even up to a half of a year. What happened? You have not even started the journey at all. Did you see each other every day of the months in review?

**Respondent 1:** I literally hate close relationships. Even if I am to have close relationship, if you are to be around me, please don't see me. Like, even if we want to see, maybe we can see once in a month or so.

**Questioner:** What if he's a kind of guy who would like to see you and want to be around you every day?

**Respondent 1:** Hun! The relationship will not last, because me I'm used to long distance relationship. Even my ex, we literally saw four times and we dated for a year. And we saw only four times. So, I'm not used to oh, come let's talk...

**Questioner:** But those four times would be remarkable.

**Respondents:** (Laugh out loud)

**Respondent 1:** (Laughs) I would say remarkable four days.

**Questioner:** No nah... They were remarkable and unforgettable four days, right?

**Respondent 1:** I would say unforgettable four days because I still have the dates on my head and I can still remember, I can legit remember the cloth I was putting on, where we went to. I can remember almost everything. That's just like... but if we're now close, OK we can be close o, but it's like when you're now thinking rubbish...

**Questioner:** OK guys, how do see it as students of law going into a relationship? Is it cool by you?

**Respondent 5:** Relationship wise, there are lots to gain in a relationship, and for me, I prefer to have a partner that is more serious than I am. If I date that kind of person now, obviously, it's going to have a very very good impact on me. And also, the downside now, like time, as amm, the kind of law we are doing right now, there's no time. Before we go for lectures, read...

**Questioner:** That's for you o. I know law students who go about, catch cruise and do all sort of things.

**Respondent 2:** Obviously, he's talking about serious law students.

**Respondent 5:** So now, that kind of thing now, when you have girlfriend, at a point, you guys would not have time. But overall, there are still a lot of things you can gain in a relationship.

**Questioner:** How difficult is it to be in the department of law? You know the word 'Law' scares a lot of students away. So, how do you feel? How are you coping? Some people even think that being a law student, you must have the ability to cram a lot. Even sometimes when I host lawyers on programmes, you hear them quote sections and sub-sections off hand. This means you just have to cram. Madam, how are you coping, with this your small head?

**Respondents:** (Laugh)

**Respondent 3:** OK... For me, I just like to like read and understand...

**Questioner:** Sometimes it doesn't work, do you know?

**Respondent 3:** In that case, I'll cram. *La cram, la pour.*

**Questioner:** Seriously, let's be realistic. There are some things you cannot read and understand. Let's cite English students as example. There is no way you could learn the 44 sounds of English without cramming. I feel the same thing is applicable to all these your sections and sub-sections. How do you cope? How many do you want to cram?

**Respondent 2:** If I'm going to talk, I'll start by saying, 'Law is not for the weak. It's not for the faint-hearted'. So, before I came here today, I still remember solving tutorial questions for criminal law. And exams is less than a month already, and then to be able to get to the exam hall and write something substantial, I have to start reading from now. And then, if you ask for how we cope with things like this, personally, the way I cope is in the classroom. I... I... OK yes, I'm someone that talks a lot in the classroom, always raising my opinion on things, raise objections on what the lecturer says and stuffs like that. Once I'm able to understand what I want in the classroom, it's over. I just have to read small and rest and sleep and stuffs like that.

**Questioner:** And you start disturbing other people who have not read or understood what's being taught.

**Respondent 2:** Of course I do that (Laugh). So, for me, it just has to do with the classroom. And I don't let the lecturer go until I know I am satisfied and I understand. So, that's how it works for me. If you cannot... If you don't have... ehn... the will power to push for what you want, you cannot survive here. You would be good. You won't even be good, you will just be somewhere. Yeah, to stand out, you have to be extra. You have to put that extra work to be in law because

you are just going to be like everybody else. And then you said law is just has to do with... You said everybody just see lawyers as people who cram. Yeah, cramming will take you somewhere, and that's how we memorise our sections. It's not just enough to cram; it's not enough to know, you have to be able to apply what you know. And then, that's what cramming does. Cramming just helps you to know, and it stops there at knowing. For you to be able to apply, ha, you have to build on...

**Questioner:** So, you have to understand that thing you have crammed?

**Respondent 2:** You have to understand! If you don't understand, you cannot apply.

**Respondent 1:** Yeah... You necessarily don't need to read like... OK now, for reading, you read, and when you get to the exam hall, you put it anyhow it is. But for cramming, you can cram it and write it word-for-word and you pour it like that and cannot apply it.

**Respondent 3:** Sometimes, you might miss a word... And missing a word can make you forget everything and that's why cramming doesn't work for me.

**Respondent 1:** Cramming works for me o. It works for me very very well. The way me I cram, I cram, after cramming I'll write it down. I'll now sleep and I will be seeing everything. And if I go to the exam hall, after writing everything, let me come out, ask me, I've forgotten.

**Questioner:** *La cram, la pour, la pour la forget.*

**Respondent 1:** No, but then, when you ask me question about it, it's not as if I cannot give you an answer, but then, the way I'm going to like... the reason I'm cramming is because, yes, I want to do well in my exam, but the way you ask me, yes, I can still open my books like to tell you I know some things, but to like add more to the knowledge, I can open book, but in exam...

**Respondent 2:** And again, you mentioned something also. You said haam, you said a lot of people belief that to survive in law, you should just be able to read and cram. And then, when we get to the outside world, it's not always like that. Law has to do with, it also has ehm how we can talk, what you can say and what convincing effects it can have on people, what conviction lies in your voice. You, how you say what you say, how are you able to say what you say, you sell what you sell and people are able to buy it, what differentiate you from Feyisayo saying something and Ayisat saying another thing. Why do they listen to Feyi instead of Ayisha, and those kind of

thing. It, it, it, goes beyond reading and cramming. So, it doesn't have to be that alone. It's also about how fast you can think, how fast you can know the problem in what people say, how far you can discredit just... it's not... That's why I said it's not for the weak. It's something that you grow and develop every day.

**Questioner:** So, are you trying to tell me that law is the most difficult department in the institution?

**Respondent 1:** No... But for me, presently, I would say law and medicine, because you can never know the law, like you can't finish the law. I don't know how, you can never, I don't even want to know how brilliant you are, OK just say you are not marrying because you want to know the law, for real, you will not know the law finish. For real, because law changes, law is dynamic. Every day, OK today you can feel this law is like this and tomorrow you will just be like oh. And sometimes law can be very very complicated. In this book, you are seeing this, and in another book, you are seeing this, and I'll like, OK, sorry, which one is like correct? Like law is very complicated. Ha, so, I will say medicine too is not easy o haaa

**Questioner:** Another thing I would like to know is whether it has ever occurred to you that studying law in Nigerian might be a waste of time. Have you heard some Nigerian SANs being told to go back to the classroom?

**Respondent 1:** OK, when they tend to attack another lawyer that they should go back to the classroom, I used to say, the theory aspect of law is different from the practical aspect of law. Of course, yes, we are doing, most of the things we are going to do in court, we are going to apply what we've been taught in school, but then, I would say it 100%, out of 100%, what they are teaching us in school, in the classroom is just about 50% and the remaining 50%, you learn it, you learn it on the field. So, in everything people do, they want to support their client. I don't want to know, you don't want to make your client...

**Questioner:** But the law is fixed, right?

**Respondent 1:** Yes... yes, but then, they will say, our lecturers will say, because a person is a criminal, you will not say you are not defending the person. We know the law that you must not kill, but if you say okay, yes, we know the law that you must not kill, anybody that kill, you prosecute the person and the person should be killed. So, if everybody keep doing oh yes I don't

want to be the lawyer to this person, I don't want to be lawyer to this person, yes we obviously know that you might not win.

**Questioner:** You go to court; you don't tell lies, but beg the judge to soften his judgment on your client, right?

**Questioner:** Yes yes

**Questioner:** But when it comes to the situation whereby a particular section of the law is quoted, but another lawyer, just because that particular section does not favour his client or the person he serves goes against that law or brings another law to counter it, so they start playing on the law. As a set of people going into the system, how do you feel?

**Respondent 2:** OK, the law says one thing, and then, it's interpreted in different ways. Haaa...theeee, there are how many types of interpretation again, three. There are literal rule, golden rule and the mischief rule. They are the major types of interpretation. So, the law can be interpreted literally to favour you. You can interpret it golden, with the golden rule to favour you and you can use the mischief rule to favour you. So, it's ehn, ha, I don't want to get religious on this... It's the way, it's the way sometimes some people open their Bible and say this, the bible says this this this, and then you open another verse that contradicts what was said. It doesn't mean you're wrong. It doesn't mean what this one said is wrong, it doesn't mean what he is saying is wrong. It's just, it's you trying to find the interpretation that makes, that put you in a favourable position. So, it doesn't mean either of them is wrong. The law is still the law. The law is still fixed. The, it's the kind of interpretation, the way people interpret the law to their favour is where the issue is, and it's not going to stop.

**Questioner:** Let's talk about the issue of Deborah Samuel, Garba Shehu College of Education, Sokoto, who was murdered. As a prospective lawyer, what would you say on the case?

**Respondent 5:** Hun, to treat that kind of a situation, that kind of case now, for me, ehm ehm, I had to gather all the fact regarding it, because obviously, what we are hearing on the internet cannot be relied on. Well, we all know these northerners, and we all know these Muslims tend to take their religion very very seriously, and they don't like anybody throwing shades or anything regarding their religion. So, that kind of situation here, I had she was making reference to, like, to their religion, and whatever rule applicable in the north, even their sharia law, Islamic law or

whatever cannot supersede the provision of the Nigerian constitution. She has the right to express herself freely. She wasn't, not like she was saying, okay, let's stop them from practicing this thing or something, yeah, she has the right to express herself. So, I feel, if I'm to be a lawyer, I will be focusing on her right to expression. She has the right to express herself, and without any set of discrimination or setback or anything. So, I think that is it.

**Questioner:** Lawyer Ayisha, how would you treat the case?

**Respondent 3:** OK... So like he said, Muslims, especially those northerners tend to be extremist when it come to religion, and like he said, she has her freedom of expression, and I guess he said because she said they should stop posting about something on their group chat, which I feel she was right, because in our own class too, we have two group chats. One is for socials and one is for education. You don't expect posting something in like the educational stuff, like something related to parties and all. So, someone literally tell you that okay, don't do this here and just go to the other group. But then, I feel they went too far, and she has her own right, as in, like freedom of expression, please, don't do this, and I went too, I feel they went too far about killing her. So, like she has the freedom of expression like her said.

**Respondent 2:** See, section 33 of the ehm of the constitution, Federal Republic of Nigeria, which is the supreme constitution, the first thing, yah, it protects right to life, and then, there are exceptions to right to life where killing another person is justified. And now, I believe I've got through that section, and I do not see any provision, any context or any text at all that talks about the fact that you kill someone, killing for your god or for your religion is justifiable. So, when they kill Deborah, they crossed the line there. They could get angry. Yes, they can get angry but the moment they hit... it's one thing to hit... you can get angry. They have the right to express themselves whenever they want, but when they began to assault her, began to, they were chasing after her... so, the moment they killed her, at that point, they they already crossed the line.

**Questioner:** Even, they burnt her body.

**Respondent 2:** As regards that section, the constitution should supersede whatever law of the land. Now, the constitution gave power to sharia law to function, but the constitution still supersedes it, and it doesn't create any justification for where you kill someone for your religion or to make your god happy. So what they have done there, they've violated her right to life.

**Questioner:** How effective do you think the constitution is over there?

**Respondent 1:** Hmmm, I feel I will just say it like my own, the way I feel. At the northern part, I feel they don't even, they did not see the constitution is supreme. They feel their sharia law and their penal code...

**Respondent 2:** I feel it is mass illiteracy.

**Questioner:** Mass illiteracy? But in one of the comments we read, a professor said they did what anyone who insults Muhammed is supposed to get to Deborah.

**Respondent 1:** You see... That's why they say... people like, I don't know, is not, I'm just saying, they say that the way law students and lawyers like they think is different from the way normal people will think, because the way we think, okay, this thing is like, even though she's wrong, we know that normal normal, it is not right for this person to do so, but someone that did not study law, that oh he is na... even if the professor was not a lawyer, he shouldn't have said anything about it, because if he had said something like, if he is a lawyer, and he said something, they would arrest him, and that maybe even be the one to like organise the thing somehow.

**Respondent 2:** Sorry; I take back my words on mass illiteracy. I take back my words, because a professor made that statement, he is not illiterate.

**Questioner:** OK... That's why I brought that in order to prove that it's not mass illiteracy.

**Questioner:** Let's look at it this way. Let's just imagine a group of Christian faithful had gathered to kill a Muslim sister. What do you think would have happened?

**Respondent 1:** If in the north, they will kill the Christians because... but then...

**Questioner:** What if it happens here, not in the north?

**Respondent 2:** It won't happen. Christians are not fanatics. So, it's just them, these northerners being religious, religious fanatics. I don't know... It's good, yeah, we are allowed to practice our religion. The constitution also gives us the right to practice whatever religion we want, but in a moment you practice your religion in a way that affects other people negatively or trample on the right of another person, I doubt it or I begin to wonder if we should call that a religion at all. Yes, that's what I will say because it's... their problem is am, yah, they are fanatics where they are...

It should be lack of exposure as well. I don't even know what their problem is. Don't let me instigate anything.

**Questioner:** I just hope the conversation continues, but I have to let you go now. Seriously, you're all fantastic to be with. Thank you so much for your time and contribution.

## **Public Administration**

**Questioner:** Ok, it's nice to meet you guys again and hrrrm, I must actually appreciate for your hrrrm, contribution to this work. Thank you so much. Ladies first as people say. First, what's your name?

**Respondent 1:** Akinyemi Esther

**Questioner:** Akinyemi Esther, why did you decide to study public administration?

**Respondent 1:** Whatever course that comes my way I will study because haa, do you know how many years I pursued admission in Nigeria here. So whatever course that comes my way

**Questioner:** ok, because you have stayed for long at home...

**Respondent 1:** And I think I have interest in public admin. I want to be a civil servant

**Questioner:** This public administration we are talking about was it chosen for you or you chose it yourself?

**Respondent 1:** I choose it myself actually

**Questioner:** Hmm, hmm and what have you enjoyed so far in public administration?

**Respondent 1:** Everything

**Questioner:** Wow

**Respondent 1:** Do you mean for this school?

**Questioner:** No, I mean studying public administration

**Respondent 1:** Actually everything, the way they thought us and hrrrm, hrrrm, hrrrm,

**Questioner:** As a public administrator what exactly is your major duty?

**Respondent 2:** Hrrrm, I thing in secondary school, then in secondary school I think hrrrm, who is a civil servant and what is civil service, I think the answer was to make policies and implement policies. What I mean is public administration, mostly we implements policies. Ehn ehn this is it, ok, let me put it this way. I think the last time we talked about it I think we talked about two phases of public administration. We have the political phase and the \*\*\*\* phase. So the thing

is we both make the law and we both implement the law. The thing is the politic part of the administration makes the law and the \*\*\*\* part implement the law that means any policy that is made by the political part which are the elected part or the non-career part like how will I put it? They deal with government regulations. So, now when I talked about party they are form into organizations, companies, institution that implement governments' regulations.

**Questioner:** Ok nah, Mr shy man, what is duty of a public administrator?

**Respondent 3:** Hrrrm, first of all to my knowledge I feel the duty of public administrator is to carry out that is meant to be carried out hrrrm, like for example now, if you are at ministry you are there to implement maybe a civil servant like a teacher, their grade, and their salary payment and... you are in charge to carry out all those stuffs.

**Questioner:** And hrrrm, Mr Man somebody called you odogwu this morning. Odogwu male, public administration, what does it mean to you?

**Respondent 4:** It means everything. There is no where we can't find public administrator; it's just like public domain. Just note that in every society or state with excellent leadership, there is always a point to the facts that there is excellent public administration in the terms of policy making and implementation. That's just it. So, public administration for me is everything because after God, its politics and governance.

**Questioner:** So, are you trying to tell me that public administration is the best department in every institution?

**Respondent 4:** It's just like you asking me, 'Can you run a business?' Can you put up anything without good administration?

**Questioner:** Ehn, that doesn't mean you should study it?

**Respondent 4:** Hrrrm, the passion, that's the point the passion for a best society, for... to grow in knowledge and wisdom on how to coordinate man and society for good result

**Questioner:** Do you know to be an administrator, it doesn't matter you studied it.

**Respondent 4:** Yeah, I get that point because some people are talented in that regard. But, there is a limit your talent can take you to. For instance, you might be good when it comes to coordinating people, if you have little or no knowledge of finance or simple administrative law you will run to so many problems. Yes, there is a part of natural endowment, but it's not sufficient, it's not sufficient.

**Questioner:** Ok, in the place of hrrrm, let's come back to Nigeria. What is the place of public administrator in the issue we have in Nigeria presently?

**Respondent 3:** You'll probably edit this part because I'm probably not in the mood for questions but let's do this. What's your question again? Sorry.

**Questioner:** Like in Nigeria, with the situation of things in Nigeria now, what can public administrators do to place things right?

**Respondent 3:** You know, theoretically speaking, like, studying public administration, you know we tends to study different courses, different fields, studying accounting and every other... so it gives us broad knowledge of different fields. That means public administrator can solve almost or practically all issues in Nigeria right now. Like, I like to always my illustration on civil servants, I don't know why. One of their major key factor is the civil servants. You know there are a lot of things to be put in place that Nigeria is really lacking behind in administration. You see... ministries and every other thing, why would have an engineer like it is what Nigerians does we have an engineer heading a ministry of accounting, I'm just trying to illustrate.

**Questioner:** Yes, we have minister of agriculture being minister of education

**Respondent 3:** Exactly, that means there is something wrong somewhere, we are putting those who are not meant to be there there, that is wrong administration. I don't know when president want to choose their ministers if they do some kind of screening for them, I think that's an option for them. You don't just pick people you know, don't pick your friend and fix them in the wrong place. You see the check and balance of Nigeria is ruined already, they've sort of created a system that Nigerians ought to follow later. I think it is up to the public administrators to go and restructure those system. It will be a very big tax for us because if until you get to the higher level before you can influence those guys there.

**Questioner:** If you are the president today in Nigeria, where will you start from?

**Respondent 5:** I guess I'm going to start from the top down to the bottom because the issue is from the top, from the presidency to the senate, to the governor and so on. If we can't put the right people in the right position, there is no way Nigeria will grow.

**Questioner:** Do you have public administrator in the family?

**Respondent 1:** Yes

**Questioner:** How? How is it useful in the family? Just talk to me?

**Respondent 1:** I don't know...

**Questioner:** As a public administrator you were ask to come into a family maybe there is an issue in the family. Does your course of study works in the family system?

**Respondent 1:** I don't know

**Questioner:** Does public administrator works in the family system?

**Respondent 4:** First and foremost, one of the courses we study in public administration is psychology, policy making, and a little bit of public finance. Public finance teaches you budgeting and how to allocate... you know, so you don't overshoot your budget. So, yes it applied to every part of life.

**Questioner:** Ok now, let's talk about the concluded primary and the much more... and the one we actually expecting that's APC presidential primary but before we talk about APC lets go to

PDP. I heard there primary is a kind of game they played during primary election, as a public admin what problem have you seen here and how do you think the problem will be solved?

**Respondent 4:** First of all the Nigeria politics tends to sacrifice merit on the altar of the richest or the deepest pocket, that's the first point I want to establish. Yes if you have. Yeah the deepest pocket we tend to sacrifice...

**Questioner:** Oh like telling the tailor or fashion designer to make your pocket deep?

**Respondent 4:** Oh no, that's figurative, and we tend to sacrifice merit and secondly, according to \*\*\* president there is a different between politics and governance. If we can separate politics a little bit from governance, we might, we might hrrrm... So, how do we then sort the issue with Nigeria? Hrrrm, that is why Peter Obi who is obviously love by youths will leave the PDP who has a national structure to a less famous party

**Questioner:** How will you tell us that peter Obi will be... it's like you are painting peter obi a good picture?

**Respondent 4:** If we are to be fair, the contestant in the forth coming election, the highly survival guys will be Osibajo of the APC and Peter Obi from formal PDP

**Questioner:** But Atiku is the PDP candidate

**Respondent 4:** Yes but he has nothing to offer the nation, he has nothing to offer

**Questioner:** How sure are you?

**Respondent 4:** One of the guys... When power was decentralized, who are those Shareholders and stakeholders? Atiku and other Lagos business men ok, were behind buying stake. So people have literally sold this country. What's Atiku's source of income?

**Questioner:** Atiku is a business man

**Respondent:** What kind of business? Will you tell me Atiku is not into crude oil refining? How come he is so wealthy? You know a lot of these guys, they've seen the loop hole of this country and they've turn it to their own advantage. Tinubu has led Lagos to ransom. Are you aware?

**Respondent 2:** What I will just say is that we should see the good and the bad in our candidates and the 8years Tinubu had used in governing Lagos we see what he did and when we are talking about Lagos, Lagos is the richest city in Africa I think I should be right

**Respondent 1:** Yes

**Respondent 3:** And Lagos state is the state that is bringing more money to the country

**Questioner:** Not as that of Ogun state

**Respondent 3:** Well, I can't really say, to me I will say we see what he has done and he can do better

**Questioner:** Ogun state is richer than Lagos state now, do you believe?

**Respondent 1:** No

**Questioner:** Why? Are you aware that Ogun state has more functioning companies than Lagos state?

**Respondent 2:** Yeah I know

**Questioner:** Let's go back to politics, the other time joy said our leaders a\has contributed to the failure of this country and you are all in agreement. What do you have to say about that look at hrrrm. PDP primary how it ended and believing that some governors were bought and they betrayed the both south south in favor of Atiku, What would you say about that as a public administrator?

**Respondent 3:** I will still go back to the point of Tinubu but about the PDP primaries see, Wike, he is a well, a good, ok let's say a good PDP follower he has been there for a longtime. You know something is that the delegates are bought with three major things, people don't like saying it but they are bought with money, popularity and competent. So do you have money? Do you have the popularity? Do you have the competent? Atiku has ran for the presidential post for about 5 to 4 times

**Respondent 4:** If Buhari can do it, why can't he?

**Questioner:** Is he older?

**Respondent 3:** It's not about the age you see this guy has gone for probably average of 4years. Nigerians knows this guy all over again, that's popularity, this guy has the money for him to run for 4years, he has the... don't let me even vouch for his competent. You see for the facts that he has these things, you see delegates are made up of Socio economic people, they have higher class even the delegates, we have people that have money in the delegates. For the facts that these guys...

**Questioner:** But some people said if we vote Wike, we might find ourselves in democratically military hell. Like, Wike is tough.

**Respondent 2:** Yeah, he is tough, No obviously he's tough.

**Respondent 1:** That's what we need in Nigeria

**Questioner:** We need Tough people in Nigeria?

**Respondent 1:** Yes

**Respondent 2:** You know to put something's in place.

**Respondent 3:** You see I will not partially agree to the facts that we need tough people in Nigeria. Let me say we need tough people in Nigeria, tough people in the sense that to make some certain changes, you have to make some drastic decisions. I told some people that to solve Nigeria's problem one of the things they need to do is the issue of power supply but can you shut the mouth of people and where they are taking the crude oil money from? And say you want to replace it with power supply when we have big and massive people earning huge money. This is

politics, they we say something and do another thing when they get there. Even Buhari that is there now, do you know how many promises that he has made? Tinubu was part of the person that backed this guy and you want me to come and say I want to vote for him? NO!

**Questioner:** It seems Tinubu and Buhari are not in good terms, are they?

**Respondent 3:** I don't know about their relationship now, but before when he entered, they actually had their... they were friends so that means...

**Respondent 2:** there are so many things wrong in this country we just need right people at the right places to do the right things. For example our power supply, it's not a must we supply light through water there are some places in the north that has too much sun, why can't we work on solar? Some even uses charcoal but since when we have a lot of people earning from generators that's why I said there are so many things wrong with Nigeria and I can say 80% of Nigerians are selfish.

**Questioner:** What are you expecting in 2023?

**Respondent 3:** I am expecting somebody with potentials, somebody with business orientation, and somebody with vast experience

**Questioner:** Do you want somebody like Osibajo?

**Respondent 3:** Well, I think Osibajo is a good... Do you know why I like that guy? When there is this 30days or 31days went for probably a leave, do you know what the guy did within the 30days?

**Questioner:** No, Medical stuff

**Respondent 3:** you see, Nigerians we are not stupid

**Questioner:** That was what led to the reduction of his power.

**Respondent 3:** Yeah, they shut him up. They know this guy is like an obstacle to them so they can't just leave him

**Respondent 4:** Osibajo is smart, he's good but he does not know about the politics in Nigeria cus before you can become the president of this country you need to know how the politics Nigeria is being run

**Questioner:** But he has been the vice president for 8years

**Respondent 4:** Yes, but we all know he is not into politics they have to bring him from somewhere

**Questioner:** But for how long do you have to learn?

**Respondent 4:** It's not about how long...

**Questioner:** But remember when Buhari was not around for about 100days, it was this Osibajo that was there as an acting president

**Respondent 4:** Yes, he did his best but the problem is who are the cabinet that will seat with him?

**Questioner:** Well, that's left to him, when Buhari came in he took him so long to choose his cabinet. Are in support of Tinubu?

**Respondent 4:** Well, it's not about supporting Tinubu, it's about who can do it best

**Questioner:** Are you a party person? Which party do you support?

**Respondent 3:** I'm actually a party person and I'm a member of APC.

**Questioner:** Wow that's good, Now that you've seen PDP has done their primary and they've chosen Atiku so who do you think is best from your aspect?

**Respondent 3:** It's a nice move for Tinubu to congratulate Atiku for being a worthy opponent. See, I like being straight Tinubu is a very strategic person. But, the thing is that we should not only based on experience we should base on political theories. We know that these guys has experience but do they really know the concept? Do they really know the law? That the constitution is above everybody?

**Questioner:** What about you?

**Respondent 4:** I think my preferred candidate is the vice president but they will have to play their own politics beyond their control. But I preferred Osibajo reason is he's got credibility, he'd got experience and he has the potentials to turn Nigeria... The guy is been noted for being loyal. I think his kind of person should be... not really rewarded but let give him a try.

**Questioner:** Alright, thank you so much for this session, I have to appreciate you. I promise I won't come back again.

**Respondent 3:** It's not about you coming back, it's about you coming back with a notice.

**Questioner:** Ok, but I told him since yesterday or two. Alright thank you so much.

## **English and Literary Studies**

**Questioner:** Ok, good afternoon

**Respondents:** Good afternoon

**Questioner:** Actually, I will love to know how you met one another. Seriously, I studied you and I love the way you walk together, talk together, chat, and I want to know if you fight at all. Like, if there has been anytime you quarrel or so.

**Respondent 1:** I met Ayanfe in 100 levels, like you, cus I joined late and I needed someone... the right person that I could move with.

**Questioner:** in 200 levels?

**Respondent 1:** No, in 100 levels

**Questioner:** OK

**Respondent 1:** And in 200 level, I started speaking with her.

**Questioner:** Who?

**Respondent 1:** Eniola

**Questioner:** OK

**Respondent 1:** I started talking to Eniola because...

**Questioner:** What did you see in Eniola too?

**Respondent 1:** I just enjoyed her vibe and, and gist, and it started with snapping pictures together.

**Questioner:** Ladies' things

**Respondent 1:** Yes, and hrrrm, she is actually good too.

**Questioner:** So, why did you accept her as your friend?

**Respondent 1:** Because she is a nice person and she attends class

**Questioner:** You didn't know her in the first place; she came to you and you accepted her just like that?

**Respondent 1:** Yes, she seems serious.

**Questioner:** Are you sure?

**Respondent 1:** Yes, like a serious student

**Questioner:** And why did you accept her as a friend? Is it just because you snapped pictures together?

**Respondent 2:** Exactly what she said; just the vibe match and that's just it, and we started talking but she is a nice person, not really sha but...

**Questioner:** Not really? I'm interested in the 'not really' aspect.

**Respondent 2:** Nothing; just normal friendship vibe, maybe she's not boring, something like that...

**Questioner:** Do you guys even go out together?

**Respondent 2:** Yes

**Questioner:** I mean outside school

**Respondent 2:** No, for her

**Questioner:** OK...

**Respondent 2:** I stay in school hostel and she stays with her uncle. So, there is curfew for her.

**Questioner:** There is what for her?

**Respondent 2:** Curfew.

**Questioner:** Between what time and what time?

**Respondent 2:** 7pm, though she use to stay in school till 6 and sometimes 7pm.

**Questioner:** So, your curfew starts by 7pm. How then did you get into the game?

**Respondent 3:** They happened to be my friend.

**Questioner:** So, how did you get to know them?

**Respondent 3:** We are in the same department. So, I did relate with them, and I do talk to them most time.

**Questioner:** How did you relate and talk to everybody and everybody knows you?

**Respondent 3:** That's who I am, that's who I am, so...

**Questioner:** Do you know I got to know you?

**Respondent 3:** In Dr Robbin's class

**Questioner:** Because I was a student too here, yeah, during our set, there was a course Dr Robbin taught us, and during one of the classes she named someone *Baba Dudu*, she gave someone that name. So, the stuff started in our set, which was in the year 2016. So, when I came to her office that day and I heard *Baba Dudu*, I was like who is that Baba Dudu? I was so anxious to see whether the *dudu* is at the same rate with our *dudu* but when I saw you, I was like... Don't let me talk about it; I won't rate the *dudu* now. But, how come? How do you cope with the name? How don't you get offended when people call you by it? And do you know *Baba Dudu* is just one in this institution.

**Respondent 3:** When I came to the institution and I came into the department and I went to Dr Robbin, when I met with her, she just saw me that day and she started calling me *Baba Dudu*. She said she fell in love with that name and she loves to call me that, and I always tell her that my name is not *Baba Dudu*, don't call me *Baba Dudu*, I will tell her my real name, My name is John, but she will insist calling me *Baba Dudu*. So, ever since then, I just have to accept the name.

**Questioner:** She told us that she had found someone to replace the *Baba Dudu* she lost in our set. So, I think you can't escape that; maybe after you left the school, she will get another *Baba Dudu*. But, how do you feel when other students call you *Baba Dudu*? At least, you went to Doc several times to tell her you didn't like it.

**Respondent 3:** At first, when people call me that name, I do feel embarrassed. Later, I accept it just the way people call me. I do see it as normal thing.

**Questioner:** When we first exchanged numbers, I forgot his real name. So, I just saved it with *Baba Dudu*.

**Respondent 1:** Exactly...

**Questioner:** But... do you know I don't even know his name at all? And do you know I may forget that name immediately I leave here? No, seriously, I may forget that name, but the name that anybody cannot forget in this school is *Baba Dudu*, and that might be a plus for you, seriously. Moving on, have you ever fought one another? Or quarrelled one another?

**Respondent 2:** You mean physical fight? No.

**Questioner:** Ok

**Respondent:** Maybe misunderstanding and arguments... yes

**Questioner:** Arguments is normal, even after the arguments... Has it ever graduated to quarrelling and keeping malice?

**Respondents:** No

**Questioner:** No? As ladies, how do you do it?

**Respondent 3:** We apologise immediately. I will just voice out

**Questioner:** You apologise immediately? You must be very different! Ladies don't apologise easily. No, no, no, I won't take that; ladies don't apologise easily.

**Respondent 4:** Most times, you know, cuz we are getting to know each other, definitely, we would cross on each other's path, but most times, when she does something I don't like and she knows I'm angry with her and you know that Precious does not like this, then, it should not repeat itself again. That's understanding! Unlike some other people, they don't really mind because you, I say they don't really love you or they don't really care if they hurt your feelings or something like that but the fact that you are not repeating the same mistake again is one thing that help us and most times, we try to like make amends, like now if I offend her, I know what I can do to help her... I will enter her heart straightaway

**Questioner:** It means if a guy is looking forward to getting any of you, the guy should just try and make friend to any of you and from there...

**Respondents:** Of course!

**Questioner:** Do you have boyfriends at all? Maybe that you are so closed with... There is a saying that if you see two ladies getting too close, that means they don't have boyfriends. Because once one of you has a boyfriend, the story might change. Maybe I should just ask, tell me, do you have boyfriend?

**Respondent 1:** I have a boyfriend

**Questioner:** You have a boyfriend? Committed to him? You that you have curfew. No now, are you committed to him? Because your friends told you leave school sometimes 6. So, how many minutes, for how long do you see him?

**Respondent 1:** We see nani

**Questioner:** If your uncle catches you. No, tell me, we want to know.

**Respondent 1:** We chat

**Questioner:** Oh online boyfriend and girlfriend?

**Respondent 1:** No oooo

**Questioner:** It's been how long now?

**Respondent 1:** Two years.

**Questioner:** Two years? Do you know him?

**Respondent 1:** Yes sir

**Questioner:** Yes? You talk together? Is he a student?

**Respondent 1:** Yes, he is a student.

**Questioner:** Of this school?

**Respondent 1:** No

**Questioner:** Do you know him? How come you don't have one? Your friend has. Why don't you have?

**Respondent 1:** Because I don't want to.

**Questioner:** Why don't you want to? How do you feel? Maybe the two of you are just talking and all of a sudden a call enters her phone from the guy and before you know it, they are on call like 10,15,20 minutes, how will you feel?

**Respondent 1:** I will get busy with something.

**Questioner:** You don't feel intimidated? Tell us

**Respondent 1:** No oooo, it's a decision so I don't

**Questioner:** So, why don't you make that decision?

**Respondent 1:** They to have a boyfriend.

**Questioner:** Hmm, hmm. I am interested in your case. Thank God I'm married. If not, I would have made you my own case study and make you my projects. So when I'm done writing my conclusion, you will be my first degree.

**Respondent 1:** See as he is dropping lines for me;

**Questioner:** What are your cases all about?

**Respondent 1:** I don't know, but I think it is all about commitment, that's the issue. I'm not ready to be committed, yeah, exactly. The calling, the coming to see you, and most times I get tired of things easily, so my relationship is like internship, like two months

**Questioner:** Two months? It's SIWES

**Respondent 1:** So that's why I did not want to go into any relationship for now

**Questioner:** But you are committed to some people do you know?

**Respondent 1:** Yes now

**Questioner:** Like your parents, your friends...

**Respondent 1:** That one is not... like I have to be committed to my friends and my parents

**Questioner:** So you can be committed to someone like that too

**Respondent 1:** If Precious calls me for something and I said No, she won't get angry but, if my boyfriend calls me and said No it going be something else. So it's different

**Questioner:** I'm coming back to you oooo. *Baba Dudu* do you have a girlfriend?

**Respondent 3:** No

**Questioner:** No? You have a lot of girlfriends but have you seen any of them who seem to be like your *Sidi*?

**Respondent 3:** I'm not sure

**Questioner:** No *Sidi* for now?

**Respondent 3:** I am in my final year, and I'm looking forward to many things

**Questioner:** It doesn't matter, what about people who date from 100, 200 levels?

**Respondent 3:** Sir, the goal, the goal is bigger and I don't anything to distract me.

**Questioner:** The goal is bigger; it doesn't matter if the goal is bigger. Do you know hrrrm, behind every successful man, there is a woman?

**Respondent 1:** Well, the woman can be his mother or sister

**Questioner:** She just finished the case. What do I have say again? What do I say again? But who is your best friend, a lady or a guy?

**Respondent 3:** I don't really have a best friend. I just...

**Questioner:** No wonder the last time you said you are alone in the library, how do enjoy reading alone in the library without a friend?

**Respondent 3:** I have a lot of friends in the library. So, whenever I want to, like I want to talk...

**Questioner:** A best friend?

**Respondent 1:** No!

**Questioner:** How do you know he doesn't have one?

**Respondent 1:** No, he answered before and you are asking again

**Questioner:** Who is your best friend among them, in whom you can keep your secret, like secret you cannot discuss with anyone?

**Respondent 1&2:** No, no

**Questioner:** Why is it that you answered together?

**Respondent 1:** Because I don't really share my secret with anyone

**Questioner:** Who do you confide in?

**Respondent 2:** Confide in... among them?

**Questioner:** No one! You confide in your uncle?

**Respondent 2:** My boyfriend, I have a boyfriend now

**Questioner:** You confide in your boyfriend? Ahhh, breakfast still dey oooo

**Respondent 1:** She don pass that level

**Questioner:** Who do you confide in? I'm not sure you confide in anyone

**Respondent 3:** My HOD just for advice

**Questioner:** How much do you love your HOD? The formal one or the present one?

**Respondent 3:** I'm talking about the formal HOD

**Questioner:**

**Respondent 2:** She is very nice

**Questioner:**

**Respondent 1:** Awnnn

**Questioner:** What makes you love her that much?

**Respondent 1:** The fact that she is motherly, she is not just a lecturer she is a mother and sometimes... I don't know how to put it, she is just wonderful.

**Questioner:**

**Respondent 2:** Awnnn

**Questioner:** Do you know one thing I just discovered? Since we have started this discussion she has not really talked, you know? But when it comes to Mama Robbin, she talked. Tell me the secret. Do you have a personal relationship with her?

**Respondent 1:** No

**Questioner:** No? Just a lecture and student stuff

**Respondent 3:** Dr, Robbin is someone who is always there for people

**Questioner:** Do you know that people don't really understand her from afar

**Respondents:** Yes, yes people see her like she's strict

**Questioner:**

**Respondent 2:** She is strict but then you have to understand what she likes and what she does not like

**Questioner:**

**Respondent 1:** Like whenever they say she is strict I will be like to me she is not strict she's just a disciplinarian; just go by her rules. There is a different between been strict and...

**Questioner:**

**Respondent 2:** What is being strict?

**Questioner:**

**Respondent 1:** When you say is strict, like you cannot even laugh with the person, it's not possible for you to laugh with the person. But, on countless occasions we've laugh and gist with her. She even took our class out like I was not expecting it

**Questioner:**

**Respondent 3:** Like the way to get to her heart is when you buy *agbado* for her.

**Questioner:**

**Respondents:** Yeah, *agbado*

**Questioner:**

**Respondent 2:** And another thing I love about her is that she does not pass aggression. You can see her shouting at a student and still smile to you at the same time

**Questioner:**

**Respondent 1:** I remember my first day in school; I went to her office to sign my course form. And she was now shouting at a 400level student and she was like I don't want to see you in my office.

**Questioner:** And you will be shocked that I'm I coming to...

**Respondent 1:** I just entered her office and immediately I just heard oh my darling how are you dear?

**Questioner:** She just switched and you will be like Wow... So, you love her for that actually.

**Respondent 1:** Yeah and I smiled

**Questioner:** What is the particular thing you don't like about her? You know everybody has one weakness or the more.

**Respondent 1:** Another thing I like about her is that she has taught us to be punctual.

**Questioner:** Oh so you are part of it too. During our time Dr Robbin will tell you we have a class by 7am and you have to be there.

**Respondent 1:** What about exam, exam that is supposed to start by 9am and everyone would have been seated by 8am

**Questioner:** What is that thing that don't like about her

**Respondent 2:** For me, when she asks a question and you are trying to answer, if she realises you are not getting to the point but you are almost there she will just shut you down without letting you finish. And for me everything will just disappear from my head.

**Questioner:** Has that affected the love you have for her?

**Respondents:** No oooo

**Questioner:**

**Respondent 2:** Her good deeds overshadow the bad side

**Questioner:** What about you baba dudu? The one and only baba dudu.

**Respondent 3:** The very first time she called me *Baba Dudu* and she is always, she is always keeping to whatever she says. For example, that *Baba Dudu*, when we were doing poise class, in front of everybody, people were much oooo as in everybody and she called me *Baba Dudu*, I was shaking.

**Questioner:** Did she tell you to come out and address the students?

**Respondent 3:** As in, she called me stand up in front of 1,500 students. I was shaking that day.

**Questioner:**

**Respondent 2:** Exactly

**Questioner:** Wow she is a fantastic person. Seriously I have to appreciate you for your time but before we go I will love to engage my president. How come were you guys friends without quarrelling? I was told you never quarrel is that true?

**Respondent 4:** Yes, that's very true. We never quarrel.

**Questioner:** Even as ladies, you know how ladies quarrel.

**Respondent 4:** Well, I think I personally I have to consider myself very lucky that I found myself lucky that I found this set of friends and when it comes to understanding, We understand each other. Honestly, there are sometimes that... it's not that we've not done something that is hurtful to one another but there is a way we don't take it. Ok, for example during the time we did lead and leap, I was looking for every possibility to make sure everything was in place with the other executives so because of that I wasn't really in my friendly kind of self because I needed to get a lot of things done. I think she came to meet and tell me something and the tone I used that "ehn ehn" and I didn't even know I was harsh not until somebody says you were harsh and I went to meet her that babe I am sorry and I even sat on her lap and that day I was very sure she was looking for me to check on me so how am I going to fight someone like that? Like, how are we going to fight? We understand each other if anything happens. We understand the situation of things.

**Questioner:** You guys are different because ladies don't apologise easily. Do you have a boyfriend?

**Respondent 4:** Yes I do

**Questioner:** A student of this school?

**Respondent 4:** No oooo he is not

**Questioner:** How do you cope? Your boyfriend and your friends

**Respondent 4:** I don't think anything stops anything.

**Questioner:** Thank you so much, it really means a lot to me, hrrrm *Baba Dudu*, I really appreciate you, thank you sooo much

**Respondent 4:** John

**Questioner:** You know his real name?

**Respondent 4:** Yes, John

**Questioner:** You know you can only consciously call him by his real name and you unconsciously call me him baba dudu.

**Respondents:** Laughs

**Questioner:** Thank you so much I really appreciate.

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## Appendix II

**Table 3.1: List of the faculties and departments at Lead City University**

S/N	List of Faculties	List of Departments
1.	Arts and Education	<ul style="list-style-type: none"> <li>a. English</li> <li>b. English &amp; Literary Studies</li> <li>c. English combined with French.</li> <li>d. French</li> <li>e. Performing Arts &amp; Film Studies</li> <li>f. Religious Studies</li> <li>g. Biology</li> <li>h. Chemistry</li> <li>i. Computer Science</li> <li>j. Mathematics</li> <li>k. Physics</li> <li>l. Business Education</li> <li>m. Educational Management</li> <li>n. Guidance and Counseling</li> <li>o. Physical and Health Education</li> <li>p. Social Studies</li> </ul>
2.	Applied Sciences	<ul style="list-style-type: none"> <li>a. Biochemistry</li> <li>b. Biology</li> <li>c. Chemistry</li> <li>d. Computer &amp; Information Science</li> <li>e. Computer Engineering</li> <li>f. Computer Science with Economics</li> <li>g. Computer Science with Electronics</li> <li>h. Cyber Security</li> <li>i. Environmental Mgt and Toxicology</li> <li>j. Forensic Science</li> </ul>

		<p>k. Information Systems.</p> <p>l. Information Technology</p> <p>m. Microbiology</p> <p>n. Physics</p> <p>o. Physics with Electronics</p> <p>p. Science Laboratory Technology</p> <p>q. Software Engineering</p>
3.	Communication and Information Sciences	<p>a. Health information Management</p> <p>b. Library, Archival &amp; Information Studies</p> <p>c. Library &amp; Information Science</p> <p>d. Mass Communication &amp; media Tech.</p> <p>-- Public Relations</p> <p>--Advertising—Media Studies</p> <p>-- Printing &amp; publishing</p> <p>-- Journalism</p> <p>e. Office and Information Management.</p>
4.	Engineering	<p>a. Civil Engineering</p> <p>b. Electrical &amp; Electronics engineering</p> <p>c. Mechanical Engineering</p> <p>4. Wood product Engineering</p>
5.	Environmental Design & Mgt	<p>a. Architecture</p> <p>b. Building</p> <p>c. Estate Management</p> <p>d. Industrial Arts &amp; Design</p> <p>e. Surveying &amp; Geoinformatics</p> <p>f. Urban and regional Planning</p>
6.	Law	<p>a. Bachelor of Laws</p> <p>b. Law and Diplomacy</p>
7.	Management and Social Sciences	<p>a. Accounting</p> <p>b. Banking &amp; Finance</p>

		<ul style="list-style-type: none"> <li>c. Business Administration</li> <li>d. Criminology &amp; Security Studies</li> <li>e. Economics and Development Studies</li> <li>f. Entrepreneurship</li> <li>g. Industrial Rel. &amp; Human Resources Mgt</li> <li>h. Marketing</li> <li>i. Psychology</li> <li>j. Public Admin</li> <li>k. Social Work</li> <li>l. Sociology</li> <li>m. Tourism and Hospitality</li> </ul>
8.	Pharmacy	a. Doctor an Pharmacy (Pharm. D)
9.	Public Health	<ul style="list-style-type: none"> <li>a. Community Health</li> <li>b. Environmental Health Sciences</li> <li>c. Human Nutrition and Dietetics</li> <li>d. Public Health</li> </ul>
10.	College of Medicine	<ul style="list-style-type: none"> <li>a. Dentistry</li> <li>b. Medical Laboratory Science</li> <li>c. Medical Radiography</li> <li>d. Medicine and Surgery</li> <li>e. Nursing</li> <li>f. Physiotherapy</li> <li>g. Human Anatomy</li> <li>h. Medical Biochemistry</li> <li>i. Physiology</li> <li>j. Psychology</li> </ul>

Source: Admission Office, Lead City University, Ibadan

**Table 3.2: The Selected Faculties and Departments**

Selected Faculties	Selected Departments	No. of Students Selected in each Department
Arts and Education	English and Lit. Studies	7
	Performing Arts	7
Law	Bachelor of Law	7
	Law & Diplomacy	7
Basic Medical Sciences	Medical Lab Sciences	7
	Psychology	7
Communication and Information Sciences	Mass Communication	7
	Public Relations	7
Public Health	Human Nutrition & Diet.	7
	Community Health	7

**Table 3.3: No. of Students Engaged in FGD & Interview**

Faculties	Departments	No. of Students on FGD	No. of Students Interviewed
Arts and Education	English and Lit. Studies	5	2
	Performing Arts	5	2
Law	Bachelor of Law	5	2
	Law & Diplomacy	5	2
Basic Medical Sciences	Medical Lab Sciences	5	2
	Psychology	5	2
Communication and Information Sciences	Mass Communication	5	2
	Public Relations	5	2
Public Health	Human Nutrition & Diet.	5	2
	Community Health	5	2
<b>Total</b>		<b>50</b>	<b>20</b>

## Bio-data

### A. Personal Data

Full Name: Oluwamayowa Samuel LAWAL

Address: Olorunsogo Area, Ibadan

Email Address: oluwamayowasamuel@gmail.com

Phone Numbers: 07033883253

Date of Birth: 04/10/1989

Place of Birth: Oyo, Ibadan

Nationality: Nigerian

Marital Status: Married

Name and Address of Next of Kin: Mrs. Lawal Yetunde Precious

### B. Educational Background

#### Educational Institutions Attended with Dates and Qualification:

Primary Education: Community Primary School, Olorunsogo, Ibadan

Secondary Education: Elekuro High School, Oke-Ogbere, Ibadan

Tertiary Education: Lead City University, Ibadan

### C. Other Academic/Professional Qualifications:

April, 2019: Novelle Center Professional Training Company

#### **BASIC FIRST AID/CPR**

April, 2019: Department of Petroleum Resources

#### **ENVIRONMENTAL IMPACT ASSESSMENT**

April, 2019: British International Safety Organisation

#### **HSE Level 1 (Award in Health and Safety at Work)**

April, 2019: British International Safety Organisation

**HSE Level 2 (Risk Assessment Practical Application)**

April, 2019: British International Safety Organisation

**HSE Level 3 (Award in Environmental Awareness)**

April, 2018: **Associate Member**, Institute of Personal Development and Customer Relationship Management (IPD-CRM)

June, 2018: Customer Relationship Management (CRM) at New Horizons.

June, 2017: Web Design with HTML & Dreamweaver CS6 at New Horizons.

**D. Work Experience and Position with Dates:**

2019 – till date: On Air Personality/News caster at **Lead City 89.1FM**

February & March 2019 - **Presiding Officer**, Independent National Electoral Officer (INEC), Abia State - **National Youth Service Corps (NYSC)**

August 2018 - July 2019 - An English and Literature teacher at **Queen of Apostles**

**Secondary Technical School, Abia State - National Youth Service Corps (NYSC)**

2015 – 2018: A presenter and Books Analyst at **Lead City 89.1fm**

April, 2015: An English teacher at **Lively Gems School, Lekki, Lagos.**

2014 – 2015: A teacher of English and Literature at **Ifelodun Community Grammar School, Ibadan.**

2012 – 2013: A teacher of English and Literature at **Bioku Alaadun Community Grammar Senior School 1, Ibadan.**

2010 – 2012: A teacher of English at **Bioku Alaadun Community Grammar Junior School 4, Ibadan.**

**E. Membership of Academic Professional Bodies:**

**Associate Member**, Institute of Personal Development and Customer Relationship Management (IPD-CRM)

**Member**, National Association of Students of English and Literary Studies (NASELS)

**F. Publications, if any:**

Robbin, A., Lawal, O. S. (2022) *Sociolinguistic Analysis of Lexical Reduplication in Undergraduates' Utterances in Lead City University, Ibadan*. International Journal of English Language Studies (IJELS), Volume 4, Issue No. 4.

**G. Creative Work:**

Lawal O. S. (2022). *Battle of Thoughts*, Profsamight Publishers, Ibadan.

**H. Major Conferences/Workshops Attended:**

A 7 day Acting Workshop held at **Ibadan Acting Studio** on 28th June – 4th July, 2018.

Commemoration of the International Day of Forests, held at **Lead City University, Ibadan** on 21st March, 2018.

11<sup>th</sup> International Conference of Students of English and Literary Studies (ICOSELS) held at the **University of Lagos** on 14th – 16th April, 2017. **Themed: Social Realism or Comprador Intelligentsia Post Colonialism and Identity Struggle.**

A week seminar for primary and secondary school teachers, organized by **Lively Gems School, Lekki, Lagos** on 12th – 16th April, 2015. **Themed: Improving Teachers' Performance and Montessori, as a Method of Teaching.**

Workshop for secondary school teachers, organized by **Macmillan Nigeria Publishers Limited** on 9th June, 2011 at Lagelu Grammar School, Oremeji, Ibadan. **Themed: Equipping Teachers for Improved Performance and Productivity.**

**I. Extra-Curricular Activities:**

Football and Table Tennis

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**Signature**

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**Date**

## University Compliance Certificate

This is to certify that this dissertation written by Oluwamayowa Samuel LAWAL with matriculation number LCU/PG/001426 in the department of Languages and Literature, Faculty of Arts and Education, Lead City University, Ibadan is in full compliance with the approved university format and style.

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**Signature**

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**Date**

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