

**THE INFLUENCE OF NIGERIAN ENGLISH ON MOUNTAIN TOP UNIVERSITY  
STUDENTS**

**BY**

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**A LONG ESSAY SUBMITTED TO THE DEPARTMENT OF LANGUAGES, COLLEGE  
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## DECLARATION

I hereby declare that this project report written under the supervision of, **Prof. E. A. ADEDUN** is a product of my own research work. Information derived from the various sources have been duly acknowledged in the text and a list of references provided. This research project has not been presented anywhere for the award of any degree or certificate.

.....

Hazael C. Ndaji

.....

Date

## CERTIFICATION

This is to certify that this project work titled “ **THE INFLUENCE OF NIGERIAN ENGLISH ON MOUNTAIN TOP UNIVERSITY STUDENTS**” was carried out by NDAJI, HAZAEL CHUKWUDIKE, with the matriculation number 16020401001). This project report meets the requirements concerning the award of Bachelor of Arts (B.A.) Degree in English, Department of Languages of Mountain Top University, Ogun State, Nigeria and is approved for its contribution to knowledge and literary presentation.

.....

**Prof. E. A. ADEDUN**  
(Head of Department)

.....

**Date**

## **DEDICATION**

To JESUS CHRIST, the Author and the Perfecter of my faith. I dedicate this work to my Parents  
( Rev&Mrs Ndaji) May the grace and blessings of God be showered upon them.

## **Acknowledgement**

First of all, I extend my words of appreciation to Almighty God who spared my life from the very beginning to witness the completion of my first degree project. My appreciation also goes to my Project supervisor my H.O.D, Professor Emmanuel Adedun for his academic guidance through out the course of my project. I also wish to thank other lecturers of my department, Olatunbosun, O.Taofeek Dr. Anana, Dr. Oladejo Tolutope and the entire staff of the department for their guidance and inspiration. Also my dedication goes to my parents Rev&Mrs Ndaji for their support morally and Financially.

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## CHAPTER ONE

### INTRODUCTION

#### 1.0 BACKGROUND TO THE STUDY

Nigeria is a country with the greatest linguistic diversity. In Nigeria, the number of indigenous languages ranges from 250 to 500. Most of these languages are not mutually intelligible to one another. Based on proven facts on communication, it has come to notice that the only language that unites Nigeria's many tribes is English. Bringing about, unity of purpose encourages stability and growth. Nigeria is a complex and heterogeneous community, which needs a language that brings together its people to achieve harmony and domestic prosperity, among its many languages and tribes.

The English language in Nigeria was introduced from Britain. European missions, Migration, trade and slavery are all factors that led to its arrival in Nigeria.

English in Nigeria has been forcefully imposed on the citizens who reluctantly adopted it as a second language, because of its prominent nature and the benefits it gives to those who can be fluent in it and also write with it. Many people retain their own native languages, which they use most of the time to communicate with each other while retaining English for unique official purposes. English is a neutral language, since it does not belong to any ethnic group, and should therefore be taken as the national language of Nigeria.

The English language in Nigeria has been so much embraced to the extent of being domesticated, Nigerianised and nativised (Adegbija 2004).

This version of English, originating from Nigerians' distinct use of the language, which led to the rise of what is known as Nigerian English. Bamgbose (1995) regards this as “nativization” and acculturation” of English language in Nigeria.

Nigerian English can be simply defined as as a variety of English used by Nigerians. It is a variety of the standard British English which has been affected by our native languages. The swift enlargement of Nigerians' vocabulary to turn their opinions and thoughts into language has resulted in various coinages and phrases to form the background and meaning of Nigerian English. The incapacity of the English language to fully express beautiful facets of Nigerian culture has contributed to Nigerians' importation and cultural vocabulary and imagination to represent Nigerian experiences. Nigerian English has also borrowed several lexicons and word forms in American English. Another aspect of the domestication of English language in Nigeria is culture. There are different cultural standards and values for Nigerians and thus English is designed to suit our culture in order to bridge the communication gap.

The interaction between native speakers and the Nigerian speakers of English culminated in the development of Nigerian English. In Nigeria, English is a second language with the different indigenous languages learned and used in Nigeria. Nigerian English is widely spoken across Nigeria. It is used by the media, writers, politicians, religious groups, as a language of instructions in schools and other official uses.

This study explores Nigerian English and its characteristics and some specific terms used in native languages such as British English or American English as used by the students from Mountain Top University. This research work also describes and discusses The Nigerian English literature non-native and non-standard characteristics as a variant by demonstrating that the Nigerian English literature has already identified them.

The purpose of this study is to discuss the Notion of Nigerian English and also

scrutinize the ways in which individuals influence the usage of Nigerian English among Mountain Top University Students.

### **1.1 STATEMENT OF THE PROBLEM**

In Nigeria, English as a second language is used to modify the meanings of certain lexical objects, leading to several misinterpretations and misperceptions, in particular with regard to their acceptability to other English-speaking users outside the Nigerian context. For example, The word ‘thing’ can be used as an insult , it can also be used to refer to certain sexual body parts and it can also be used to refer to inanimate objects. Another lexical item ‘sorry’ was introduced in the Nigerian environment so much that its definition has shifted and expanded to include a wide range of meanings, including sadness for certain important loses, sorrow etc. We have parenthood terms that represent a Nigerian family and society structure, Words like daddy, mummy, brother, sister and uncle are being expanded to include someone not related to the person concerned in a biological way.

This problem is caused by English being tailored to the socio-cultural environment of Nigeria. This type of change and expansion of the context of certain lexical elements will cause non-Nigerian users to confuse or misrepresent certain English words. This therefore poses a problem of appropriateness and understandability of these lexical items whose meanings have been expanded or reduced as used by the Nigerians.

## **1.2 RESEARCH QUESTIONS**

This Research Work Seeks To Proffer Answers To The Following Questions:

1. What Is Nigerian English ?
2. What Are The Nigerian English Features Among Mountain Top University Students?
3. In What Way Do locations And Persons Influence The Usage Of Nigerian English Among Mountain Top University Students?

## **1.3 OBJECTIVES OF THE RESEARCH**

This Study Seeks To:

1. To Discuss the Concept of Nigerian English
2. To Study The Nigerian English Features Among Mountain Top University Students
3. To Examine The Ways In Which Persons And Locations Influence The Usage of Nigerian English Among The Students Of Mountain Top University.

## **1.4 SIGNIFICANCE OF THE STUDY**

This research study will be of immense benefits in investigating the usage of lexico-semantic items, and the nature of lexico-semantic words in Nigerian English. This study will add to the knowledge of users of the language. It will also study the use of lexico-semantic as a way that will build up the social bond of its users in the background of usage. Lastly, The study will access more lexical items embraced by Mountain Top University students with the view of corroborating the mutual intelligibility and acceptability by speakers of other languages using the

language.

### **1.5 SCOPE AND DELIMITATIONS OF THE STUDY**

This study will focus mainly on the usage of Nigerian English features by Mountain Top University undergraduates and how Nigerian English functions as a medium of communication among the students.

### **1.6 RESEARCH LIMITATIONS**

This study would explore the Concept and Linguistic Features of Nigerian English on University students, but the focus would be on the students of Mountain Top University.

### **1.7 DEFINITION OF TERMS**

The definitions of some complex terms related to this research are given below:

**ENGLISH:** Language owned by England, and used all over the world

**NIGERIAN ENGLISH:** Variety of English spoken by Nigerians.

**INDIGENOUS LANGUAGE:** This can be referred to as mother tongue. This is a language an individual is born into.

**NATIVE SPEAKER:** A user of a language right from birth.

**LEXICAL ITEMS:** These are list of words in a language

**SECOND LANGUAGE:** This can be referred to as L2. This is a language learnt by an individual in addition to his first language.

## CHAPTER TWO

### 2.0 Nigerian English in General

English language is the second language and also the official language in Nigeria. The Nativization and Domestication of standard English in Nigeria can be regarded as Nigerian English. Nigerian English has two varieties, which includes standard and non-standard varieties.

In the case of a non-standard variety, we have the Nigerian pidgin and the Broken English. Nigerianisms is derived from the term Nigeria English.

Nigerianisms can also be considered as Nigeria English. Nigerian English as one of the varieties of international English is that varied by Nigerians to interact among themselves, and we all know that our variety of English is different from that of the native speaker. It is the most widely used language and it has been given the status of a national language.

English can be regarded as the language of instruction in schools, language of the media, Government, law, religion, etc. The English in Nigeria has been indigenized, Nigerianised and domesticated to suit the needs of the Nigerian people.

### 2.1 Meaning Of Nigerian English

Nigerian English can be defined as a variety of English whose standard of English has been affected by our native languages, that is commonly used by Nigerians. Thus, in all language levels, English as used in Nigeria has undergone various changes to suit its users' new environment, concept, and perception.

Adebija (2004:20) affirms, we may say that English language in Nigeria has been nativised, Nigerianised or has been given Nigerian citizenship, just as a domestic servant does what the master requires, English in Nigeria is now made to do

precisely what Nigerian want it to do.

Phillipson (1992:88) recognizes the existence of a variety of English Language known as “Nigerian English” (NE). He described the dialect as “The varieties of English spoken by educated Nigerians, no matter what their language, have enough features in common to mark off a general type, which may be called Nigerian English”.

## **2.2 Origin of Nigerian English**

The exact time when English language came into Nigeria cannot be figured out but the origin of English can be traced to the Colonial era. The language of English did not come to Nigeria on its own. Its arrival into Nigeria has been instigated by many factors, such as trade, slavery, occupation and European missionary activities in Nigeria.

The English language has been imported from Great Britain to Nigeria and adapted properly from time to time since its arrival into the climate of Nigeria. The language of English did not come to Nigeria alone. Its arrival in Nigeria has been triggered by many factors, including settlement, trade, European missions and slavery in Nigeria.

English was introduced into Nigeria from Great Britain and modified from time to time since then it has become part of Nigeria's culture.

We can see that English has come to Nigeria through the activities of Nigerians who have been taken away for slavery and have returned to Nigeria and those who were at home but have learned to speak English so that they can work as clerks or interpreters for Europeans. Such years of contact between Nigeria and Europe brought people back to the English language.

This early contact between Europeans and Nigerians and their languages set the stage and influenced the variety of English that is used today in Nigeria.

At this phase the English language and the indigenous Nigerian languages intertwined the more and a locally- based English identity emerged, and then entered a long intermingled process of ‘nativization’ or ‘Nigerianization’ or what Adebija (2002:20) calls ‘Domestication’ of English language in Nigeria where people started expressing English language naturally in a way that reflects their socio-cultural norms without unnecessarily sounding bookish.

Nigerian English is the variety of English used in the region of Niger, West Africa, for commercial purposes since at least the eighteenth century, in missions since the nineteenth century, and increasingly in the fields of education, administration, media and the workplace of the twentieth century, particularly since the British formed a united Nigeria in 1914.

### **2.3 Functions of Nigerian English**

The English helps facilitate effective Nigerian communication. In Nigeria, English was acculturated and indigenized to meet the needs of the people of Nigeria.

The most important function of English is its use as a medium of social interaction. There are more than 450 native languages in Nigeria, and there are three major languages [Hausa, Yoruba, Igbo ]these languages have large number of speakers but only very few people speak more than one of these three languages. In essence, English is the only language of communication commonly used by Nigerians from different ethnic backgrounds.

English as a means of communication, plays a significant role, not only locally but globally. In Nigeria, English is functional in almost every aspect of our lives such as education, language of instruction, educational

evaluation language, management language, policy and language of law, media language, religious language, etc.

We can not speak more about the British or Queen's English in Nigeria, but rather of the native English in Nigeria which is the use, of the English language in Nigeria, to reflect our views of the world, political, cultural and religious life. English has been adapted to home use, and extended to our many conveniences, experiences, complexities and sensitivities. (Bangbose 1995:26) equips that the English language has been pidginized, nativised, acculturated and twisted to express unfamiliar concepts and modes of interaction. The Nigerian English also plays a major role which is the role of unifying all Nigerians irrespective of their ethnic backgrounds.

In a structured classroom setting, English is taught rather than absorbed. The condition in the classroom can never be like the one learned in a natural setting. Culture is another variable responsible for English language domestication. English people and Nigerians have different cultural norms and values so that English laws are changed to suit our society or a language barrier may occur. To substantiate this statement. Ekpe (2007:78) asserts that “...the Nigerian English is an evidence that English in Nigeria is now widely seen as an indigenous language with accepted local features”.

The question is whether Nigerian English is socially acceptable and understandable throughout the world. So the best NE is the one that can be embraced professionally and globally. As used by Nigerian creative writers such as Chinua Achebe, Wole Soyinka, Chimamanda Adichie, etc., which is generally acceptable in Nigeria.

## **2.4 Linguistic Characteristics of Nigerian English**

Nigerian native language interferes with the standard usage of English in Nigeria. Interfering is derived from the word interference, Interference is the key feature of the English language in Nigeria. Interference refers to other languages ' effect on English. It is also possible to see the effect of one culture or mother tongue on the structure of another language. The features of Nigerian English are sub-divided into four parts. Which includes:

1. The Phonological Features
2. The Grammatical Features
3. The lexico-semantic Features
4. The Discourse Features

### **1. The Phonological Features**

In Nigeria English, phonological features mark it out distinctly from other Global English varieties. The variation in Nigerian English's phonological structure affects the sounds and suprasegments. The way these sounds are used by Nigerians and the suprasegments vary from the way they are used by the original English speakers. Such variations are caused by linguistic and social factors. Linguistic variations are components in a language with various realizations that could be in terms of sound segment and suprasegmental features at the phonological level.

## **2.5 SOUND SEGMENTS IN NIGERIAN ENGLISH**

The vowels and consonants consist of sound segments in English. The English segments differ from the Nigerian native languages segments. For this reason

(Adetugbo) says, second language speakers of English (Nigerians) have a number of difficulties in the pronunciation of utterances in English. Issues arise mainly from interference of the sound patterns of their native languages on the sound system of English. Such issues result in Nigerian English differences depending on the geolinguistic region from which the speaker comes.

### **THE LABIO-DENTAL FRICATIVES /v, f/.**

There is presence of the voiceless labio-dental fricative /f/ of British English variety which is replaced with the variant /p/ in the Hausa sound system, as also showed below there is always phonemic confusion between the use of the English [p] and [f] among the Hausas.

The consonant phonemes /f/, /v/, /θ/ and its voiced counterpart are non present in the Hausa sound system. Jibril (1982:88) reveals that in Hausa, English /p/ is realised as [f]; /f/ as [p] or [ɸ] and /v/ as [b]. Some Hausa speakers say ‘defuty governor’ instead of ‘deputy governor’.

BRITISH ENGLISH(BE)	NIGERIAN ENGLISH(NE)
1. Think / θɪŋk /	/tɪ nK/
2. Thing / θɪŋ/	/tɪn/

The above shows how Speakers of Nigerian English mostly substitute /t/ for /θ/. This is as a result of the lack of dental fricatives in Nigerian native languages.

### **The Affricates/ tʃ /, / dʒ /**

The use of voiceless palatal alveolar affricative by the British English Variety is sometimes replaced by /s/ by the variants spoken in Nigeria:

BRITISH ENGLISH(BE)	NIGERIAN ENGLISH(NE)
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accounted for the accent - specific phonological interference.” (2004:214)

The ‘s’ in ‘fashion’ and ‘shoe’ are

mostly used by the south western speakers of English in Nigeria. (The

Yoruba’s). Examples are below:

**British English Pronunciation  
(The Yorubas)**

**Nigerian English Pronunciation**

1. Shoe :/ ʃu:/

/su:/

2. Fashion: /fæʃən/

/fæʃən/

The non existence of voiced palato-alveolar fricative /ʒ/ is replaced with sounds like

/s/and /z/ in words like: ‘television’, ‘pleasure’, ‘vision’ and ‘passion’.

**THE LIQUIDS /l, r /**

The liquid sounds ‘l’ and ‘r’ are often mixed up in usage by some Nigeria English speakers. British English Variety has three variants of /l / as clear /l /, dark /ɫ / and syllabic /l / which are determined by their sound system environments. All these variant are not noticeable in Nigerian English, they are all represented by the clear /l / variable.

The examples are as shown below;

**British English Pronunciation  
Pronunciation**

**Nigerian English**

1. Fold: / f əʊ ɫ d /

/fold/

2. Lorry: / lɔrɪ /

/ɫɔ rɪ /

**VARIANCES IN NIGERIAN ENGLISH VOWELS**

There are fewer vowels in the Nigerian English sound system unlike the British English

sound system which has a larger number of vowels. Nigerian native languages only have

vowels of monophthongs and diphthongs but Triphthongs are lacking.

The British English vowels are categorized into three parts. Which includes:

1. The Monophthongs (Fit)
2. The Diphthongs(Toy)
3. The Triphthongs(Power }

### **THE MONOPHTHONGS**

The differences between [i:] and [I], [u:] and [ʊ], [ɔ:] and [ɒ] are not used by Nigerian English speakers. Length is used as a condition on the grounds that tense vowel is longer than the lax vowel. NEV speakers will not use the differences between [ I ] and [ I ], [ u: ] and [ five ].

The examples below shows the differences between BEP AND NEP:

<b>British English Pronunciation</b>	<b>Nigerian English</b>
1. pin : /pɪ n/	/pi:n/
2. war: /wɔ:/	/wɔ/
3. too: /tu:/	/tu/

## THE CENTRAL VOWELS.

For English speaking Nigerians, the central vowels of British English feature pose a major problem because different variables are realized. This affects sounds like /ʌ, ə:, ə/. (Adetugbo1993:145). in his analysis says West African speakers of English substitute [ʌ ] for [ɔ ], [a] for [ə] and [a] or [e] for [ɜ].

### British English Pronunciation

### Nigerian English

- |          |       |        |
|----------|-------|--------|
| 1. Suck: | /sʌk/ | /sɔ k/ |
|----------|-------|--------|

The central vowel / ə: / which is regarded as the schwa sound does not occur in Nigeria English feature. Examples are shown below:

### British English Pronunciation

### Nigerian English

- |          |         |        |
|----------|---------|--------|
| 1. So :  | /səʊ/   | /so/   |
| 2. Upon: | /ə'pʊn/ | /ɔpʊn/ |

## THE DIPHTHONGS

In most Nigerian languages, these glide sounds of English are generally missing. Nigerian speakers often tend to monophthongize the English diphthongs, According to the merriam-webster dictionary , the word monophthongize' means to change into a monophthong or to reduce a diphthong or triphthong to a simple vowel sound, as shown below:

### British English Pronunciation

### Nigerian English

### Pronunciation

1. Know: /nəʊ/ /no/

2. /pə'li:s/ /poli:s/

### THE TRIPHTHONGS

There is a lack of triphthongs in Nigerian native languages, so an average English-speaking Nigerian reduces a diphthong or triphthong to a simple vowel sound, This process is called Monophthongization. Examples are shown below:

<b>British English Pronunciation</b>	<b>Nigerian English Pronunciation</b>
--------------------------------------	---------------------------------------

1. Lower: /ləʊə/	/lowə/
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### 2.6 GRAMMATICAL FEATURES OF NIGERIAN ENGLISH

Grammar can be defined as the relationship of words, phrases and clauses in a sentence. The grammatical component includes the syntactic features in this system. Some of the characteristics that differentiate English in Nigeria from the neighboring setting or that of the native speakers are defective structuring, deviance of word order, misuse of prepositions, absence of articles, wrong use of pronouns etc.

*Absence of articles* is one of the most common problem of Nigerian speakers of English.

Articles like ‘the’(definite article) and a or an (indefinite articles).

#### Examples

Sandra is going to School by tomorrow (N.E)

Sandra is going to ‘the’ School by tomorrow(B.E)

Don't make noise (N.E)  
Don't make a noise (B.E)

***Another problem of grammatical feature is Word Order.***

Word order has to do with the way words are be used in a sentence.

Examples:

Me and tunde went to the market(N.E)  
I and tunde went to the market (B.E)

The game is dry(N.E)  
The game is boring(B.E)

He loves colour green(N.E)  
He loves green colour(B.E)

***Wrong use of reflexive pronouns***

Wrong use of reflexive pronouns is rampant among Nigerian English speakers.(themselves, each other, and ourselves)

Examples:

They hate themselves (N.E)  
They hate each other (B.E)

Me and nelly went to church (N.E)  
I and nelly went to church (B.E)

God said we should love ourselves(N.E)  
God said we should love each other (B.E)

***Unusual Misuse of prepositions***

***Examples:***

Our teacher shared the cake among the two boys.(N.E)  
Our teacher divided the cake between the two boys. (B.E)

Our family is going for vacation (N.E)  
Our family is going on vacation (B.E)

Congratulations for your album success.(N.E)  
Congratulations on your album success. (B.E)

### ***PLURALIZATIONS OF NOUNS***

Nouns that are already plural do not have to be pluralized, these words are singular in standard English but are in plural form. Yoruba think The addition of

(s) symbolizes pluralization, so they put (s) in the plural markings. E.g.

Information, army, staff, advice, equipment, etc.

1. My brother is a soldier instead of my brother is army
2. I have lot of information about his whereabouts instead of  
'informations'
3. Those staff are wicked instead of 'staffs'

### **Dynamic Verbs**

A dynamic verb can be defined as a verb displaying constant or incremental action on the subject.. In other words, they are verbs that express physical actions. They do occur in progressive aspect. They are otherwise known as non-

binding verbs. Here are some examples of non-standard usage by Nigerian students.

N.E	B.E
1. Nepa has brought light	The light has been restored
2. Cold is catching me	I am having a cold
3. Please displug the iron	please unplug the iron
4. Off/on the light	Switch on/off the light

## **2.7 Lexico – Semantic Features in Nigerian English**

‘Lexico’ is from the word “lexis” and lexis is the word list in a language or the set of all language words. Semantics can be defined as the linguistic analysis of the meaning of words in a language. The ordered list of words in a language is lexico-semantics. These lexical features of NE are formed in quite a lot of ways which includes loan words, semantic shift or extension, coinages, semantic transfer and acronyms.

### **SEMANTIC SHIFT OR EXTENSION**

Some lexical items in Nigerian English have been modified, reduced or expanded their meanings. Examples are shown below:

1. Paul’s father is a ‘big man’

‘Big man’ is used to signify how wealthy or influential a person is.

2. If your dad has ‘long legs’ then you will get that admission.

'long legs' is used to represent personal connection with an influential individual .

3. I want it 'sharp sharp'

'sharp sharp' is used to ask for something to be done quickly.

**Coinages**

Coinages are words or lexical items that are understood only by Nigerian English speakers

and these lexical items are transferred into the local English to suit the Nigerian setting.

Examples are showcased below:

1. Tope's father is a 419  
Tope's father is a fraudster
2. There was go slow on my way home  
There was traffic jam on my way home
3. Angel had a carry over in her core course  
Angel failed her core course

**LOAN WORDS**

The general transition of Nigerian English words to standard English variety are referred to as loan words. They include the following:

Examples includes: akara, agbada, dodo, Buka , etc.

1. I ate akara and bread this morning
2. Amaka hates dodo

3. Wow!! Your agbada looks good on you!

**SEMANTIC TRANSFER** Some items in nigerian english features

occurs in British English, but British English does Not include the idea Which they convey in Nigerian English. Examples are below:

1. Do you have a house girl?  
Do you have a house maid?
2. I went to a night vigil in my church  
I went to a vigil in my church
3. Can you escort her?  
Can you accompany her?

### **Acronyms**

Acronyms are shortenings made from the initial letters of words letters of existing

lexical items. This has produced typical NE acronym e.g

NNPC- NIGERIAN NATIONAL PETROLEUM COMPANIES

OYO- ON YOUR OWN

PHCN- POWER HOLDING COMPANY OF NIGERIA

## **2.8 DISCOURSE FEATURES OF NIGERIAN ENGLISH**

Discourse means can be defined as a formal conversation or dialogue of thoughts among individuals. The code changing process is an important aspect of Nigerian English discourse. Many Nigerian ingenious writers use this considerably in their

writings as a means of indicating variations in the linguistic environment of characters, such as swapping to and from different ranges of Nigerian English, Pidgin or L1, depending on the change of address or even the status or age of different addressees. A lot of code-switching takes place in day-to-day speech among Nigerian English speakers and acts as discourse markers or indicators.

“Wetin dey do u sef” (i.e what is wrong with you?)

This is a noticeable occurrence among speakers of Nigeria English due to speaker’s linguistic background. For example, the same Nigerian English speaker may perhaps move from Nigerian Standard English to Nigerian English less Standard. Depending on changes in the sociolinguistic environment, he could move from Nigerian English to Igbo and Yoruba, then to Pidgin or even Yoruba. Such progresses frequently follow suitable changes in communication methods, depending on the age or position of the participating conversers.

The frequent use of the word titles by some speakers of Nigerian english in discussions with their colleagues, such as " prof, dr, oga, madam, sir, pastor," etc., is another characteristic that we find in conversing Nigerian. Such discourse items are transferred from Nigerian indigenous languages where the regular use of words and titles is sometimes a symbol of reverence. While loans in English have been received in Nigerian languages by the Nigerian speakers, Sir and Ma have gained a much wider range of usages and connotations.

The Nigerian English feature demonstrates how the social structure and expectations affect the use of vocabulary or discourse techniques. In a second language setting, Nigeria's English discourse reflects the features of Nigerian English peculiarity.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY AND THEORETICAL FRAMEWORK**

#### **3.0 INTRODUCTION**

The general method employed in conducting this research is explained in this chapter. The researcher explains the data source, method of data processing, including the instrument used for the study. This clearly defines the Introduction, data sources, method of data Collection method of data analysis and theoretical framework.

#### **3.1 Data Source**

The primary source of data were used to collect the recorded conversations of students. Conversations of students were recorded at four different locations of the university. Concrete linguistic data for this study were collected thoroughly from conversational positions in every day contexts both from formal and informal settings. Formal settings in the university campuses includes, classes and the university chapel while informal settings include the cafeteria and the hostels.

#### **3.2 Method of Data Collection**

The tool used for data collection is Observation. This will help enable the research

get detailed information in this study. According to Patton (2002) observation allows the researcher the chance to learn things that people would be unwilling to share during the interviews and questionnaires. The participants were observed at different times with their conversational exchanges recorded and then transliterated afterwards to aid investigation. No form of consent was received nor taken from the participants as the researcher wanted a genuine and natural flow of exchange as seeking consent may impede originality of conversational exchange.

### **3.3 Method of Data Analysis**

The recorded conversations that are gathered from the participants will be analyzed and interpreted in the next chapter. In this study, a qualitative method is employed to examine the data. This research work is descriptively evaluated. The data collected will be analyzed, interpreted and summarized using observation method. It is analyzed by assessing the influence of Nigerian English(NE) which is recognized in the participants' written English language

### **3.4 Theoretical Framework**

This study is anchored on the Semantic theory of reflected meaning which was coined by linguist Geoffrey Leech, who defined it as "the meaning which arises in cases of multiple conceptual meaning when one sense of a word forms part of our response to another sense. One sense of a word seems to 'rub off' on another sense" (Semantics: The Study of Meaning, 1974).This theory centers on the double or

multiple meanings of words and lexical items expressed by Mountain Top University Students and what they symbolize in the Nigerian context. The reflected meaning emerges at the lexical level when a word has more than one abstract meaning or multiple conceptual meanings. For instance, when referring to a sense of the word, we also partially respond to a precise meaning of the word. This theory is important to this study because Nigerian English expressions signifies something concrete in the actual Nigerian context.

The data gathered would be analyzed from three perspectives- referential, Contextual and semantical as this is in consonance with the major objectives of this study.

### **Referential**

This aspect is important to this study since Nigerian English words connote something real in the actual human environment. This aspect of meaning can be expressed in terms of referents which emphasizes on the connection between linguistic items and what they represent in the actual world (referents)

### **Contextual**

The context is used to interpret what has been said and to decode why it has been stated. In this situation, other elements in the context of the expression affected the significance of utterances. Here, we discuss contextual factors affecting students of the Mountain Top University 's unique use of English. Which includes; Speaker background, personality , setting and age all contribute to these contextual variables or variations

### **Semantic**

With the study of the language meaning system, Semantics has to do with the relation between the language and the outside world (referential or denotative meaning) meaning between a word and the concept it represents. The meaning of words and their usage used by Mountain Top University students will be discussed and analyzed in the next chapter.

## CHATER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.0 INTRODUCTION:

This chapter deals with the presentation, analysis and interpretation of data collected from field studies. The recodred data were collected through observation. The data gathered would be analyzed from three perspectives- Referential, Contextual and Semantical as this is in consonance with the major objectives of this study.

#### 4.1 Semantic Analysis:

**Data 1:** Mad oh!!! is this godwin's laptop?..

*Interpretation:* 'Mad oh' is a popular Nigerian slang used to express suprise or excitement. This slang was uttered by a male student in his hostel who ignorantly fell on his roommate's expensive laptop.

**Data 2:** Who is wearing ankara with me?

*Interpretation:* ‘Ankara’ also known as ‘asoebi’. It’s a type of yoruba material that

Nigerians wear for regular occasions and events. This question was asked by a male

student who was going to put on ankara for a Sunday service and wanted to know

who will also join him to wear the outfit.

**Data 3:** All those one your saying is story

*Interpretation:* In this context, the word ‘story’ simply means you are wasting your

time or whatever your saying is dust (of no value). This statement was made by a 4001

student who was instructed by an SRC official to trim his finger nails.

**Data 4:** I swear, she was putting 34.5 or something

*Interpretation:* The slangy expression is used to express how honest a person is

about an issue. This statement was made during a conversation at the female hostel

about a lecturer scoring students too low. Instead of using the word putting, the word

scoring can be used as a replacement.

**Data 5:** That place Ehen!

*Interpretation:* ‘Ehen’ in this scenario is used to express how terrible a person, place

or an object can be. This statement was made by a female student describing her horrific experience at a traffic congestion in lagos.

**Data 6:** It depends sha

*Interpretation:*The expression ‘sha’ is used to add a little emphasis on an issue or statement. Students use it in place of ‘though’. This utterance was uttered by a male student who was trying to justify and emphasize his point about a previous statement

he made earlier.

**Data 7:** Jedi jedi

*Interpretation:* ‘Jedi jedi’ is a yoruba word used to refer to sweet or sugary foods.

A male student who was coming back from the cafeteria always with sugary foods and drinks was described this way by his fellow student.

**Data 8:** Ahhh, she is tired of life? that’s bad

*Interpretation:*The expression ‘ahhh’ is used to express shock or surprise. The statement was made by a female student who was in shock and disbelief about her roommate conversation with her coursemate who was having low esteem

issues.

**Data 9:** You carried extra sheet na

*Interpretation:* This utterance means an individual wrote more than enough in his exam and requested for another answer booklet. The utterance was made by a male student after he has finished writing his examination.

**Data 10:** Its daniella I want to do

*Interpretation:* The above expression potrays a lustful desire of a male student to have sexual relationship with a female student named daniella.

**Data 11:** Jesu...Oh ma jeez

*Interpretation:* This slangy expression is commonly used among students to express frustration, annoyance and amazement. It's origin is 'oh my Jesus'. It was used by a male student to express how amazed he was when his lecturer gave out a volunminous slide (notes) to read within two days.

**Data 12:** And when the mushin road is free

*Interpretation:* This statement was uttered by a female student narrating her experiences being stuck in a traffic jam.

**Data 13:** That's the thing

*Interpretation:* The above expression was used by an addresser to affirm or to

confirm an earlier made statement by the addressee. It was used by a female student

during late night conversations with her fellow roommates.

**Data 14:** Which one is next semester?

*Interpretation:* This utterance was made by some group of 4001 students outside the chapel building discussing about their final year projects.

**Data 15:** See you...see you

*Interpretation:* The above expression is commonly used by students to express irritation or annoyance about something. This statement was uttered by a male student to his fellow male student when he was about to perform a stunt and almost fell close to a big rock.

**Data 16:** Let me go to my room abeg

*Interpretation:* 'Abeg' can be used to signify 'please'. A female student was telling her female colleagues who were gisting and suddenly felt sleepy and decided to go to her room.

**Data 17:** Go and buy your own sef

*Interpretation:* The slang 'sef' is used based on the context. In this context, it is

used to emphasize an initial utterance. A male student is always asking his friend of

whatever he buys instead of going to buy his

**Data 18:** I will stay there and I will now be looking

*Interpretation:* This was a conversation between two 3001 students made in class.

They both were contemplating whether to go to the library or not.

**Data 19:** But if your own is 2.1, then it will be second class upper

*Interpretation:* This was a conversation between female students in their rooms.

They were discussing about the academic grades and where they fall under.

The data below were analysed semantically:

**Data 1 :** Mad oh!!! is this godwin's laptop?..

*Interpretation:* The slang "Mad oh" is commonly used by mostly Nigerian students to express surprise or excitement. "Mad oh" is non-existent in British vocabulary so the expression should be "oh my God!! is this godwin's laptop"?

**Data 2:** Who is wearing ankara with me?

*Interpretation:* "Ankara" also known as "asoebi". It's a type of Yoruba material that

Nigerians wear for regular occasions and events. The use of “wearing” and “with me” in the expression violates its normal Standard British usage. The appropriate expression to use is “Does anyone wants to wear Ankara”?

**Data 3:** All those one your saying is story

*Interpretation:* “In Nigerian context, the implication of this expression is that whatever is being said is of no value. In standard british english it is regarded as a rant or a mere talk.

**Data 4:** I swear, she was putting 34.5 or something

*Interpretation:* Contextually the slang “I swear” is used to express how honest a person is about an issue. The above expression grammatically violates the british english usage. Instead of using the word “putting”, the word “scoring” can be used as a replacement.

**Data 5:** That place Ehen!

*Interpretation:* “Ehen” in this scenario is used to express how terrible a person, place or an object can be. In a normal Standard British English the expression would have read. “Gosh! That place”.

**Data 6:** It depends sha

*Interpretation:* The expression “sha” is used to add a little emphasis on an issue or

statement. The “sha” is used to replace though so it should be “it depends though”.

**Data 7:** Jedi jedi

*Interpretation:* The word “Jedi jedi” is not naturally a standard English word, it is a coined word found in the Nigerian English expressions. It is a Yoruba word used to refer to sweet or sugary foods.

**Data 8:** Ahhh, she is tired of life? that’s bad

*Interpretation:* The Nigerian expression “ahhh” is used to express shock or surprise. The expression “ahhh” can be substituted with “Oh my God” which is more standard in British English.

**Data 9:** You carried extra sheet na

*Interpretation:* The utterance above means an individual wrote more than enough in his exam and requested for another answer booklet. In Nigerian context, the word “extra sheet” implies more paper to write on, while in British context, it is not called extra sheet it is called “Answer booklet”. So this expression differs from the standard British equivalent.

**Data 10:** Its daniella I want to do

*Interpretation:* The above expression portrays a lustful desire of a male student to have sexual relationship with a female student named daniella. The expression is not

acceptable in Standard British English expression and this thereby differentiates it from the Nigerian version. It should be “its daniella I want to be with”.

**Data 11:** Jesu...Oh ma jeez

*Interpretation:* : This slangy expression is commonly used among students to express frustration, annoyance and amazement. Its origin is “oh my Jesus”.

**Data 12:** And when the mushin road is free

*Interpretation:* In this expression, the word, ‘free’ is used to substitute the word ‘cleared’ which is the appropriate word in the sentence. So the Standard British English should read “And when the mushin road is cleared”.

**Data 13:** That the thing

*Interpretation:* In the expression, the use of “That the thing” is not in line with the Standard British English in which the normal structure should be “yeah that it”.

**Data 14:** Which one is next semester?

*Interpretation:* The above expression is obtainable in Nigerian English, but not in Standard British English. The statement should have been put this way “is there going to be a next semester”?

**Data 15:** See you...see you

*Interpretation:* The above Nigerian expression is commonly used by students to

express irritation or annoyance about something. In standard British usage it should be put as “look at what you are doing”.

**Data 16:** Let me go to my room abeg

*Interpretation:* “Abeg” is used to symbolize “please”. The use of “let me” does not exist in Standard British English expression. So the use of “let me” in the expression renders it Nigerian English expression. The statement should be read as “I will be going to my room”.

**Data 17:** Go and buy your own sef

*Interpretation:* The inclusion of “own sef” makes the expression Nigerian. “Own sef” is absent in the English dictionary so it should be “Go and buy yours”.

**Data 18:** I will stay there and I will now be looking

*Interpretation:* The use of ‘I’ at the middle of the expression is redundant since there is ‘I’ at the beginning of the sentence. ‘And’, ‘now’ and ‘be’ should be omitted. In Standard British English it should be read as “I will stay there looking around doing nothing”.

**Data 19:** But if your own is 2.1, then it will be second class upper

*Interpretation:* The use of “your own” in the expression renders it Nigerian English expression. The expression should be read as “if yours is 2.1, then it will be second class upper”.

## **CHAPTER FIVE**

### **SUMMARY AND CONCLUSION**

#### **5.0 Summary**

This study centered on the influence of Nigerian English and how it plays a role in the use of language among University students specifically Mountain Top University Ogun state where the research was conducted.

Chapter One of this research work is the introductory part that comprises the statement of the research problem, research questions, significance of the study, aims

and objectives, research limitations and definition of terms. Chapter Two is the review of related literature. It contains the meaning, origin, functions, and linguistic features of Nigerian English.

Chapter Three comprises the Methodological framework adopted for the research. It contains the Data sources, method of data collection, method of data analysis and theoretical Framework.

Data results obtained from observations, which were recorded conversations of Mountain Top University students Ogun State were analyzed in Chapter Four of this project. A semantic and contextual analysis was carried out in order to achieve the aims and objectives of the research work.

## **5.1 CONCLUSION**

This research work reveals that Nigerian English vary in different ways from Standard British Usage. The research has demonstrated, for example, the significance of certain linguistic elements in the Nigerian setting. Some linguistic components have been established that some structures are commonly skipped and appear to be Nigerian specific. In conclusion, Certain Nigerian English expressions are expressions that violate semantic and grammatical rules of Standard English language.

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