

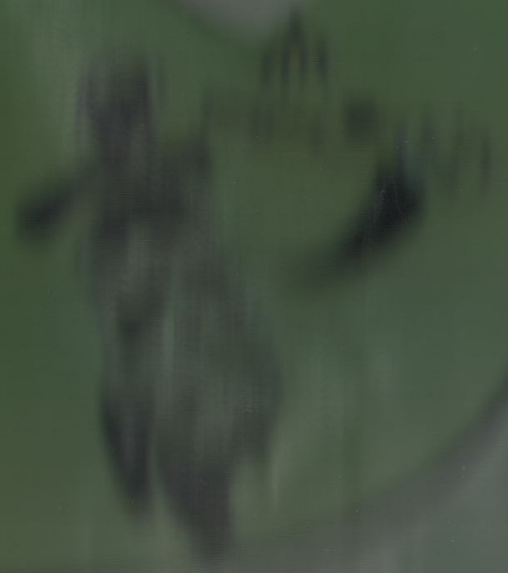
1596 - 7263

VOL. 1 NO. 1 JUNE 2001

ISSN 1596 - 7263

THE ABUJA COMMUNICATOR

A JOURNAL OF CULTURE & MEDIA ARTS



Published & Printed for
©THE DEPARTMENT OF THEATRE ARTS, UNIVERSITY OF ABUJA, NIGERIA
by
SAMFOLLY PRESS & PUBLICATIONS
ABUJA (08035631358), LAGOS (08030472786), ILORIN (08033823831)

THE LINGUISTIC FEATURES OF NIGERIAN ENGLISH AND THEIR IMPLICATIONS FOR 21ST CENTURY ENGLISH PEDAGOGY

By

Mahfouz A. Adedimeji

1.0. Introduction

One sociolinguistic implication of the diffusion of English language - an amalgam of the three paltry languages of the Jutes, Angles and the Saxon, unknown in the 6th Century AD - in the global scene is the emergence of World Englishes (WE) (Adebija, 1994). English is now spoken all over the world among various categories of speakers. The international explosion of English has made it cease to be an exclusive preserve of the English people (Adebija, 1994:209). As there are more speakers of English in the outer and expanding circles than the norm-producing inner circle, English is now seen as a global language, susceptible to the subtleties and idiosyncracies of regional and cultural linguistic behaviours. Indeed, Bailey and Gorlach (1982) provide a panoramic overview of world varieties of English as clothed by their various distinctive peculiarities and identifiable local flavour. Some of the issues that have arisen from this phenomenon as rightly identified by Adebija (1994) are: (a) the growth and development of indigenized, nativized indiosyncratic varieties, (b) the issue of intelligibility or otherwise of the emerging varieties and the implications of this for an international or global variety, (c) the acceptability of the different varieties and (d) the determination of which variety should be the ideal norm to use as a model, especially in education.

As "sociolinguistics tries to cope with the messiness of language as a social phenomenon" (Coulmas, 2003:263), such messiness may be said to abound in the socio-geographical spread of English across the world. Some world varieties of English, aspects of Nigerian English inclusive, would still need to be interpreted to other speakers of English before they are intelligible. This is a result of the overbearing local idioms

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and linguistic patterns that characterize such varieties or uses. Trask (1995:75) provides such structures of English varieties that are quite normal to their users as follows:

1. We had us a real nice house
2. She's a dinky-di Pommie Sheila.
3. I might could do it.
4. The lass didn't gan to the pictures, pet.
5. They're a lousy team any more.
6. I am not knowing where to find a stepney.

The expressions above are marked by dialects or regional forms. Almost all of them may have to be interpreted to Nigerian and other English speakers apart from their specific users. As adapted from Trask (1995:74-75), the first expression is peculiar to the south of the USA, with the extra "us" and the form is sometimes used elsewhere. The second structure is Australian English, a native speaker variety, and it means "she's a typical Englishwoman." The third example is a normal expression in parts of the Appalachian Mountain region of the USA as well as many parts of Scotland; it means "I might be able to do it." The fourth structure is 'Geordie', the speech of the Tyneside area of northeastern England and it means "The girl didn't go to the cinema." The fifth expression is typical of a large part of northeastern USA and the use is considered mysterious because it means "They used to be a good team but now they are lousy" the opposite of *they are not a lousy team anymore*. The last (number 6) example is an Indian English expression and it means "I don't know where to find a spare wheel."

What the above shows that English adapts to the socio-cultural constraints that characterize various contexts of its use. A world language *par excellence*, its propensity to adapt to the dictates of its users, whoever they are, appears to be inimitable. This paper overviews the linguistic features that typify Nigerian English and highlights the implications of such in an unfolding century that poses greater challenges for mankind, economically, politically, culturally, educationally among others, and in which internationalism and globalization will become more pervasive. The present exercise is relevant because most previous attempts at addressing features of the Nigerian English have been particularistic and unidirectional, focusing on individual or two levels of linguistic description. For instance, all of Banjo (1971), Adetugbo (1977), Bamgbose (1982), Jibril (1979;1982), Eka (1985) among others

have focused on phonology. Odumu (1981) focuses mainly on syntax and semantics and Banjo (1969), Adesanoye (1973), Kujore (1985), Awonusi (1990) and Jowitt (1991) treat aspects of morphology and syntax extensively in their treatises. Akere (1982), Adegbiya (1989), Bamiro (1991), Alabi (2000) among others have been preoccupied with lexico-semantic features while fragments of pragmatic features of Nigerian English can be gleaned from the works of Akere (1978), Adetugbo (1986), Bamgbose (1995) and Banjo (1996). The representative features in all the above are adopted while others are added as found desirable.

2.0. The Linguistic Features of Nigerian English

The English language in Nigeria exhibits certain distinctive features that cannot be ignored. This situation results from the range of social, ethnic and linguistic constraints posed by the second language context in which the language operates. The term, "Nigerian English", can be broadly defined as "the variety of English spoken and used by Nigerians" (Adeniyi, 2006: 25). Nigerian English has generated as a lot of scholarly interest since as far back as 1958 when L.F. Brosnahan published his article "English in Southern Nigeria." The question of what Nigerian English is and what it is not has pitched scholars into two camps: the deviation school and the variation school. The deviation school maintains that Nigerian English does not exist and what is referred to by the term is just a concatenation of errors underpinning the superficial mastery of the Standard British English (SBE) by Nigerians. Scholars in this school include Vincent, Salami, Prator, Brann, etc. To the members of this school, Nigerian English is anomalous and the banner of the SBE is upheld as the existing form, "even though their own speech and usage provide ample evidence of its (Nigerian English) existence" (Bamgbose, 1982:99). The variation school represents the contemporary viewpoint and a vast army of scholars like Banjo, Bamgbose, Awonusi, Odumu, Adetugbo, Adegbiya, among several others, belong here. The school affirms the existence of a distinct variety or dialect in Nigeria, with its own subtypes along basilectal (non-standard), mesolectal (general, almost standard) and acrolectal (standard Nigerian English) lines (Awonusi, 1987, cf. Babatunde, 2001).

The question of which school is right or wrong as determined may be outside the scope of the present work though appropriate entailments to

that effect are made. What is incontrovertible is that the use of English in Nigeria is characterized by the idiosyncratic norms reminiscent of the Nigerian linguistic ecology.

The submission of Soyinka (1988:126) regarding the use of English by Nigerian and other non-native speakers is germane here:

And when we borrow an alien language to sculpt or paint in, we must begin by co-opting the entire properties in our matrix of thought and expression. We must stress such a language, stretch it, impact and compact it, fragment and reassemble it with no apology, as required to bear the burden of experiencing and of experiences, be such experiences formulated or not in the conceptual idioms of the language.

2.1. Phonological Features of Nigerian English

1. Each syllable of a given speech is of nearly the same length and given the same stress. The final syllable is often stressed, even if it is not a personal pronoun. There is no differentiation between strong and weak stresses (Alabi, 2003; Ufomata, 1996).
2. Stress misplacement: The stress pattern of English words in NE is different. This discrepancy is illustrated by Jowitt (1991:90-92) in lexical, phrasal and clausal structures as follows:

SBE

FIREwood
MAAdam
PERfume
PLANtain
SALad
TRIBune
conGRATulate
inVESTigate
SITting-room
DeVELOPMENT fund
It SHOULD be

PNE

fireWOOD
maDAM
perFUME
planTAIN
saLAD
triBUNE
congratuLATE
investiGATE
SITting-room or sitting ROOM
Development FUND
It should BE

3. Interference: This is the negative transfer of what obtains in the source language or Nigerian languages to the target language or English. Phonological interference is of five types: a) Over-differentiation of sounds, b) under-differentiation of sounds, c) re-interpretation of sounds, d.) actual sound substitution and e) hypercorrection (Ofuya, 1996:151).
- a.) Overdifferentiation arises when distinctions made in Nigerian languages that are not realized in English are forced on the

English language. Examples are:

/kwɔ'rent/ for current in Hausa.

- b.) Under-differentiation occurs when more than a sound in mother tongue is used for more than one sound in English. Generally, Nigerians tend to substitute long vowel sounds with the short sounds, the latter of which is only applicable in their mother tongues. Hence,

/i:/ is realized as /i/

/a:/ :: :: :: /a/

/u:/ :: :: :: /u/

/ɛ:/ :: :: :: /ɛ/

- c.) Reinterpretation happens when a sound in English is realized as its close counterpart in English. Hence,

/ʌ/ is interpreted/ realized as /ʊ/

/ə/ :: :: :: /a/

/æ/ :: :: :: /a/

/f/ :: :: :: /p/ especially in Hausa Nigerian English.

- d.) Actual sound substitution is occasioned by the substitution or replacement of sounds absent in Nigerian languages. Hence,

/ə/ is substituted with /t/

/ð/ :: :: :: /d/

/ʃ/ :: :: :: /f/ or /s/

/v/ :: :: :: /f/

/z/ :: :: :: /s/

/dʒ/ :: :: :: /ʃ/

/ɔ/ :: :: :: /n/

- e.) Hypercorrection arises during the learning process as a result of learners' failed attempt to be correct. Most Nigerians in a bid to pronounce "thank you" /θæŋk/ pronounced /teŋk/. The tendency to pronounce ask /a:sk/ correctly would make others pronounce /ask/.

4. Tendency to match orthography with pronunciation

In many Nigerian languages, there is a symmetrical relationship between orthography and pronunciation. Words are pronounced as they are written. This is not so in English and the situation results in awkward pronunciation:

Words	BE	NE
Receipt	/risi:t/	/risi:pt/
Listen	/lisən/	/listin/
Quay	/ki:/	/kwei/
Singer	/siɔə/	/singa/
Often	/ɔfən/	/ðftun/
Exam	/igzəm/	/ɛksam/

5. Tone and Intonation

Jowitt (1991:100-104) submits that:

- (a) the rich intonational resources of Standard English are neglected by most of the Nigerian users of English.
- (b) the falling tone in Popular Nigerian English occurs more frequently than in SBE.
- (c) PNE more often assigns a rising tone to question than SBE does.
- (d) PNE shows a steady avoidance of the one-syllable falling rising tone, and the multi-syllable falling rising tone is rarely used.
- (e) The rising-falling tone, rare in SBE, seems not to feature at all in NE.
- (f) PNE seems to regard every utterance as having an inherent and fixed intonation pattern, which for statements has a final falling tone and for questions a falling rising tone, and tends not to vary this pattern for contrastive purposes such as the context of utterance might require.

6. Consonant elimination and inclusion

In Nigerian English, elimination occurs as a result of seemingly combinatorial difficulties (film becomes /fim/ neglect /niglɛkt/ becomes /niglɛt/ and six /siks/ becomes /sik/ (Odumu, 1987:48).

7. Consonant inclusion is rendered in silent sounds: In words such as bomb, plumber, sword, honour, handsome, womb, the underlined consonants of which are not phonetically realized, Nigerian users of English tend to include them.

3.2. Morpho-syntactic Features of Nigerian English

1. Lack of class differentiation: Banjo's variety 1 and 2 speakers of Nigerian English do not allot words to their distinctive categories. Adjectives like dead, pregnant, ready, senior, junior, worthy, etc. are used as verbs leading to ungrammatical expressions (The man

has dead; two men pregnant her; the food doesn't ready; she seniors me; Olu seniored Ade; it doesn't worth the trouble, etc.) Other word classes like "horn" (noun), "off" (adverb, preposition), "on" (preposition), "naked" (adjective), are used as verbs as the following examples illustrate:

Please horn before over-taking.

Off the handset

On the light!

I naked myself.

2. Countable and mass nouns are not differentiated: Uncountable words are sometimes affixed with plural markers "staffs, stationeries chinks, cutleries, furnitures, grasses" are common Nigerian English usages.
3. Omission of articles where such should be used: Examples of this include, "I am a student of University of Ilorin", "make mistake," "take tribe", "deliver lecture" "have class", among others.
4. Misuse of preposition: This involves using prepositions where they are not required (i.e. discuss about, comprises of, emphasize on, order for, vanish away, voice out etc.) substitution of preposition ("congratulate for" instead of "congratulate on", "chat to", instead of "chat with" "leave to Ibadan," instead of "leave for Ibadan", etc.) and omission of preposition where they are required (e.g. "enable him do it" instead of "enable him to do it", "reply her letter" instead of "reply to her letter", "dispose the refuse" instead of "dispose of the refuse", "my father wrote me" instead of "my father wrote to me", etc.).
5. Poor knowledge of agreement patterns: Examples of this problem include "one should always mind his (one's) business", "bread and tea are(is) delicious ", "me myself, can do it", "twenty four hours are few for me".
6. Ignorance of question tags: Examples are: "you are not coming to school tomorrow, will you?(are you)", "you have done your assignment, don't you?(haven't you)"; such ignorance is manifested in answering questions: "Are you not coming to school tomorrow?" "yes" while the person means he will not come.

Other errors of morpho-syntactic pattern of Nigerian English are discussed by Jowitt (1991:111-123) under five headings (i) classification

(ii) inflection (iii) selection (iv) copying and (v) ordering.

7. Wrong conjugation of the progressive form: Mother tongue interference makes Nigerian users of English to conjugate verbs of perception progressively thus: "I am hearing you", "I am remembering it", "I am seeing you", "I am understanding" etc. which would be expressed in the simple present form in Standard English (i.e. I see you, etc.)

2.3. Lexico-semantic Features of Nigerian English

Adebija (1989) identifies five major classes of lexico-semantic variation in Nigerian English as transfer, analogy, acronyms, semantic shift or extension and coinages or neologism. For Bamiro (1994), ten categories of lexico-semantic variation are identifiable: a) loanshift, b) semantic under-differentiation, c) lexico-semantic reduplication and redundancy, d) ellipsis e) conversion, f) clipping, g) acronym/alphabetism, h) translation equivalent i) analogical creation and j) coinages. These are briefly examined as follows:

1. Transfer: this occurs when a meaning foreign to English is directly translated into English (Babatunde, 2001). Adebija (1989:171) identifies types of transfer as transfer of meaning (bush meat, outing, not on seat, etc.) transfer of culture (bride price, introduction, our wife, new yam festival, etc.) transfer of context (sorry, toast) and transfer of Pidgin features (kola, dash, mammy water). Further examples of transfer are "branch", "house-head", "outing ceremony", "chewing stick".

2. Analogy: This arises when new words are formed on the basis of partial likeness or agreement with the existing words in either a source language or English (Adebija, 1989: 172). Examples of analogical creation in Nigerian English are: *arrangee*, *burstied*, *head-tie*, *battery charger* (a human being), *lesson teachers*, *akara ball*, *gossiper*, etc.

3. Acronyms: These are typical Nigerian words formed from the initial letters of a set of words. Acronyms include WAI (War Against Indiscipline) NUC (National Universities Commission) etc.

4. Semantic Shift and Extension: This occurs when the semantic range of words is restricted or narrowed, shifted or extended, generalized in Nigerian English. Narrowed words in NE are: *vendor*, *mechanic*, *panel beater*, etc. Shift in meaning occurs in words like *chase* (toast to woo a lady), *escort* (to see a guest off) *stay* (to live somewhere) *globe* (electric bulb) *corner* (a bend in the road) and generalization/extension underlines

such words as *brother, sister, mother, uncle, friend* (including a stranger) etc.

5. Coinages or Neologisms: These constitute the invention of totally new forms. These can be in three categories: a) the existing stock in English (half current, yellow fever, bean cake, barb one's hair, go slow); b) the existing lexical stock in mother tongues (e.g. Agbada, Tuwo, Babanriga, Egunje, Tokunbo, etc.) and c) hybridization of the English and indigenous lexical items (e.g. akara ball, kiakia bus, Tokunbo car, etc.)

Bamiro's (1991) study of the lexico-semantic variation in Nigerian English draws its data from the works of three major Nigerian writers from the three major ethno-linguistic divides in Nigeria. The writers are Chukwuemeka Ike, Kole Omotosho and Zaynab Alkali.

(1). Loanshift: This is a situation in which the meaning of a word or a phrase from the target language is extended to cover a new concept. Examples here include "expo" (leaked examination questions) "stick" (cigarette) "chopped money" (embezzled). Other examples here include "settle" (bribe) "see" (bribe), among others.

(2). Semantic under-differentiation: This arises when the emotive distinctions in the meaning of words are neutralized or under-differentiated: "little" and "small", "big" and "huge", "few" and "a few".

(3). Lexico-semantic duplication and redundancy: This is the use of superfluous elements that eventually result in tautology. Examples here include: "to fun-fool around" (to fool around), "invited dignitaries have arrived" (dignitaries - being who they are - would not have attended occasions without being invited). Other examples here include: *reverse back, repeat again, comprise of, discuss about*, etc. in which the second elements are redundant.

(4). Ellipsis: This is the omission of words that are required to make meaning complete. Examples are: "I have bought a television" (instead of *a television set*), "her uncle has got a new video" (instead of *a new video player*), "they are having their summer in Las Vegas" (instead of *summer vacation*).

(5). Conversion: This is the arbitrary change of word class. For example, "go and paste right now" (go and brush your teeth with tooth paste), "she will flit the room later" (she will spray the room with the flit brand of insecticide).

(6). Clipping: This is the shortening of words in such a way that the

clips retain the original meaning of such words. This is different from abbreviation. Examples are my 'my uncle is a perm sec' (Permanent Secretary); "switch on the air con" (air conditioner); "he has got a good expo" (Exposition).

(7). Acronyms: These are words formed from the combination of the initial letters of phrases as exemplified earlier.

(8). Translation equivalents: These are manifestations of mother tongue interference by which lexical terms are substituted literally from Nigerian languages to English. Examples are: "turn on the fire" (switch on the light), "Have you washed your mouth?" ("Have you brushed your teeth?") "Don't enter any big man's car" (Don't board a rich/influential person's car.)

(9). Analogical creation: This is the formation of new words based on their similarity or likeness in form or in meaning with either English or Nigerian existing words. For many Nigerians, gate keepers are *gatemmen*, housekeepers are *houseboys*, etc.

(10). Coinages: Just as explained under Adegbija's classification, coinages include "sure banker" (what is certain to occur/happen), "car wash" (a place where vehicles are commercially washed/ cleaned of dirt)."

It is obvious that Bamiro's classification can be subsumed under Adegbija's own classification. There are overlaps in the former's typology: for instance, there is no difference between analogical creation and coinages as both can be conveniently merged.

2.4. Pragmatic Features of Nigerian English

As language reflects the totality of culture, mores, philosophy and customs of its speakers, Nigerian English showcases the tradition and experiences of Nigerians. It is in response to aspects of pragmatic variation that Achebe (1975) believes that; ... "the English language will be able to carry the weight of my African experience. But it will have to be a new English, still in full communion with its ancestral home but altered to suit its new African surroundings." The pragmatic features of Nigerian English thus manifest in the use of euphemisms, kinship terms, greetings, idiomaticity, proverbs, discourse/ conversational implicatures, politeness and transfer features, etc. exhaustively discussed elsewhere but briefly discussed as follows:

(1) Euphemisms: These are expressions "which mask reality by giving it

a better face" (Hahn, 1989:113) or according to Yusuf, expressions that present uncomfortable or lowly situation in a mitigated, agreeable or elevated manner (cited in Odebunmi and Olagunju, 2002:48). Examples are: "I want to go and ease myself" (I want to go and urinate / I want to use the gents/ladies/restroom); "Who slept with your daughter?" (who had sex with your daughter?), "The old man has slept in the Lord" (The old man has died) etc.

(2) Kinship terms: These are words that reflect deep family and social relationships. The use of this is fluid as a result of the pragmatics of the Nigerian context. "My friend" may be someone one had never met before, from whom one needs some help. "My brother/sister" may not be related to me biologically but such uses may be for religious, native, fraternal or otherwise purposes. The same thing is applicable to "father, mother, uncle, aunt" which are used to refer to people who are not so defined in English language/context.

(3) Greetings: Nigerian/ African cultures place high premium on greetings. Each occasion has its own special greetings and as such cultural practice, that cultural component, does not exist much in English language, the greetings are transliterated from Nigerian languages. These include forms like "welcome", "well done", "sorry" (even when one has not caused the inconvenience), "thanks for yesterday", "till tomorrow", "how now?", etc. are typical examples.

(4) Idiomaticity: This has to do with set expressions the meanings of which do not derive from each of the separate words put together. Idioms are rigid and their combinations cannot often be altered. The tendency to coin idioms expressing Nigeria cultural sensibilities engenders such expressions as "to put to bed" (to give birth), "to take in" (to be pregnant), "to say off head" (to say from memory), "to take the light" (to make a power cut), "not on seat" (not in the office), etc. (cited in Alabi (2003:190). Other examples are "to be sick upstairs" (to be insane), "to put in a family way" (to impregnate), "to go down memory lane" (to recollect), etc.

(5) Discourse/conversational implicatures: Implicature in discourse is what is suggested or meant in a message as distinct from what is literally stated (Adegbija, 1999:194). Conversational implicature arises when any of the four Gricean maxims or "Cooperative Principles" of Quantity (be as informative as required), Quality (be truthful), Relation (be relevant) and Manner (be clear) is flouted. The pragmatics of the Nigerian context

allows the flouting of these maxims and allow conversational implicatures. For example,

A: What is your name?

B: Why are you asking?

A: What is your name?

C: I am Chief Oladipo Adejare, the executive Governor of this state.

The maxim of relation is flouted in the response of B. Names are very important in Nigerian cultures and one does not reveal one's name anyhow especially if one does not consider one's interlocutor as friendly. C also flouts the maxim of quantity because B wants to know only his name but C adds his status. The maxim of quantity may be flouted by a young lady who knows that a suitor may diabolically use her name to serve his interest. The maxim of relation is flouted by politicians in order to confuse people. At a time when former President Obasanjo was asked whether he would run for election or not, he responded by saying he was still praying.

(6) Politeness: The tendency to be polite and show deference to the elderly or the influential members of the Nigerian society results in such expression as "High Chief Alhaji," "Are/Otunba Dr. (Mrs)" , "Chief Lt. Col. Dr." and other titles for which personalities feel they are accorded their due respect. The use of plural pronouns to refer to individuals (e.g. "They are sleeping" with reference to the King) leading to grammatically deviant forms arises from the social/cultural inclination towards politeness.

(7) Proverbs: As words of wisdom and statements of experience concerning life, handed down from generation to generation, Nigerians resort to proverbial expressions leading to forms inconsistent with the native speaker norms. For instance, "A woman who takes a husband for a father will die an orphan", "The man with the head hasn't got a cap, the man with the cap hasn't got a head" among several thousands of Nigerian proverbs enrich the pragmatic variation of Nigerian English.

(8) Transfer features: These are patterns that reflect the influence of Nigerian languages on English. Examples of this abound in everyday discourse and literature.

I am coming (the speaker is actually going away).

I want to see you sir (the interlocutors are facing each other).

I want to sign my form (the addressee is expected to append his signature).

It is well well (reduplication of well to conform with the Yoruba *daradara*)

The price is five-five naira (five naira each).

3.0. Implications for the 21st Century English Pedagogy

The global spread of English within the last fifty years is unprecedented. What began some 1,500 years ago as a crude and "rude language originally spoken by obscure Germanic tribes who invaded England, now encompasses the globe" (Hasman, 2000:3). It has been estimated that by the year 2010 the number of people who will speak English as a second or foreign language will exceed the number of its native speakers (Hasman, 2000) and the prediction has become true, even some five years before the target. The pedagogical implication of this is that more people will continue to be interested in learning English and more people will be involved in teaching it. There is no evidence that the influence of English on the global scene will wane in many years to come. English will continue to be relevant as more scientists will continue to use it and more of electronic retrieval system, already more than 90% English, will continue to be stored in the language.

Against this backdrop of the constricting world engendered by the nullification of geographical borders in modern communications, homogenic patterns are considered desirable for improved communications. English language pedagogy has to gravitate towards the Anglo-American standard if at all Nigerians will be intelligible to the rest of the world, even though they speak English. Already, the performance of the learners of English is progressively depreciating and thousands of students fail public examinations annually especially as a result of a myriad of factors (Olanrewaju, 2006:1). "English language is closely associated with....economic modernization and industrial development" (Hasman 2000) and it appears that Nigerians will be lagging behind developmentally as long as their mastery of the world language is superficial. Global standard has to be set and English language teachers have to be trained and re-trained to teach Standard Varieties rather than dialects, to which NE belongs. They have to imbibe and actualize the principles of progressive education in their instruction, the highlights of which are (as cited in Marzano, 2000: 69):

Instruction must take into account a learner's development needs. Knowledge cannot be imposed on a learner, but must be actively constructed by the

learner. Participation in social life is central to learning. The scientific method is one of the primary tools for learning. Development of the individual is one of the primary purposes of education.

These principles provide a theoretical basis that would inform English teachers' delivery. Teachers, especially language teachers, according to Brooks and Brooks, (cited in Marzano 2000:81-82) should, in line with the requirements of the learner-centered approach of the present age:

encourage and accept student ideas and initiatives; use raw data and primary sources along with manipulative, interactive and physical materials; encourage students to engage in dialogue, both with teacher and one another. Encourage student inquiry by asking thoughtful, open-minded questions and encouraging students to ask each other questions; seek elaboration of students' initial responses; allow wait time after posing questions; and provide time for students to construct relationship and create metaphors.

What the above requirements mean is that for English education to be meaningful in the new era, adequate exposure need be provided to learners by means of human and technological facilities - multimedia instructional aids and equipment should be a *sine qua non* to practical language pedagogy.

For learners, the predominance of Nigerian usage would not constitute an inhibition to the standard norm. As encouraged by their teachers, who also should lead by example, learners have to be accustomed to international media such as BBC, CNN, VOA and make their varieties as targets. Even when interlanguage sets in, the variety attained should not be bad as to warrant interpretation, such as required for the varieties of English that Trask (1995), as earlier discussed, calls our attention to. As there is every possibility that more Nigerians will have more reasons to interact with other nationals of the world, Global English should constitute the hub of formal domains of discourse, especially in education while Nigerian English should be limited to local usage.

As a matter of urgency, another implication for the twenty first century language pedagogy is that there is more need for Computer Assisted Language Learning (CALL) which means "the search for and study of applications of the computer in language teaching and learning" (Levy, 1997:1) in Nigeria. There are several CALL applications which Nigerian teachers and learners of English have to be familiar with. There is no doubt that the understanding of CALL, which "addresses the

specific needs of second language learners and tutors in computer-based learning and training environments" (Kohn, cited in Omorodion, 2002:97) and the facilitation of its full implementation will be result-oriented in improving the qualitative and quantitative standard of English in Nigeria, as it has been in other parts of the world.

4.0. Conclusion

English continues to be the global standard language, having defeated its key competitors in versatility, dynamism and relevance. There is no major threat to the global popularity of English and in the constricting world where internationalism is becoming increasingly institutionalized, teaching and learning of Global English is critical to international communications (Adedimeji, 2006). The "standard varieties" of English used in Nigeria have to be harmonized such that as English is the window of the country to the outside world, international intelligibility will not be sacrificed at the altar of domestication and nativization campaign being preached in some quarters. This is because without systematically domesticating English, it is a natural process that evolves in all ESL contexts and languages must respond to the inevitable dynamics of change across geographical boundaries.

This paper has provided a general overview of the linguistic features of Nigerian English, from phonology, morpho-syntactics, lexico-semantics to pragmatics. It is observed that Nigerian English is neither all deviant nor all variant and the two schools of variation and deviation are right or wrong by half. The fundamental pattern is that some forms of Nigerian English are variant and some are deviant. At the levels of phonology and morpho-syntactics, Nigerian English can be said to be largely deviant with few instances of deviation. With this, we reject the claim of Hasman (2000) that all dialects of English are acceptable and that the language has "no standard pronunciation". At the levels of lexico-semantics and pragmatics, Nigerian English can be said to be largely variant with just some instances of deviation. With this, we validate and agree to the assertion of Hasman (2000) that "each country that speaks the language can inject aspects of its own culture into the usage".

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