

Nominal Intraference in Educated NigerianEnglish Ene

Steve Bode O. Ekundayo¹

¹ University of Benin

Received: 6 December 2012 Accepted: 5 January 2013 Published: 15 January 2013

5

Abstract

?Intraference? is used in this paper as a more economical for Selinker?s ?overgeneralization of linguistic materials and semantic features,? Richards and Sampson?s ?intralingual interference? and Labov?s ?internal principle of linguistic change.? Library research, questionnaires and the record of live linguistic events by educated Nigerians were used to gather data from 2004 to 2013 with a view to establishing morphemic intraference variations between ENEm and SBE. It was found that educated Nigerians overstretch plurality rule, redeploy affixes, clip and blend to fabricate, lexical items that may not be found in SBE and standard dictionaries. These morphological features, which are not necessarily vulgar errors of ignorance, but the outcomes of creativity and level of competence engendered by some psycho-sociolinguistic dynamics, distinguish ENE from SBE and American English.

17

18 **Index terms**— nominal intraference, interlanguage, educated nigerian english, english as a second language.
19 affixes.

1 Introduction

21 language that "migrates" from its ancestral home and becomes established as a second language in a
22 heterogeneous, multilingual society, as English left England for Nigeria, will unavoidably impact on its new
23 environment and vice versa in several ways (Ekundayo, 2006; Dadzie 2009). First, the "imported" second language
24 interacts with the user's first language (LI) and/or mother tongue (MT). Such an interaction often leads to
25 language transfer habits. Second, the second language interacts with the new environment and then assumes
26 some of the features of the second language user's (LI) and/or (MT). Third, even features of the second language
27 in the mind of the learner interact and influence one another independently of the MT and LI of the user.

28 Consequently, the psycho-sociolinguistic interaction of the languages in contact causes a new variety to emerge.
29 The new variety is often a blend of the sociocultural linguistic markers of the second language situation and the
30 linguistic features of the languages in contact. Invariably, the variety that emerges is often a fertile ground
31 for research. Investigators usually study second language and its learning by adopting some methods, theories
32 and terminologies like Contrastive analysis and error analysis, language transfer, languages in contact, contact
33 linguistics, transitional competence, interference, interlanguage, among others (Ellis, 1985; Corder, 1981; Selinker,
34 1984).

35 Interlanguage is a very popular concept in ESL. John Renneinecke was credited to have first used the term
36 interlanguage in his M.A. thesis in 1935 to mean "a makeshift dialect...still imperfect as compare with the
37 standard language" ??Teilanyo, 2002, p.43). Many years later, Selinker popularised interlanguage in his speech
38 that he delivered in 1969 and two articles he published in 1971 and 1972 respectively (Ellis, 1985, Corder, 1981).
39 ??Selinker (1984, p.37) identifies five fundamental areas of interlanguage to which researchers should pay attention:
40 (i) language transfer, (ii) transfer of training, (iii) strategies of learning, (iv) strategies of communication and (v)
41 overgeneralization of linguistic materials and semantic features. The corpus of literature available shows many
42 extensive studies on the first four areas. However, the fifth area that Selinker calls the "overgeneralization of
43 linguistic materials and semantic features" needs to be expanded and deepened. It is this fifth facet that has
44 been isolated for study and uniquely lexicalized as "intraference."

3 B) THEORETICAL BACKGROUND

45 Intraference manifests at all the levels of linguistic organization: phonological, morphological/ morphemic,
46 structural or syntactic, semantic and graphological. Each of these levels has its sub-types of intraference.
47 Morphemic intraference features are the most common. In morphemic intraference, the nominal sub-type
48 features are the most common. This paper is restricted to an examination of the nominal sub-type of morphemic
49 intraference. The purpose is to document the features of nominal intraference in ESL/ENE, show how educated
50 Nigerians deploy internal language rules and items to produce features of nominal intraference, explain their
51 psycho-sociolinguistic contexts and how they distinguish Nigerian English from SBE and other international
52 varieties. The paper is divided into two major sections. Section one is conceptual/theoretical and section two
53 presents examples to demonstrate the intuitive and theoretical propositions made in the first section.

54 2 a) Method of Research

55 Questionnaires, the Internet, record of linguistic events and library research were used from 2005 to 2013 to gather
56 data from tertiary institution students and academic staff to substantiate the incidence of nominal intraference.
57 The questionnaire used consisted of many syntactic structures cast in multiple choice questions with options A
58 and B or A to D. Option A contained the SBE or native English usage and meaning while option B had the ENE
59 meaning and use of each structure. The questions were validated by two professors of English and Literature
60 and two professors of Measurement and Evaluation of the University of Benin, Benin City, Nigeria before they
61 were administered by physical contact, email and cell phone to no fewer than fifty thousand educated Nigerians
62 in ten cities and ten federal government universities in the five major geo-linguistic zones of Nigeria: the Yoruba
63 South-west, the multilingual South-south, the Hausa-Fulani North, the Igbo South-east and the multi-lingual
64 Middle-belt. The universities are Ahmadu Bello University, Zaria, Bayero University, Kano (North); University
65 of Lagos, Federal University of Technology, Akure ??West); University of Nigeria, Enugu Campus, Nnamdi
66 Azikiwe University, Awka (East); University of Ilorin, Ilorin, University of Abuja, Federal Capital Territory
67 (Middle-belt); University of Benin, Benin City and University of Port Harcourt, Port Harcourt (South-South).
68 The selection of these universities was informed by their strategic locations across Nigeria and the fact that they
69 use a Nigerian Federal Government policy called 'Quota System' or 'Federal Character,' to admit students from
70 'catchment areas' and all the regions of Nigeria.

71 Subjects aged between 19 and 70 years were selected from professors, lecturers and final year students of English
72 and Literature, Linguistics, Communication and other departments. These groups of Nigerians are considered
73 to be, or should be, models of English use and usage in Nigeria. Forty thousand (40,000) of the questionnaire
74 sheets were collated because the researcher had difficulties collating all of them from the various respondents
75 across Nigeria. Several research questions guided the investigation: Do educated Nigerians observe the rule of
76 plurality in ways that are different from native English speakers? Do educated Nigerians redeploy nominal affixes
77 and other morphological processes to fabricate nouns that may not be found in standard dictionaries and native
78 English? What extenuating psycho-sociolinguistic backgrounds constrain educated Nigerians to redeploy nominal
79 affixes and morphological processes in ways that native English speakers may not?

80 Focus was on widespread usage and educational status, not on age, sex and individual ranks of the educated
81 people surveyed. Where 30 to 44% of the respondents chose an option, it was classified as an emerging variant.
82 Less than 30% is treated as isolated cases in ENE. Where options A and B shared 45-50% for A and B, they were
83 categorized as free variants in ENE. 51-59% were tagged common, 60 -79% widespread and 80-100% entrenched or
84 institutionalized. The distributions of responses are annotated serially in simple percentile count and a summary
85 chart at the end. There are other examples from live linguistic events and published works cited and annotated
86 alongside SBE and/or SAE forms.

87 The method of research is, therefore eclectic. It is both qualitative and quantitative. The qualitative method
88 is used to describe the syntactic variations gathered and explain their psycho-sociolinguistic underpinnings.
89 Qualitative research is concerned with individual's own accounts of attitudes, motivations and behaviour. The
90 qualitative approach is best suitable for exploratory, attitudinal, historical and linguistic studies that examine
91 causal processes at the level of the intentional, self-directing and knowledgeable actor ??Omorogiuwa, 2006, p.
92 45). However, the simple percentile count and summary chart, which are quantitative, were used to present
93 the percentages of the cases documented. These two methods are best for the intuitive nature and psycho-
94 sociolinguistic features of this study. They also enable readers to easily and quickly appreciate the data that
95 substantiate, or can be used to justify, the claims and intuitive propositions made in this study.

96 3 b) Theoretical Background

97 This work is anchored on Selinker's Interlanguage, Richards' and Sampson's intralingual interference and Labov's
98 propositions in variationist sociolinguistics,. Labov (1994) says that the forces of language change and variations
99 are "in the grammar and they constrain the grammar, and they cannot be described" without reference to
100 the grammar. Morphological and syntactic variables, he says, are informed by "semantic distinctions and/or
101 structural configurations whose development can be traced in the history of the language" (p.84). Bayley (2007)
102 captures the nature of variationist sociolinguistic research as follows:

103 Research in variationist approach, in contrast to research that seeks a single overarching explanation, assumes
104 that interlanguage variation, like variation in any language, is likely to be subject to the influence of not one but

105 multiple contextual influences. That is, variationist research, whether on native or non-native languages, adopts
106 what Young and ??ayley (1996) have referred to as the principle of multiple causes (p.135). (Bold emphasis
107 mine).

108 The 'multiple contextual influences' that engender interlanguage variations are located in the linguistic
109 dynamics of ESL and the psychosociolinguistics of a nonnative English setting. The nominal features of ENE are
110 good examples; for naturally placed in a heterogeneous ESL environment that is far away from a native English
111 setting, educated Nigerians manipulate the grammatical system of English to create structures whose meanings
112 are already wellexpressed in some other established structures in SBE.

113 In "Interlanguage," Selinker (1984) proposes that the investigator of second language learning should study
114 "the processes that lead to the knowledge behind interlanguage" and "the factors that lead to the knowledge
115 underlying interlanguage" (pp. .

116 Selinker expands "the processes" and "the factors" into five interrelated features mentioned in the introduction.
117 Indeed, if we analyse a given piece of performance or a text of interlanguage or ESL, we will realize the following
118 linguistic features: Figure ?? : A Schema of the Linguistic Features of ESL/ENE These features may not always
119 be present at once in a given ESL text. The las examples of vulgar errors are not common in ENE, but may be
120 found in lower varieties of NE. Examples in column two (2) look perfect English. However, they have features of
121 the overgeneralization of TL (target language) rules (disvirgin instead of deflower; plumpy instead plump. This
122 aspect has been isolated, lexicalized and conceptualised as intraference. What then is interference?

123 i. The Concept of Intraference Intraference denotes intralingual variations and deviations. The coinage is
124 intended as a counterpoint to interference, that is INTERFERENCE versus INTRAFERENCE, so that when
125 we treat interference, which has become a well-established term, we can also check on intraference as its Siamese
126 counterpart. Intraference is coined from a consideration of three morphemes: inter-, intra and -ference. "Inter-"
127 and "intra-" are productive affixes used to create words in English. The two suffixes are mutually exclusive. The
128 well-established interference itself is an amalgam of inter + ferire (to strike). Thus interference means a strike or
129 contact between two things (Funk & Wagnalls, p.339). Intra (being a bound form) has been combined with ferire
130 to have intraferire. Analogically, intra (within) plus (+) ferire (to strike or contact) means to disturb, strike or
131 make two things contact each other within an entity. So, the combination of intra and ferire will result in a clash
132 or contact within a thing. In the context of this work, it is a contact within an entity, which is language. The
133 -ference is the noun formation, meaning an internal contact or disturbance within, that is linguistic "intraference".

134 Intraference, which is the reverse of interference, is the transfer or redeployment of second language rules,
135 items and system from sections where they operate in the language to sections of the language where they have
136 hitherto not been operating. In intraference, (second) language users consciously and/or unconsciously engage in
137 self-correction using the rules of the (second) language, extend semantic features, apply linguistic items to have
138 questionable or acceptable formations and extends segmental and supra-segmental features and rules to areas
139 where they used not to apply.

140 A careful examination of L2 English or ESL will show that some variations are traceable to the deployment of
141 the dynamics of the English language itself. Examples of these dynamics are in grammatical rules and exemptions,
142 word formation rules and inconsistent phonetic and phonological applications. These features collectively, in
143 addition to limited competence and sociolinguistic factors, form the extenuating circumstances in which L2
144 learners produce certain variations in ESL, as in the ENE of this paper. Socio-cultural linguistic markers NESL:
145 Spirit husband/wife, second burial, native doctor,etc. SBE: ? Contextual features NESL: Well done ma/sir
146 (greetings to someone at work) You meet me well/you have walked well/joinme on the table (Invitation from
147 someone eating). SBE: Well done is not used IN this way and the other structures are not in SBE.

148 4 Borrowings

149 For example: Amala, akara, (foods), wayo, shebi, omugwor, etc.

150 5 Lexical creativity and coinages

151 Aristo babe, Nigerian factor, high table, Federal Character, etc.

152 Vulgar Errors exist different varieties of English in Nigeria: Hausa, Yoruba, Ibo, Efik, Urhobo, etc varieties.
153 Each regional variety has its linguistic variations, on the one hand, and similarities to the others, on the other
154 hand. Phonological differences mainly differentiate regional NE varieties. With formal education and linguistic
155 features, a number of classifications have been made. Prominent among them are Brosnahan's (1958), Banjo's
156 varieties I, II, III and IV ??1970, ??996) and Odumuh's (1980) and Adesanya's written varieties I, ??I and III
157 (1973). Banjo for instance used grammatical features and educational levels for his classification. Accordinly,
158 Variety I is the lowest, which reflects vulgar errors of grammar and broken structures often used by primary school
159 pupils and those with half-baked formal education. Variety II is an improvement on variety I. It is associated with
160 secondary school students and school certificate holders. Variety III is higher standard associated with highly
161 educated Nigerians, graduates, teachers, lecturers, etc. He proposed this model for Nigerian English. Lastly,
162 Variety IV is identical to native English standard used by a few people who were born in native English speaking
163 countries or have a parent of English origin and consequently acquire English as their first language. However,

7 REVIEW OF RELATED SCHOLARSHIP

164 Variety IV does not have general social acceptance because it is seen as too foreign ??Banjo, 1996, pp. 76-80;
165 ??unday, 2008, p.235).

166 Three levels or -lects are often depicted on the sociolinguistic plane: basilect, mesolect and acrolect (Igene,
167 1992;Ogbulogo, 2005). The educated variety III of Banjo, which is also acrolect on the sociolinguistic pyramid,
168 is often recommended or preferred as Nigerian standard.

169 On the whole, Banjo's variety III, which is acrolect in sociolinguistic classification, is often treated as
170 Educated Nigerian English (ENE), also called Standard Nigerian English (SNE). ENE/SNE is the variety used by
171 undergraduates and graduates of higher institutions, scholars, the intelligentsia, high ranking army officers, the
172 bar and the bench, educated preachers, broadcasters, children from sophisticated family background, experienced
173 junior civil servants and senior civil servants, etc. This variety is the focus of this paper.

174 6 II.

175 7 Review of Related Scholarship

176 Prior to the 1960s, concepts/theories of "language transfer", "contrastive analysis" (CA) and "interference"
177 were applied to study second language and its learning. Contrastive analysis is based on the assumption that
178 second language learners have the tendency of transferring the features of their native or first language to their
179 second language utterances, a habit also known as interference. A major weakness of language transfer is that
180 it heaped the blames for errors and variations mainly on "native language." Apparently, the theories failed to
181 examine critically HOW non-native speakers deploy the rules and dynamics of the second language to produce
182 variations. Ellis (1985) says that from the early 1960s, "there were conscious efforts to show that L2 errors were
183 not predominantly the result of interference." In this connection, the works of Corder, Richards, Labov, etc stand
184 out. Corder (1981) argues that language transfer and interference theories cannot account for interlanguage
185 features exhaustively or satisfactorily. Richard and Sampson (1984) made a case for "systemic intralingual
186 interference", which shows "overgeneralization, ignorance of rules restrictions, incomplete application of rules
187 and semantic errors." Accordingly, "intralingual interference refers to items produced by the learner which reflect
188 not the structure of the mother tongue, but generalizations based on partial exposure to target language"(p.6).
189 On a wider scale, Labov's works ??1966, ??969, ??972, ??994, ??001, ??010), among others, popularised and
190 expanded variationist sociolinguistics. Labov argues that the African American Vernacular English (AAVE) that
191 he studied should not be stigmatized as substandard, but respected as a variety having its own grammatical
192 system.

193 The aforementioned works deserve commendation for placing emphasis on "systemic intralingual interference."
194 However, the terminologies used are long and varied. Several phrases such as "systemic intralingual errors",
195 "intralingual interference" and "internal language transfer," overgeneralization of linguistic materials and semantic
196 features," "internal principle of linguistic change and variabilit" were used to denote the same linguistic habit.
197 These lack the precision and economy of such terms as "interlanguage" or "interference." As precision and economy
198 of terms are preferred in linguistics, "intraference" was coined for these long terms (Ekundayo, 2006 ??Ekundayo,
199 , 2013)). Cases of the nominal sub-type are examined in this paper.

200 Intraference is not restricted to ESL. It can occur even in a native language situation. Brian ??oster (1968, p.
201 170-198) shows how native English speakers used some affixes to form words like "unclear, unbalanced, imbalance,
202 non-flammable, deemphasize," and many others, which are now well established in English. Similarly, Quirk et al
203 (1985 ??uirk et al (, p.1531) observe that "the native speaker operates daily in the implicit knowledge that the
204 meaning of most adjectives can be negated by prefixing un-and that most adjectives will permit the formation
205 of abstract nouns by suffixing -ness." In the same vein, Matthews (1974) acknowledges that the habit of creating
206 new words by overgeneralizing the use of affixes is so common that we cannot ignore it. "To ignore it is like
207 drawing up a map which makes no distinction between ordinary hills and volcanoes. Nor does it belong to some
208 special variety of English (as with literary usage). It is part of ordinary speaker's competence. So, surely we
209 need a theory of grammar that can cope with it (p.222).

210 The last sentence is underlined because it underscores the significance of this study.

211 Clearly, intraference can account for the formation and currency of many new words in English worldwide;
212 for instance, the formation of American "gotten" from British "got," America "attendee" as against British
213 "attendant," American "majorly" (which means "extremely") from British "major," "staffers", now commonly
214 used in America and Nigeria ??Okara, 2005, p.20), from British "staff," American "presently" (meaning in
215 the meantime or now) as against British English "at present." The phenomenon of intraference also explains
216 the recent acknowledgement and currency of new words like braniac, globalization, dollarization, cyberland,
217 cyberporn, imageneer, netizens and many others being churned out daily (Aitchison, 2006, pp.B23-B29). The
218 overstretching of word-formation processes, particularly the use of affixes, is a veritable source of intraference in
219 a first language situation and more justifiably so in a second language setting, a perfect example being English
220 in Nigeira, or "Nigerian English."

221 In major works on Nigerian English, interference is always underscored, in fact 'overscored' as characterising
222 Nigerian English varieties (Jowitt, 1991;Ubahakwe, 1979). Even where some obvious cases of intraference are
223 cited, they are not explained as such but lumped under general errors of interference and other types, as in the
224 cases of furnitures and homeworks by Adekunle (1979). The reason for this is the established tendency to trace

225 cases of deviation to language transfer and interference. Secondly, there is this subtle tendency to conform to
226 laid-down principles, concepts and theories of (second) language learning and acquisition, particularly by native
227 English scholars. Thirdly, it might have been assumed that errors and variations of "intralingual interference"
228 are too insignificant to attract extensive studies. However, this study establishes that variations of intraference
229 are widespread and entrenched in "Nigerian English." Kujore (1985 and, Schmied (1991)

230 **8 Industriousness (industry+ous+ness) 91%**

231 entrenched A widely used hybrid form for the sense of the native form "industry":

232 "His industriousness took him to great height", instead of SBE "his industry took him to greater height."
233 Industry in Nigeria is restrictively used to denote a manufacturing firm or a sector of the economy, while
234 industriousness is used to mean hard-work.

235 **9 Reoccurrence (re+occur+ence) 92% entrenched**

236 A Nigerian usage having the memory and structure of words like reemphasize, rearrange, reorganize, etc. "What
237 should we do to avert a reoccurrence ??Muduagbunam, 2005). SBE is recurrence.

238 Oraculist/Oraclist (Addition of the suffix -ist to oracle, as in cycle, cyclist) 75% widespread.

239 "The family consulted an oraculist to unravel the mystery" ??Ekundayo, 2004, p.40).

240 Bootlicker (boot+lick+er) 88% entrenched "He's a government bootlicker" ??Ekundayo, 2004, p.39).

241 SBE/SAE often use a bootlick, a sycophant or a toady for both noun and verb. Bootlicker is becoming current
242 in American English.

243 **10 Quotarization (quota+rize+ation)**

244 Something akin to zoning, it is the lexicalization of "quota system" which operates in Nigeria, an official policy
245 of sharing jobs, positions and resources not on the basis of merit or standard but on the basis of ethnic groups
246 and federal structures. Hence the term quotarization (Also noted in Igene, 1992, p.70).

247 **11 Godfatherism (god+father+ism)**

248 Godfatherism denotes the idea of having a godfather, the overbearing influence of the godfather, whether positive
249 or negative, particularly in politics (Also see ??gene, 1992, p.60).

250 Braveness (brave+ness, 70% widespread) "Talking of braveness, Ora is a land of great minds" (Ojo, 2012)

251 Colomentality (colofrom colonial + mental +ity, 97% entrenched)

252 A coinage popularized by Fela Anikulapokuti in his song "colomentality" to denotes a typical African attitude
253 of thinking foreign, behaving foreign, talking foreign and giving superiority and excellence to anything foreign or
254 exotic, justifiably or not.

255 Co-in-law/Co-wife/Co-tenant 76% widespread This indicates the idea of sharing or belonging to a thing, place
256 and institution. When two persons take a spouse respectively from the same family, they address and introduce
257 each other as co-in-law. Sickler (sickle+er) 100% entrenched "I am a sickler" ??Oluranti, 2005, p.31). It is a
258 common Nigerian formation for a sickly person or a sickle cell carrier (SS Genotype). The word is widely used
259 in ENE. SS Genotype and its attendant crises are not common with the white race. Hence, the word sickler is
260 not in SBE and native English.

261 **12 Corper(s) (corp+er) 89% entrenched**

262 A very common formation used to address a fresh Nigerian graduate who is on a one year compulsory National
263 Youth Service Corps (NYSC).

264 **13 Aristorism (clipping and blending of aristo-from aristocrat/aristocracy and -ism, 88%)**

266 A sign post in front of Moremi Hall, University of Lagos, Nigeria. Aristorism is the practice of young girls dating
267 rich, much older and often married men who are called 'aristos,' that is aristocrats or upper class people. Such
268 girls are described as aristo babes. JAMBITE/Jambite (JAMB+ite) 100% entrenched.

269 A combination of the acronym JAMB and the suffix -ite. The word means a JAMB (Joint Admission and
270 Matriculation Board) candidate or victim and a fresh student in a university or higher institution (Also in
271 ??eilanyo, 2002, p.75).

272 Nollywood (Nneyelike and Afolabi, 2006, p.15) 100% entrenched.

273 It is formed from Hollywood, a term for the American film industry and centre of film production. The "N"
274 of Nigeria is clipped to replace the "H" of Hollywood. The coinage is now used for the Nigeria Film Industry,
275 although very fake and questionable, it betrays what Fela calls colo-mentality. b) Superfluous Plurality Markers
276 ??kundayo (2006, p.30)) has listed about a hundred nouns that are often unnecessarily pluralized in ENE. A few
277 of them are given below. The cases entrenched in ENE are depicted here.

278 **14 Slangs (83% entrenched)**

279 "The words, idioms, proverbs and slangs will be those used in the native-speaker dialect. Slangs used in this
280 variety..." ??Adekunle, 1979, pp. 29, 37).

281 "These slangs are acceptable and appropriate..." ??Ogu, 1992:60).

282 Standard form is slang, not slangs because it is a collective noun. But nonnative speakers treat slang and
283 some other collective nouns as singular words that should be pluralized. Double-Standards (100% entrenched)
284 "...double-standards..." (Guardian Editorial, 2005, p.5). Standard native usage is double standard. The use of
285 "double" in this phrase creates the impression of plurality in a nonnative user's mind. Double means two. Hence
286 double (two) standards.

287 All manners (90% entrenched) "He starved the campaign of fund and only started releasing same when he had
288 extracted all manners of assurances..."

289 In Standard British or American usage, it will be all manner of assurance or all kind(s) of promises, not all
290 manners of assurances. The presence of "all" in the phrase gives a nonnative speaker the impression of plurality.
291 Incidences (57% common) "Senate... believes that publication of the incidences of... affecting the National
292 Assembly (Ukeme, 2005, p.8). SBE or SAE is incidence of...

293 **15 Luggages (70% widespread)**

294 "How many of these men are prepared to drop their excess luggages?" ??Muyi, 2005, p.8). Standard usage is
295 excess luggage.

296 **16 Imageries (92% entrenched)**

297 "Besides, this year's census would use satellite imageries which will show every nook and cranny" (Anumihe,
298 2005, p.7) SBE or American English uses imagery as collective plural to mean images, figures of speech, etc.

299 **17 Wastages (85% entrenched)**

300 "The supporters of ex-Generals only need to be counselled against further wastages..."

301 A staff/staffs "I am a staff of this university." "Academic staffs are on strike." SBE is "I am a member of staff."
302 "Academic staff are on strike."

303 **18 c) Removal of Necessary Plural Morphemes**

304 Examples in this sub-section are all entrenched in ENE Call it quit (96% entrenched) "For calling it quit with
305 her lover-boy of three years, a young lady, miss Inyene Udoh Jonah, has been turned to a monster" (Ikunze, p.
306 21) . B. Eng: for calling it quits pliers: "Gang robs with plier?" ??Francis 28).

307 SBE is Gang robs with a pair of pliers or with pliers.

308 Delay is dangerous (88% entrenched) "Delay is dangerous" (Title of a Nigerian film/ home video). SBE is
309 "Delays are dangerous." Brain (80% entrenched) "Beauty, brain and creativity " (Ogedengbe 11). SBE is Beauty,
310 brains and creativity. At all Cost (89% entrenched) "She wants my husband at all cost" ??Abodurin 26). SBE
311 in this context will be ?. at all costs.

312 Head or tail (70% widespread) "Head or tail, he is culpable"(Azuike136). SBE: Heads or tails, he is culpable
313 Outskirt of?(88% entrenched) I live in the outskirt of Benin. SBE: I live in the outskirts of Benin.

314 **19 Handcuff (85% entrenched)**

315 "Balogun, the Inspector General of Police, was shown in handcuff.." SBE: ...shown in handcuffs Surrounding (75%
316 widespread) Our surrounding looks clean. SBE: Our surroundings look clean.

317 **20 Congratulation (95% widespread)**

318 Congratulation for your success. SBE: Congratulations on your success.

319 **21 Good office (80% entrenched)**

320 Kindly use your good office to assist. SBE: Kindly use your good offices to assist.

321 **22 Specie?(81% entrenched)**

322 What specie of plant is this? SBE: What species of plant is this? Amend? (76% widespread) They went back to
323 make amend. SBE: They went back to make amends. SBE: He hardly wears pants. Spirit (71% widespread)

324 The professor is always in high spirit. SBE: The professor is always in high spirits.

325 Wit (71% widespread) She admitted that she was at the end of her wit. SBE is She admitted that she was at
326 the end of her wits.

327 **23 Gut (76% widespread)**

328 You mean he had the gut to ask you? SBE is 'You mean he had the guts to ask you?' Crossroad (73% widespread)

329 The girl seems to be at the crossroad. SBE is 'The girl seems to be at the crossroads.' Fund (62% widespread)
330 The project was hamstrung for lack of fund. SBE is 'The project was hamstrung for lack of funds.' Ground
331 (84% entrenched) "On compassionate ground and in the spirit of fair-hearing —" SBE: On compassionate grounds
332 and in the spirit of fairhearing —Sympathy (81% widespread) Accept my sympathy on your father's death.

333 **24 Relation (89% entrenched)**

334 He is a Public Relation Officer (PRO). SBE: He is a Public Relation Officer (PRO). d) Psycholinguistic Grounds
335 for Questionable Plurality Some psycho-sociolinguistic and linguistic factors inform questionable plurality in a
336 second language situation. Nonnative speakers treat these words as singulars, like the veritable singular words
337 in English. Following the rule of plurality, they add the plural morpheme to the words. Another reason is that
338 there are so many confusing exemptions in the language that they cannot remember during performance; hence
339 they mix them up. Thirdly, there are clear instances of known plural collective nouns yet used with the plural
340 morpheme in native usage.

341 Examples are accessory, vocabulary and infrastructure, etc. The Longman Dictionary says "Accessories include
342 a CD player and alloy wheels." The BBC Dictionary defines infrastructure as "the structures, the facilities,
343 services and equipment that are provided which help a country or organization function effectively." Then it gives
344 "infrastructures" as a variant.

345 Same thing it does to accessory and vocabulary. Some other dictionaries (Longman, Oxford Advanced Learners,
346 Websters, Chambers, etc.) do not give the variant plurals. So, in a second language situation where users see
347 a standard native dictionary as the final arbiter of what is right or wrong, at least, until a native speaker can
348 be reached, there is bound to be an argument between the user of the BBC Dictionary and the user of the
349 other dictionaries as to the plural status of say vocabulary and infrastructure. This kind of inconsistency is an
350 extenuating circumstance for double plurality in a second language situation. So long as double plurality also
351 occurs in a native setting, there is the possibility that some of these mass nouns will have variant-s plural forms
352 in the dictionaries of the future.

353 As for the removal of the plural morphemes in some fixed expressions, the nonnative speakers view them as
354 purely singular words referring to a singular situation as well. Consequently, in accordance with the rules of
355 the language, they think that the words should not be pluralized. Hence they would say delay is dangerous
356 instead of delays are dangerous, or call it quit instead of call it quits. Next, we examine nominal intraference
357 by abbreviation and expansion. e) Abbreviation, Expansion and Acronymization: Some Creative Formations
358 Arrangee (back clipping) 100%

359 It is an informal word for something doubtful, fake or deceptive. Fela Anikulapokuti popularized it in his
360 song, "arrangee masters or army arrangement". I don't believe what I saw. It was an arrangee.

361 **25 Bros (back clipping) 100%**

362 Bros stands for brother with an added meaning. The younger generation of Nigerians use it to show respect and
363 closeness in addressing a male friend or relative who is still young but older than the speaker: "Bros, I like to see
364 you.

365 **26 Media Practitioners (100% entrenched)**

366 A compound word formed with the memory of medical/legal practitioner. It is used to mean journalists or those
367 in the media ??Oguntuase, 2006: 34). National Cake (100% entrenched) This means federal resources, common
368 wealth and money to be shared or as shared to the federating states of Nigeria.

369 **27 Now-now (81% entrenched)**

370 For emphasis, to convey urgency or emergency, Nigerians often use now-now. "Do you want me to leave now?"
371 "Yes, leave now-now." Area-boys (90% entrenched) A term for young (jobless) men, the destitute, urchins, etc
372 that lurk in an area and sometimes constitute a nuisance: "Some area boys snatched her bag at that corner."

373 **28 Public dog (75% widespread)**

374 It is a derogatory word for a loose girl, a promiscuous woman. "What has a decent man to do with that
375 public dog?" Bush meat A coinage for meat got from the forest or farm, compared to domesticated meat like
376 chicken, mutton and beef. It is also used by men to describe local, village and unsophisticated girls who can be
377 easily manipulated as against sophisticated urban girls. "But to dump every city girl he had dated and gone for a
378 'bushmeat'(according to them) was simply unthinkable" (Chidi-Maha, 2011, p.37). Home trouble/family problem
379 Home trouble is used to mean socio-economic retardation and spiritual or mysterious predicament that one faces,
380 believed to be caused by witches and wizards or diabolic relatives. Family problem is also used literally to mean
381 family, domestic and marital challenges and responsibilities: Home trouble has been retarding his progress. KIV
382 An acronym for 'kept in view', commonly used by civil servants, now also used in public circles, to denote a file
383 or matter not being considered at present, an issue kept to be possibly considered later, a euphemism for 'not
384 approved,' 'pending,' 'put aside' because there are more pressing matters': 'What of my application for loan?'

33 CONCLUSION

385 The secretary asked. 'Well, we have KIV your application for now', the Director said. JJC (Jonny Just Come)
386 It is used to denote a newcomer, stranger, novice, neophyte, first timer, etc in informal ENE.

387 29 ITK (I Too Know)

388 It is used in informal ENE for someone who shows off with knowledge, or who proves to know too much when the
389 reverse may be the case. IGG (Initial gira-gira) IGG is used to denote the excitement, energetic effort, resistance,
390 stubbornness or pretence at the beginning of an event or experience, e.g. the initial refusal or resistance by a
391 lady during wooing, which later gives way to acceptance. NFA "No Future Ambition" (from the defunct Nigeria
392 Football Association: NFA, notorious for its uncommitted attitude to the development of sports) is used to
393 describe people who lazy around, who do not show or pursue any plan or ambition, not serious with their studies,
394 life or work.

395 30 PUME or Post-UME (Post University Matriculation

396 Examination)

397 It is a recent coinage emanating from the establishment of an entrance examination after the regular University
398 Matriculation Examination (UME).

399 31 OYO (on your own)

400 It stands for you are on your own. In informal ENE, it is used for someone when you are not supporting them
401 in a course of action, or you do not want to give them attention, particularly when you have advised against the
402 intended action to no avail: if you go ahead with it, OYO. TDB (Informal for Till Day Break) "We danced tdb."

403 32 PP (Private Practice)

404 It is deployed to denote self-employment, entrepreneurship, or a job which is not government employment that
405 one does to survive or augment one's earnings.

406 These examples are by no means exhaustive. However, they suffice to prove how widespread nominal
407 intraference is in ESL, Educated Nigerian English being an excellent example.

408 IV.

409 33 Conclusion

410 This paper has shown so far that nominal intraference features, which are the largest type of morphemic
411 intraference, is widespread or entrenched in ENE. Interestingly, intraference is also common in a first or native
412 language situation, for some of the nonce and hybrid formations hitherto treated as errors have found entrance
413 into some dictionaries and native usage. Some examples are convocate versus convoke, the more established one.
414 Convocate is given as a variant in Chambers Dictionary. 'Tickish', often treated as an error by many a Nigerian
415 linguist or grammarian because of the well-established tricky, has been entered as an emerging variant in the
416 BBC Dictionary and Chambers Dictionary respectively. Thus care should be taken in condemning some features
417 of morphemic intraference found in the performances of the Nigerian intelligentsia, particularly the ones that use
418 affixes creatively to form words that satisfy the exigency of the moment of linguistic performance.

419 While some of them may be seen as deviations or errors, quite a number of them can be considered as the
420 outcomes of creativity based on the rules of the English language itself and the level of competence and awareness
421 of the users. It is the nonnative speakers' way of enriching the vocabulary of the English language, which they
422 inevitably use for socio-educational interaction. Educated Nigerians tend to regard with disdain and disapproval
423 deviations or variations of intraference by people with low education. For example, while the sentence 'I hate
424 proudness', or 'I don't like delayance' will be adjudged egregious and unacceptable by highly educated Nigerians,
425 the sentence 'I am contributing to the socio-educational upliftment of my town' may be judged acceptable.
426 The reason is that 'proudness' is not used in the English of the intelligentsia, but upliftment is used. However,
427 proudness, delayance and upliftment have been fabricated in the same way -through the overgeneralization of the
428 nominal suffixes -ness, -ance and -ment.

429 This study has thus established that educated Nigerians redeploy nominal affixes and morphological processes
430 to fabricate nouns that distinguish ENE morphology from SBE or other native English morphology.

431 The question, therefore, is which variations of nominal intraference may be judged as errors or glossed over
432 or ignored, or even accepted, and from whom? Well, currency of usage, wide acceptability among educated
433 Nigerians and the compliance of nominal fabrications with the morpho-syntactic rules of the language may be
434 used to assess, accept or question variations of intraference. Those that are clear displays of creativity and the
435 results of a well-motivated desire to establish new concepts and meanings should be accepted as variations.^{1 2}

436 ^{3 4}

¹ Nominal "Intraference" in Educated Nigerian English (Ene)

² © 2013 Global Journals Inc. (US)

³ © 2013 Global Journals Inc. (US) © 2013 Global Journals Inc. (US)

⁴ 2 8 Nominal "Intraference" in Educated Nigerian English (Ene)



Figure 1:

437 [Funk] , Wagnalls Funk . *Interference. Standard Desk Dictionary* (Ii)

438 [Quirk et al. ()] , R Quirk , G Leech , S Greenbaum , J Svartvik . 1985. London: Longman. (Standard ed. A
439 Comprehensive grammar of English)

440 [Igboanusi ()] *A Dictionary of Nigeria English*, H Igboanusi . 2002. Ibadan: Encrownfit Publishers.

441 [Adesanoye ()] *A Study of varieties of written English in Nigeria*, F Adesanoye . 1973. Nigeria. University of
442 Ibadan (PhD dissertation)

443 [Teilanyo (2002)] ‘Acronyms, clips and blends in English: Nigerian innovations’. D T Teilanyo . *Nigerian Journal
444 of Humanities* 2002. September. 9 p. .

445 [Ogbulogo ()] ‘Another Look at Nigerian English’. C Ogbulogo . *Covenant University Public Lecture Series*. 1
446 2005. 5.

447 [Akor (2005)] *Author dedicate book launch proceeds to own town*, G Akor . 2005. February 22. p. 12.

448 [Anumihe (2005)] *Census: Don’t bribe demarcators, Makama warns*. *Daily sun*, I Anumihe . 2005. March 17. p.
449 7.

450 [Jowitt and Nnamonu ()] *Common errors in English*, D Jowitt , S Nnamonu . 1985. Lagos: Longman.

451 [Sunday ()] ‘Compound Stress in Educated Yoruba English’. A B Sunday . *Papers in English and Linguistics
452 (PEL)* 9, 2008. p. .

453 [Tokede (2005)] *Constraints plague manufacturing efforts*. *Nigerian Tribune*, Wole Tokede . 2005, 4 April. p. 28.

454 [Schmied ()] *English in Africa: An introduction*, Josef Schmied . 1991. London: Longman.

455 [Brosnahan ()] ‘English in Southern Nigeria’. L F Brosnahan . *Journal of English Studies* 1958. 39 p. .

456 [Bamgbose ()] *English in the Nigerian environment*, A Bamgbose . 1995. Bamgbose, A, Banjo, A, &. p. .

457 [Kujore ()] *English usage: Some notable Nigerians variations*, O Kujore . 1985. Ibadan: Evans Publishers.

458 [Corder ()] *Error analysis and interlanguage*, S P Corder . 1981. Oxford: Oxford University Press.

459 [Ekundayo ()] *Everybody’s English handbook*, B S Ekundayo . 2004. Benin: Nobel Publishers. (3rd ed)

460 [West and Jnr (2005)] *For better for worse, until the judge do us part, Nigeria couples divorcing in America*.
461 *Guardian*, D T West , Jnr . 2005. May 15. p. 12.

462 [Francis (2005)] *Gang rob with plier*. *Sunday Sun*, J Francis . 2005. March 17. p. 28.

463 [Ogu ()] *Historical survey of English and the Nigerian situation*, J N A Ogu . 1992. Ibadan: Craft Books.

464 [Ojo ()] *How Nigeria was Exploited y Britain*, O Ojo . 2012. Benin: Ambik Press. (New ed)

465 [Corder ()] ‘Idiosyncratic dialect and error analysis’. S P Corder . *IRAL* 1971. 9 (2) p. .

466 [Igboanusi ()] *Igbo English in the Nigerian novel*, H Igboanusi . 2005. Ibadan: Encrownfit Publishers.

467 [Selinker (ed.) ()] *Interlanguage*, L Selinker . Richards Jack C. (ed.) 1984. p. .

468 [Aitchison ()] *Introduction: Words pour into English*, J Aitchison . 2006. (Longman dictionary)

469 [Ikwanze (2005)] *Jealous lover bathes girlfriend with acid*. *Daily Sun*, C Ikwanze . 2005. March 17. p. 21.

470 [Labov ()] *Language in the Inner City: Studies in the Black English Vernacular*, W Labov . 1972. Philadelphia:
471 University of Pennsylvania Press.

472 [Igene ()] *Lexis of Nigerian English*, S O Igene . 1992. Nigeria. Universty of Maiduguri (M.A. thesis)

473 [Banjo ()] *Making a Virtue of Necessity: An Overview of the English Language in Nigeria*, A Banjo . 1996.
474 Ibadan: Ibadan University Press.

475 [Matthews ()] *Morphology*, P H Matthews . 1974. London: Cambridge University Press.

476 [Thomas, A. (ed.)] *New Englishes: A West African perspective*, Thomas, A. (ed.) Ibadan: Mosuro.

477 [Jowitt ()] *Nigeria English usage: An introduction*, D Jowitt . 1991. Lagos: Longman.

478 [Dadzie and Awonusi ()] *Nigerian English influences and characteristics*, Abk Dadzie , S Awonusi . 2009. Lagos:
479 Sam Iroanusi Publishers.

480 [Adekunle ()] ‘Non-randon variation in the Nigeria English’. M Adekunle . *Varieties and functions of English in*,
481 Nigeria, Ubahakwe (ed.) 1979. p. .

482 [Maduagbunam (2005)] *NTA Bellview Plane Crash News at 5.30*, A Maduagbunam . 2005. October 23.

483 [Oguntuase (2004)] B Oguntuase . *Conventions of the language*, 2004. July 8. p. 34.

484 [Oguntuase (2004)] B Oguntuase . *Conventions of the language*, 2004. June 24. p. 22.

485 [Okara (2004)] V Okara . *Nipost stamps honours on five staffers*. *Daily Sun*, 2004. June 21. p. 20.

486 [Richards and Ed ()] *Perspective on second language acquisition*, J C Richards , Ed . 1984. London: Longman.

33 CONCLUSION

487 [Labov ()] *Principle of linguistic change*, W Labov . 2001. Oxford: Blackwell. (II. External factors)

488 [Labov ()] 'Principle of linguistic change'. W Labov . *Cultural factors*, (Oxford) 2010. Blackwell. III.

489 [Labov ()] *Principle of linguistic change. Vol.I, Internal factors*, W Labov . 1994. Oxford: Blackwell.

490 [Ogbulogo ()] *Problem areas in English*, C Ogbulogo . 2009. Lagos: Sam Iroanusi Publishers. (3rd ed)

491 [Abodurin and Akinlenibola (2008)] *Re: She wants my husband at all cost. Nigerian Tribune*, T O Abodurin , Akinlenibola . 2008, 21 March. p. 26.

493 [Retrieved from Vernacular@newlearning on line_files Labov on African American English (2012)] 'Retrieved from Vernacular@newlearning on line_files'. *Labov on African American English* May 2012.

495 [Bayley ()] 'Second language acquisition: A variationist perspective'. Robert Bayley . *Sociolinguistic variation: Theories, methods, and applications*, R & Bayley, C Lucas (ed.) (Cambridge) 2007. Cambridge University Press. p. .

498 [Ogedengbe (2005)] *Soulless sex: Say no! Nigeria Tribune*, Taiwo Ogedengbe . 2005. April 19. p. 20.

499 [Foster ()] *The changing English Language*, B Foster . 1968. London and Basingstoke: Macmillan.

500 [Ekundayo ()] *The concept of intraference in English: The morphemic example in a second language Situation*, B S Ekundayo . 2006. Nigeria. University of Benin (M.A. thesis)

502 [Dadzie (ed.)] *The concept of Nigerian English*, A B Dadzie . Dadzie & Awonusi (ed.) p. .

503 [Banjo ()] 'The English language and the Nigerian environment'. A Banjo . *Journal of the Nigerian English Studies Association* 1970. 4 (1) p. .

505 [Ukene (2005)] *The illegality of a broadcast*, Linus Ukene . 2005. 4 April. Nigerian Tribune. p. 8.

506 [Chidi-Maha (2009)] *The latest big boy in town. The Nation*, V Chidi-Maha . 2009. November 7. p. 37.

507 [Selinker ()] 'The psychologically relevant data of second-language learning'. L Selinker . *Psychology of second language learning*, Paul Pimsleur, Terence Quinn (ed.) (London) 1971. Cambridge University Press. p. .

509 [Richards and Sampson (ed.)] *The study of learner English*, J C Richards , G P Sampson . Richards Jack. C. (ed.) p. .

511 [Odumuh ()] *The syntax and semantics of Nigerian English*, A O Odumuh . 1980. Zaria, Nigeria. Ahmadu Bello University (Ph.D dissertation)

513 [Muyi (2005)] *Tradition vs religion. Sunday Tribune*, T W Muyi . 2005. April 3. p. 8.

514 [Ellis ()] *Understanding Language Acquisition*, R Ellis . 1985. London: Oxford University Press.

515 [Ubahakwe ()] *Varieties and functions of English in Nigeria*, E Ubahakwe . 1979. Ibadan; U.P: African.

516 [Nneyelike and afolabi (2005)] *Village headmaster finds soulmate in Nollywood. Daily Sun*, N Nneyelike , T &afolabi . 2005. March 11. p. 15.

518 [Omonijo and Aziken (2005)] *Why confab is not sovereign*, B Omonijo , E Aziken . 2005. February 22. p. 1.

519 [Oluranti (2005)] *You and your health. Daily Sun*, B Oluranti . 2005. May 10. p. 31.