TITLE PAGE

THE MANIFESTATION OF NON STANDARD USAGE OF ENGLISH AMONG UNIVERSITY STUDENTS: THE SYNTACTIC PERSPECTIVE

BY

SAUL MOSES KYOS

ADM NO: 1011110037

BEING A RESEARCH PROJECT REPORT SUBMITTED TO THE DEPARTMENT OF MODERN EUROPEAN LANGUAGES AND LINGUISTICS, USMANU DANFODIYO UNIVERSITY, SOKOTO IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD BACHELOR OF ARTS DEGREE IN ENGLISH LANGUAGE

OCTOBER, 2015.

APPROVAL PAGE

This research work has been supervised and approved as meeting part of the requirements of the English Unit, Department of Modern European Languages and Linguistics, Faculty of Arts and Islamic Studies, for the award of Bachelor Degree of Arts in English language.

_____   _____
Mal. Mika'ilu Ibrahim   Date
(Project supervisor)

_____   _____
Dr. M.A. Mode   Date
(Head of Department)

_____   _____
External Supervisor   Date

DEDICATION

This project is dedicated to my lovely parents Mr. and Mrs. Moses Kyos and my entire family.

ACKNOWLEDGMENTS

All glory, praise and honor are to God almighty for his protection and guidance throughout the period of my degree program in general and of writing this project in particular.

Meanwhile, my appreciation goes to my parents for their initiative of giving me the required nurturing as well as exposure to western education and for their financial supports in my academic pursue.

I want to express my profound gratitude and appreciation to my supervisor, Mal. Mika'ilu Ibrahim who despite his limited time, and the task ahead of him, gave me attention whenever needed, may Allah reward you abundantly. I equally express my gratitude to Mal. Mansur Buhari for his guidance throughout my project and helping me with some materials that helped in concluding it; may Allah bless and protect him.

Lastly, I am not unfocused to the patriotic effort of our Head of Department, Dr. Aminu Mode, and the entire lecturers, for their management of the department and the knowledge they impacted to in one way or the other, I say thank you.

TABLE OF CONTENTS

Contents

CHAPTER ONE

1.0 Introduction

Language is characterized by set of vocal sounds which can be decoded. These are produced by human organs of speech- lips, tongue, and larynx etc. The vocal sounds produced by the vocal organs are used in various systematic and rule governed combinations. Language is thus a human phenomenon that has form which can be described in terms of the units of sound (phonemes), words, morphemes, phrases, and paragraph or discourse. Human language is unique in the sense that it has its own structure, its own system of organizing its component units into meaningful patterns.

English, Nigeria's official language, occupies a unique place in Nigerian education today; not only has English been adopted as the principal medium of instruction in Nigeria's educational institutions but it has also been institutionalized as the language of educational evaluation in Nigeria school system. However, Kujore notes that it is alarming how in spite of the tremendous functions that English performs as the language of instruction and evaluation in Nigeria and the bold

effort made over the years to encourage its effective usage, the vast majority of speakers record in recent years is an appalling low level performance in the language (Kujore, 1995).

This research is going to investigate the instances of the non standard use of English. Whenever a language functions as a borrowed second language, problems of usage are bound to arise. This is because when a language moves out of its original speech community, it is inevitable to have some super imposed linguistics features and frictions resulting from the meeting of two systems and cultural pattern. Moreover, when the English language (being outside its native environment) there is bound to be deviation from the norms in usage (Olagoke 1981). An adult will have learnt one language, which is his mother tongue, which featureshe naturally transfers some features to the second language. The study will identify and describe some sub varieties of English usage in Nigeria, which are instances of the use of non Standard English because of the multiplicity of ethnic groups in the country. Various types and sub varieties (Standard Nigeria English, Pidgin English, Creole and non standard Nigeria Standard English) of

the English used in Nigeria can be identified respectively (Bamgbose 1971, Odumuh 1987, Adeniran 1974, Ubahakwe 1979)

The non Standard English used by students is a variety of British English (Standard English) which is acculturized, nigerianized, domesticated, nativised and hybridized to meet the socio cultural needs of the students. The non Standard English serves as an unlimited instrument of social communication especially in a multilingual community as Usmanu Dan Fodiyo University.

The use of English by students has certain features which are against the conventional norms of the Standard English. The grammatical features in the sentence level are what this study is going to discuss. However before delving into the grammatical features of the non Standard English among university students, it is relevant to consider the concept of "deviation" and "deviance". Deviance and deviation presuppose that there is a particular variety of the English language that is considered the model that all speakers shouldaspire to speak. Grammar means rules and these rules are operative at all the levels of language analysis. It is a comprehensive term because it covers

the naming part of a sentence, its rules of tense usage, structuring of affixes on words and the sound system of a language. The grammatical features in this cover syntactic aspects which deal with parsing of words into larger units in a language and in this instance English language.

The manifestation of the no standard can be traced to the emergence of Nigeria English, Pidgin English and other sub varieties among students who feel that all varieties that are not standard are simplified version of the Standard English. Some of the non standard features of English language can be traced in student's day to day conversation among themselves and even their writing. Many students will even find it hard to identify the Standard English when used by someone

The language students speak is "second hand" in many aspects. These problems easily manifest in the areas of phonology, syntax, lexis and semantics, with syntax perhaps constituting the areas with the greatest incidence of interference; this is the background against which we undertake this study.

1.1 Statement of the Problem

In a situation where by English is in contact with many local languages and where English is a second language, it is to be expected that the kinds of English found there will be different from the varieties spoken by the native speakers

University students (especially student of English language) are expected to have highly refined English; but everyday observation shows that they tend to make use of non Standard usage of English. This research work will explore instances of the grammatical features at the sentence level of the non standard usage of English language among university students. How the non standard language is been used by students and the errors in their usage. The students prefer to use the simplified language which goes against the rules of grammar in English language. The reason behind student's non standard usage of English language in their conversation or discourse.

1.2 Objectives of the Study

This work intends to observe the non standard usage of English among university students from the sentence level. The research will

identify if students really use the non Standard English in their interaction. English in a contact situation or as a second language of Nigerians tend to have some errors in the usage.

1.3 Significance of the Study

This research is important because its result can go a long way to finding out instances of the non standard usage of English among university students in their conversation. The work will therefore, contribute to the knowledge on second language learning and the subject of error analysis. The second language learners will get to understand their short coming s in the use of the Standard English, which will help them to be perfect in the Standard English.

1.4 Scope of Limitations

The scope of this project is on the usage of non standard usage of English from the grammatical perspective by students in the university community. The research will be limited to the students of the Department of Modern European Languages and Linguistics of the Usmanu Dan Fodiyo University, Sokoto.

1.5 Research Methodologies

The following procedures will be applied in pursuing the purpose of this study; the samples of students' conversation will be collected by recording their conversations unawares in the lecture hall before the arrival of the lecturer.Interviews will also be conducted with some of the examples extracted from the observation of the final year students of the Department of Modern European Languages and Linguistics of the non standard usage of English.

CHAPTER TWO

2.0 Literature Review

An elaborated review is needed in a study of this nature. To this end a survey of the opinion of some scholars on related area such as Standard English, the status of English in Nigeria was conducted and presented in this chapter.

2.1 Standard English

There is a reasonable consensus in the sociolinguistics literature about the term standardized language. The notion "Standard English" is somewhat imprecise and a direct and deliberate invention by the society to create a class and Standard for language. Hudson (1980:32) says: Standardization produces a Standard language among dialects; when the words and sentences of English are described. Yule (1985:180) defines Standard English as: "The variety which form the basis of print in newspaper and books which is used in the mass media and in schools … it is the variety normally taught to those who want to learn English as a second language".

For a language to be Standard, there must be a referent and a model which that language must follow and this has to be the prescribed grammatical rules of that language which when one fails to follow, an incorrect grammar is produced which is in total deviance with the model. Quirk (1962:100) says: "Standard English is basically an ideal mode of expression that we seek when we wish to communicate beyond our immediate community with members of the nation as a whole or with members of wider community, English speakers as a whole".

As an ideal, it cannot be perfected realized and we must expect that members of different wider communities and of course, Nigeria may have different realization operating in the continuum, but gearing towards what Kachru 1983 calls in his model, the inner core, Standard English, according to Allan (1999:32), can be further generally trichotomized into Scots, welsh and English varieties. Ahulu (1999:33) collaborates Quirks statement as he says: "The concept of Standard English is over the pedagogic principles or notion of correctness which is prescriptive and its discrimination between usages that are acceptable or unacceptable as a standard practice".

Ahulu (1999:36) adds: "For a language to be standard, it must pass through filter … usage are not labeled standard merely because they are used and found acceptable by native speaker. The additional criterion … is the acceptability of such usage among educated people".

Hudson (1996:33) come up with the criteria of the filter which a language must be sifted before it is said to be standard which are selection, codification, elaboration of function, acceptability (by the educated class) and intelligibility (international).

2.2 The Status of English in Nigeria

Among the different language spoken in Nigeria, English as a language has carved a niche out for itself. It is a language of its own class that emerged out of a mammoth of other languages. English language did not come to Nigeria just on its own. Its incursion into Nigeria was caused by lots of factors like trading, slavery, colonization and missionary activities in Nigerian by the Europeans and this was done in phases. English language in Nigeria was imported from Britain and adequately modified from time to time through the process of adaptation since its incursion in Nigerian environment. Its dominance in

government circle in the colonial times and particularly in the 1950's to the present is an uncontroversial fact. In fact, its dominance in recent times has reached an unbearable peak with the increasing impact of globalization in world economy and technology. British council made some interesting and impressive statement about the extent in which the English language is used in the world today. It says that it is used in over 70 countries as an official or semi official language and it has important status in over 20 countries including Nigeria. Third quarter of the world mail is written in English, while 80% of the world's electronically stored information is done in English, of the estimated 40 million users of the internet, majority of its users communicate in English (Arsoba, 2000:1).

Nigeria as a country has its own variety of English which differ from that of other countries. On investigation of the English language in Nigeria thus far, there is no doubt that students tend to use non Standard English. In a multilingual environment like Nigeria which has many indigenous languages spoken in the country. It is the usefulness of a language that determines the status or importance of the language in the midst of other competing languages in the linguistic market place. Non-

standard English in Nigeria has been marked by the feature and characteristics typical of endonormative stability, (Ekpe, 2007).

The non-standard English is the English form used in Nigeria that does not conform to the set-down rules of the English language. The variety of English may be acceptable and intelligible locally but it lacks international acceptability and intelligibility. This variety equates with Brosnahan's (1950) varieties two (speakers with only primary education attained) and three (speakers with only secondary school education), Banjo's (1971) variety one based on speakers of this variety who mastered pidgin based on the necessities of their occupation. Broken English is mostly used by these speakers) and two (the speeches in this variety shows signs of methodical learning and its speaker would have at least primary education and it represents most Nigerian bilingual speakers of English). Bamgbose's (1995) contact English (CE) (which is Nigerian pidgin (NP) and Broken English (BE) as well as Awonusi's (1987) basilect and mesolect.

The non Standard English is used by Nigerian creative writers to express their world view and as communicative vehicle. This can be seen in the

creative works of esteemed and award winning writers like Wole Soyinka, Chinua Achebe, Chimamanda Adichie and others. The English spoken in Nigeria is evidence that English in Nigeria is now widely seen as an indigenous language with acceptable local features, which is modified to suit our daily need of usage, Jowitt (1991). Adegbida (2004) among others have made conscientious efforts in describing the non Standard English which has enhanced its status in its different ramifications of usage.

2.3 Situation of English in Nigeria

According to Wolfson (1989), although English language has gained worldwide prominence, it is not used exactly the same way everywhere. In the same vein, Ashcroft et al (1999) point out that although Britons imperialism resulted in the global spread of English language, the English of Nigerians is not the same as that of Britain's or Americans, and that a continuum exists between the various practices constituting English language usage throughout the world. It is a well-known sociolinguistic fact that when two or more languages and cultures come into contact, different types of sociolinguistic, interaction take

place. Sometimes a diglossic situation may result, or language shift or even language death. In some other instances it can lead to the formation of a Pidgin, a Creole, or even the birth of a new language altogether (Sebba, 1997). Instances of these various possibilities can be found in different contact situations around the globe. Kachru (1992:6) has described English language in terms of three concentric circles: the inner circle, the outer circle and the expanding circle. According to this classification, Nigerian English belongs to the outer circle, defined by Kachru as regions of the world that were formerly colonized by Britain, where English language was the language of empire building. In the circle, societal penetration has resulted in the development of different sub-varieties depending on the geographical, cultural and linguistic contexts. The identifying features of these varieties given by Kachru includes element from phonology, grammar, lexis, collocations, idioms, discourse and styles, code mixing and code-switching, and a lack of homogeneity. The characteristic features of these so called "non-native institutionalized varieties" of English language (NNIVE) as identified by Kachru are as following:

a. An extended range of uses in the sociolinguistic context.

b. There is an ongoing process of nativilization of the registers and styles.

c. There is a body of nativised English language literature with formal and contextual characteristics making it as localized.

Platt et al (1984:44) also believe that for any variety of English language as "new English" it must fulfill the following criteria.

a. Must have been taught as a subject as well as used as a medium of instruction in places where languages other than English language were the main languages.

b. It has developed in an area where a native variety of English language was not the language spoken by most of the population.

c. It is used for a range of functions among those who speak or write it in the region where it is used.

d. It has become 'localized' by adopting some languages features of its own, such as sounds, intonation patters, sentence structures, words and expressions. Usually it has also developed some different rules for using language in communication.

Thus, English as used in Nigeria has undergone various changes in all the linguistic levels to suit the new environment, concept and perception of its users. This is why Ekpe (2006:20) says we should no longer talk about globalization, rather glocalization of English. Glocalization is an admixture of local socio-cultural phenomena in a language with that of widely used language to portray the native world views, social life, culture and religion of its users. This localization has forced English language to play unaccustomed roles as it can be seen in words such as Shakara (show up), Amebo (a gossip), shine your eyes (be vigilant).

2.4 Nativisation of English in Nigeria

English is a second language to some Nigerians and yet first language to a fraction of Nigerians. English language as used in Nigeria is a variety of British English as there are some features that keep it apart from other varieties of English as American English, British English, Ghanaian English, Cameroonian English and a host of other types of English. English as used in Nigeria has been acculturised, Nigerialized, domesticated, nativised and hybridized to meet the socio-cultural needs of the people. English in Nigeria is not a global phenomenon, because it

has been homegrown, turned around and made different to suit the Nigerian environment. Adegnija (2004:20) affirms, we may say that English language in Nigeria has been nativised, Nigerinized 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 Nigerians want it to do.

Since English has been adapted for home use and made applicable to our numerous conveniences, experiences, nuances and sensibilities, we can no longer talk about British or Queen's English in Nigeria, but rather nativization of English language in Nigeria.

Bamgbose (1995:26) observes that the English language has been pidginize, nativised, acculturated and twisted to express unfamiliar concepts and modes in interaction Kachru (1985a:211) says: "The institutionalized second-language varieties have a long history of acculturation in new cultural and geographical contexts, they have a large range of functions in the local educational administrative and legal system. The result of such is that such varieties have developed nativized discourse and style types and functionally determined sub-languages

(register) and are used as a linguistic vehicle for creating various genres".

The notion of the nativization which manifests itself as the "Nigerianization" of the English language in Nigeria has attracted special attention because it is a concept that bridges the gap between the norm-producing inner circle and the norm-developing outer circle".

Ekpe (2007:75) says, the amalgation of the Northern and Southern Nigeria in 1941 marked the first step towards the beginning of the nativization of English language in Nigeria, that is, phase 3. The colonial governments from now became more interested in the standard education. More Nigerian teachers replaced European teachers and the use of indigenous languages alongside English was encouraged through production of books in Nigerian languages. However, the use of indigenous languages purpose was restricted to the primary and lower secondary schools (Adeniran, 1978:114).

English as a global language has developed many varieties (ranging from standard, non-standard, dialect, national, regional, Creole, hybrid, pidgin, rotten to broken). English has been adapted for home use

and made applicable to our numerous conveniences, experiences, nuances and sensibilities. English in Nigeria is now made to do precisely what Nigerians want it to do.

2.5 Grammatical Constraints of Nigerian English Speakers

There are several ways by which Nigerianism manifest themselves in the standard organization of sentences in English. Grammar means rules and these rules are operative at all levels of language analyses. It is a comprehensive terms because it covers the naming part of a sentence, its rules of tense usage, structuring of affixes on words and the sound system of a language. The grammatical constraints here cover the syntactic aspect. This deals with the parsing of words into larger units in a language and in this instance English language. English as a language has its own rules on how words should be structured into phrases, clauses and sentences. Some of the features that make English language spoken in Nigeria are different from that of the neighboring environment or that of the native speakers are faulty structuring, deviance in correlative conjunction, wrong use of phrasal verbs, omission of articles, wrong use of pronouns e.t.c.

Wrong use of stative verbs: stative verbs are verbs that denote perception such a see, hear , look, notice; verbs of cognition such as understand, know, forget, remember, remind etc and verbs of relations such as belong, are, is, am, equal, resemble, have etc. European scientific journal June (2013) edition

*I am seeing from the 2nd floor. (NE)

I can see from the 2nd floor. (SBE)

Use of Dynamic verbs: Dynamic verbs denote activity. In other words, they are verbs that express physical actions. They do occur in progressive aspect. They are otherwise known as non-linking verbs. Here are some examples of deviant usage by Nigerian speakers of English language:

*Mr. Edun Duke, your charisma, lofty mien and humility in your dealings and interactions with people has now "put paid" to this rare honor. (NE) (Nigerian Tribune, 28 Feb, 1997)

Mr. Edun Duke, your charisma, lofty mien and humility in your dealings and your interactions with people have now paid off this rare honor. (SBE)

Deviant use of reflexive pronoun, in Nigerian languages, the distinction between "themselves", "ourselves" and "each other", one another are not made. The problem lies in the fact that in some Nigerian languages especially Yoruba, there is only one lexical items era wa/ara won which corresponds to ourselves/themselves, one another/each other respectively. Thus, expressions such as the following are common in Nigerian English. For example:

*Olu and Sade love themselves. (NE)

Olu and Sade love each other. (SBE)

Faulty structuring of words results, from the wrong form of verb, wrong verbalization, wrong usage of nouns etc. Most of the examples as shown below in this unit are extracted from our national dailies. Hornby (1975:43). For example:

*The police action, 'tantamount' to declaring a war on OPC (the Guardian, 16 Jan. 1997). (NE)

The police action is tantamount to declaring a war on OPC. (SBE)

Another deviation from standard English in Nigeria is the use of non-count nouns, whether concrete or abstract, as though they are count nouns, carrying "-s" plural inflection. Some of the non count nouns are known to several people and are used appropriately Jowitt (1991:23). Examples of such words are: information, advice and equipment etc.

Nigerian speakers of English do not only deviate from the norms in the use of simple words in the structuring of their sentences, but also in the way they use the English idioms. The way Nigerians employ these expressions is, to say the least, very faulty.

Grammatically and semantically, idioms have special characters. They must be recorded in out mental dictionary as single lexical items, having a particular meaning, for example, 'throw in the sponge' means 'to accept defeat' or to surrender. Kachuru (1983:57).

E1: The Abacha family is not ready to give up their "ill-gotten fortune" (Tempo Editorial, 9 Jan. 1997) standard English shows 'ill-gotten gains or wealth"

The use of correlative is quite different from what is obtains in the native speakers use of the language. Correlatives conjunction is used in pairs to join two clauses. One of the conjuncts serve as the real subordinates while the second only emphasizes the logical relationship between a subordinate clause and the super-ordinate as in: Adetugbo (1980:74).

"Though he is rich, yet he is not satisfied with his success".

The Nigerian English users' use these correlative conjuncts are however different from the way native speakers would do.

It is not uncommon to find expression of educated Nigerian English speakers lacking the definite article 'the'. The use of articles is gotten considered as luxury in Nigerian English.

E1. Aircraft is fully booked (NE)

The aircraft is fully booked (SBE)

CHAPTER THREE

DATA PRESENTATION AND ANALYSIS

3.0 Introduction

Having reviewed some selected literature related to the study subject matter in the previous chapter, in this chapter therefore, the data obtained for the study would be presented systematically and proficiently analyzed.

3.1 Data Presentation and Analysis

The grammatical features of English language spoken among final year students of Usmanu Danfodiyo University are expressions that are not in conformity with the norms of the Standard British English. Such expressions are seen as unacceptable to the native speakers of English language.

The implication of the deviance and deviation of Nigeria users of English language is that it diminishes international intelligibility and such errors and deviation could occasionally lead to misinterpretation of the communicative functions of the utterance.

In effect, the new communication norms develop for English in Nigeria could result in the performance of a communicative act which a Nigerian encoder does not intend and which the foreign decoder unfortunately misinterprets. The grammatical errors in this regard are not limited to phrases, clauses but also sentences.

Similarly, even though the topic of this project is a broad one, but for the purpose of this study we limited examples of cases of grammatical constraints alone. These are however best presented below "SBE" is used to refer to the "standard British English" where as "NE" is used to refer to the "Nigerian English".

1. *Janet had returned back from Kano before her sister travelled to Port Harcourt. (NE)

-Janet had returned from Kano before her sister travelled to Port Harcourt. (SBE)

The use of "back" after "returned" is a tautology; the native speaker of English language will use returned alone and not "returned back" as the student did.

2. *They divided the money up among the two girls. (NE)

   -They divided the money up between the two girls. (SBE)

It should be noted that the preposition "among" is used when the action of the verb is shared among three or more people while "between" is used when the action is shared between two people.

3. *Adams asked after you when you were not around. (NE)

   -Adams asked for you when you were not around. (SBE)

   "To ask after" somebody means "to like to know how the person is, what he/she is doing, where he/she lives etc. In the extract above Adams had already known the person he was looking for. Probably, he came purposely to great him or make an enquiry about something. Thus ask after is grammatically incorrect in the context in which it is used in the extract.

4. *I was opportuned to serve as class representative in 2013/2014 academic session. (NE)

 -I was opportune to serve as class representative in 2013/2014 academic sessions. (SBE)

Opportune is an adjective that realize the element subject complement in the structure of the sentence. Thus it cannot attract suffix (-ed) which is the past participle marker.

5. * The food is already freezed. (NE)

   -The food is already frozen. (SBE)

 The verb freeze is an irregular verb and the past tense and past participle are not formed by adding (ed), rather it change in form through certain morphological processes.

6. *Science and technology is very very necessary for national development in Nigeria. (NE)

   -Science and technology is very necessary for national development in Nigeria (SBE)

   The type of deviance use is also as a result of the influence of Nigerian languages on English, the amplifier "very" is used with adjectives or adverbs to show great degree of intensity. It is however used repeatedly in the extracts in of this example to give the adjective important or necessary greater intensity and force to

sound more essential or urgent that it would otherwise have been. The random use of 'very' is ungrammatical; hence, it only expresses personal feelings of Nigerians users of English language.

7. *Like I was saying. (NE)

    -As I was saying. (SBE)

"Like" is an adjective used as a preposition here, in the standard British English a pronoun in the subject form cannot proceed a preposition in the subject form.

8. *Get down from the bus. (NE)

    -Get off a bus. (SBE)

Nigerian speakers of English language prefer "get down" to "get off" which is ungrammatical, because they feel "getting off" gives the impression of being forcefully pushed out of a bus.

9. *You had better written your name on the book should in case it gets lost. (NE)

-You had better write your name on the book in case it gets lost. (SBE)

"Had better" is used to give advice or to make a threat. When used in this way it takes the infinite form, of the verb without 'to' 'should' plus 'incase' is tautology; only one of the two should have been used.

10.*The members of the sect were anxious not only to see their leader but eager to bail him out. (NE)

-The members of the sect were not only anxious to see their leader, but also ready to bail him out. (SBE)

The example equally has to do with the right pairing but besides this, the placing is equally bad. In using correlatives, the simple rule to be followed is that each member of a pair should be placed before the same part of speech or class of word or the same kind of phrase. 'Not only' refers to anxious and therefore should be placed directly before it. But also is the other part of the pair and not 'but'.

11.*Please, I am asking of Zainab. (NE)

-Please, I am asking for/after Zainab (SBE)

"Asking of" is wrong in this context when the speaker means that he would want to see the person in question. The right phrasal verb is as "asking for/after"; meaning to demand 'asking of' is used to require a favor from somebody.

12.*None of the candidates has shown any interest to step down for the other. (NE)

-None of the candidates has shown any interest stand down for the other. (SBE)

'To step down/aside' means to leave a job or vacate a position so that another person can take ones place. The speaker ought to have used 'stand down' because the candidate have not been elected.

13.*NEPA has taken the light. (NE)

-NEPA has cut power supply or there is power outage. (SBE)

'Light' refers to the brightness that comes naturally from the sun, moon and a flame of fire. It may also come from an electricity bulb. But what the speaker is referring to here is 'electricity' or 'power supply'.

14.*We entered a bus because the distance was longer than we could possibly walk. (NE)

-We board a bus because the distance was long than we could possibly walk. (SBE)

What is intended here is 'board' or 'got in', 'enter' cannot be used in place of 'board' or 'get on'. This is a direct translation of an idea from the indigenous language.

15.*The ill-fated commuter bus carried not less than forty-five passengers. (NE)

-The ill-fated commuter bus carried not fewer than forty-five passengers. (SBE)

'Less' is inappropriately used with a count noun (passengers). 'Less' is used to refer to the amount of things that are regarded as non count nouns. But since a count noun is involved here, the right word ought to be 'fewer'. We would say: much or less crowd, but many more of fewer police officers, much or less traffic but many or fewer cars.

16.*Machineries, stationeries and infrastructures jointly take the largest share of the ministry of defense budget. (NE)

-Machinery, stationary and infrastructure jointly take the largest share of the ministry of defense budget. (SBE)

The word machineries, stationeries and infrastructures do not take '-s' plural inflection marker. Machinery refers to all machines and equipment used by somebody or an organization, stationary refers to all items such as paper, pen and envelops needed for writing while infrastructure refers to all the social amenities like water, road, electricity and other structure and systems on which a county or society built. They therefore do not take a plural '-s' inflection.

17.*Ladies with different make-ups visit the hostel regularly. (NE)

-Ladies with different make up visit hostel regularly. (SBE) Make-up is a non count noun and it refers to powder and colored substances used on one's face to improve or change ones appearance. The use of '-s' inflection which is a deviation from the standard usage.

18.*I had only fruits for my lunch. (NE)

-I had only fruit for my lunch. (SBE)

'Fruit' can be used either as singular or plural, but sadly enough, most educated Nigerian English speakers do not distinguish between the context that call for singular and the one that calls for plurality. It only calls for plurality when used in listing different types of fruits e.g. 'you need tropical fruits like mango and paw-paw'.

19.*He thinks he is more superior than me. (NE)

-He thinks he is superior to me. (SBE)

In standard English "more", "superior" and "then" do not appear in the same sentence. Superior is a superlative adjective that does not admit of degrees.

20.*Sulaiman had a carry over in GST 201. (NE)

-Sulaiman failed GST 201. (SBE)

The word "carry over" means to carry an object but not to fail as used by the student in the university community

21.*Security is our problem in this country, everybody are scared these days (NE)

-Insecurity is our problem in this country. Everybody is scared these days (SBE)

There are two types of grammatical errors in the example: faulty predicate and wrong subject that "security" is not a problem, whereas "insecurity" is. Therefore, what is predicated about "security" which is the subject of the first sentence is not true (faulty) because "security" is something good. From the utterance, the speaker actually discusses the need for security to replace insecurity in Nigeria, but ends up contradicting himself due to the error (faulty predicate). As a subject verb concord rule, indefinite pronouns such as "everybody", anybody", and "everything" are to be used with singular verbs.

22.*My senior brother got a lucrative job in Maiduguri, but he rejected it (NE)

-My elder brother got a lucrative job in Maiduguri, but he rejected it. (SBE)

The adjective, "senior" as used in the sentence refers to "elder" whereas this adjective means "someone above another person in terms of rank or status or position", "younger" and "elder" is used to refer to age. Thus, one's "senior" may be ones younger brother. Similarly, one's "junior" may be one elder brother. "Younger" and "elder" should not be used interchangeable for "junior" and "senior".

23.*Military rule is even more better than civilian rule, I have my reasons, although many people prefer civilian government. (NE)

-Military rule is better than civilian rule; I have my reason, although many people prefer civilian government. (SBE)

The example has a grammatical error known as "double comparative". Contemporary standard English explains that the suffixes "-er" and "-est" are used to express the comparative and superlative degree respectively of monosyllabic or short words whereas to express the comparative and superlative degree of long words, the comparative and superlative forms "more" and "most" are used respectively as in:

Adjective	Comparative	Superlative
Tall	Taller	Tallest
Good	Better	Best
Beautiful	More beautiful	Most beautiful

It is incorrect to use two comparative forms (combining the comparative from for short words with the comparative form for long words). Therefore, the structure "….is even more better…." Should be written as "…is better…"

24.*I was so greatful to God that I survived the fatal accident. (NE)

-I was so grateful to God that I survived the ghastly accident. (SBE)

"Fatal" is used in contemporary English to refer to an occurrence which results to death. The speaker of this example means a "ghastly accident". This is not a grammatical error; it is an error of expression. There is no need for the word "survived" in the sentence even when it is not the speaker who had the fatal accident. The speaker use of the

word "grateful" (to be appreciative" as "greatful" (non existent in English). Homonyms or homophones are often confusing to students.

25.*At this junction, I will take to state the solutions to the problem of insecurity in Nigeria. (NE)

-At this juncture, I will like to state the solutions to the problem of insecurity in Nigeria. (SBE)

"Junction" and "juncture" basically mean "joining", but where as "junction" refers to "a place where two or more lines (e.g. railway lines) or road meet", "juncture" refer to "the coming together of events (moment)" as used in discourse. The example shows that the speaker uses the wrong expression (junction) instead of the correct one (juncture).

26.*The civilian man as well as the military have weakness.(NE)

-The civilian man as well as the military has weaknesses. (SBE)

There is subject-verb concord error in the utterance in this example. The non-additive conjunction 'as well as' takes a singular verb in a

sentence except in a proximity concord situation wherein the noun closer to the verb is plural.

27. When I got home that night, I could not take my dinner, I just off the light and went to bed. (NE)

   -When I got home that night, I could not take my dinner; I just turn off the light and went to bed. (SBE)

The word "off" is a preposition or an adverb. However, it is used as a verb in this example. This is an error of grammar contemporary standard English a sentence such as "turn off the lights".

28. *What these so-called politicians do make me to hate them. (NE)

   -What these so called politicians do make me hate them. (SBE)

  "Make" is a bare infinitival verb which should not be used with "to" except in a passive structure such as the sentence "I was made to go there". Other bare infinitival verbs are "must" and "let".

So far the examples provided here could give us some enthralling pin holes of illuminating in the study of syntactic features of Nigerian users of English 1 So far the examples provided here could give us some

enthralling pin holes of illuminating in the study of syntactic features of

Nigerian users of English language.

CHAPTER FOUR

4.0 Introduction

Having presented and analyzed the data in the previous chapter, the summary of the major findings followed by the conclusion and recommendation are presented in this chapter.

4.1 Summary of Findings

This project on the manifestation of non standard usage among final students (a syntactic perspective) is in essence a way to clearly identify the non standard usage of English among Nigeria speakers of English and also identify their grammatical constraint in the standard language.

The characteristics of Nigerian English appear in all the level of language analysis. The grammatical characteristics of Nigerian English have to do with the deviation from the rules of combining of words into phrases, and sentences.

The deviations can be seen in the areas of faulty structuring of words, wrong use of correlative conjunctions, wrong collocation of verbs and phrasal verbs, wrong application of plurals and idioms.

The fact remains that the various cultural and socio-linguistic thought of Nigerians cannot be adequately expressed in the standard form of the English language. It is clear that English has become an important language which cannot be easily discarded in Nigeria. It has become a Nigerian language which has provided another means for Nigerians to express their culture. Its use in the educational sector will remain as long as there is no alternative to replace it.

Different linguistic systems often have to mutually co-exist and struggle for predominance both in the individual and in the society as a whole. In the Nigerian context, the English language, though deliberate government politicalineptness, has outdone all other indigenous languages in establishing itself functionally as prim sinter pares. Translation from Nigerian language and cross-linguistic reverberation. These deviations from linguistic normality should rather be seen as

products of the inconsistency of English language rules and cultural influence on language.

The findings indicate that the corpus of Nigeria English expressions used by the final students of the Department of Modern European Languages and Linguistics is dominantly marked by deviation. This further justifies the notable lack of proficiency that characterizes the usage of many undergraduate.

The grammatical variations have been demonstrated in this research and have been a pervasive characteristic of the Nigeria variety of English, which has been cultivated and nativised to accommodate the culture and traditions of the people. Success in helping the Nigeria speaker acquire appropriate forms of the target language depends on the identification of absolute standard by which to judge progress.

4.2 Conclusion

This project in essence has affirmed the use of non-standard English of most final year students. This is by no means a condemnation of it grammatical constraints which for sometime has been a subject of debate.

However, despite the acceptance of the existence of Nigerians English, there are still certain issues related to it which has not yet been sorted out. Some of these issues include phonological and semantics as well as the role it plays among Nigerians in their daily needs to communicate and interact with one another in official positions. The issue of officialuse or function as raised here is in fact a critical one.

This study has in essence show that individual speakers of one language wishing to express their feelings and using another language may not be able to do exactly as the native speakers of the language. Speakers of English language in Nigeria tend to think some of these ungrammatical sentences are correct because they saw it on a newspaper or been used by their lecturers in school and that tends to manifest in them. A clear demonstration of the grammatical constraints can be represented which in fact the findings revealed. So, in any given situation where learners of a second language are required to do better, there is need for special consideration of the fact that much has to be leant about the standard language.

4.3 Recommendation

Having investigated the issue of the manifestation of non Standard English among university students which has in fact show positive result, there are certain things which need to be checked. Some of these things are issues that relateto the teaching and learning of the language particularly the standard language in a Nigeria situation.

Given the numerous roles of English language in Nigeria, the language should be given priority in its teaching and learning. This will go a long way in enhancing its use in all areas especially in the education system. Good books and other learning materials in the subject should be made available by the government and the syllabus at all levels of the education system should be made functional such that learners will find the subject more interesting. Nigerian teachers of English language should strive on their teaching skills by using methodologies that will enable the students to gain competence in the use of the Standard English language

Language teachers need to be aware of the existence of different varieties of English, NigerianEnglish inclusive. They have to be careful

in providing learners with the appropriate form. This is because; some of the ways in which problems arise in the learning process include lack of awareness from the teachers of the existence of difference varieties of English each with its definite features. Thus, the teachers themselves have to master the appropriate variety which is standard British a later time; they may consider the learning of other varieties.

Similarly, the teachers as a matter of utter must importance should provide learners with knowledge of both the forms for them to be able to clearly differentiate and make their own choice as which to use and when to use them.

Finally, it should also be made necessary that not only language teachers are required to learn the different varieties of English and know how and when to use those, government officials also should be included. There is need for formal documentation and expression of government interest not only within but also outside the country.

REFERENCE

Adegbija E. (2004). "The Domestication of English Language in Nigeria". In a feschrift in honour of Abiodun Adetugbo, Awonusi and Babalola, E.A. (eds), Lagos: University of Lagos Press.

Adetugbo A. (1984). *The English language in the Nigerian experience.*Lagos University press.

Bamgbose A. (1971). "The English Language in Nigeria". In Spencer (ed*), The English Language in West Africa.* London: Longman Publishers.

Hornby A.S. (1975). *Guide of Patterns and Usage in English*, Bath, ELBS – Oxford.

Iwara A.U. (2008). "The Linguistic Situation in Nigeria and its Implications for sustainable Development" An Inaugural Lecture. Ibadan: University of Ibadan Printing press.

Jibril M. (1982). "Nigerian English: An Introduction" in J.B. Pride (Ed) *New Englishes*, Newbury House, Rowley, Penn.

Jowitt D. (1991).*Nigerian English Usage an Introduction*. Lagos: Longman.

Kachru B.B. (1983). "Models for non-native English", In Kachru, B.B. (ed.), *The Other Tongue English Across Culture*, Bath, Oxford.

Odumula A.E. (1972). *Nigerian English*. Zaria: ABU Press.

Udofot I. (2007). "English and the Nigerian Situation: Trends and Imperatives". Inaugural lecture delivered in the University of Uyo.