REGISTER IN ORAL DISCOURSE: A CONTRASTIVE
STUDY IN FIRST AND SECOND - LANGUAGE SITUATIONS

by

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This thesis is dedicated to my children,
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this thesis.

ABSTRACT

In first-language and second-language acquisition, the training of oracy skills before literacy skills ensures a natural, efficient learning process. The development of oracy skills should embrace the formal and informal varieties of English.

The present study attempts to identify clusters of stylistic features of Register in Oral Discourse by native-English students on the one hand and second-language speakers of English on the other hand.

It discovers that native-English students in small-group discourse acts use features of informal, casual, familiar, personal conversation such as: casual beginnings, repetitions, dialoguing with interruptions and turn-interchange, a higher-frequency of intimacy signals, contracted forms of modal auxiliaries, verbs-to-be, pre-packed forms of agreement, verbal fillers, phrasal verbs and active voice of verbs.

It also discovers that Nigerian students of English in small-group discourse acts use features of formal,

distant, impersonal conversation such as: formal
beginnings, monologuing, rigid turn-taking, passive
voice of verbs and a lowerfrequency of intimacy signals,
contracted forms of modal auxiliaries, verbs-to-be,
pre-packed forms of agreement, verbal fillers and
phrasal verbs.

It explains, as far as possible, factors which
contribute to the contrastive features found.   It
proposes acceptable goals of second-language conversation
and communicative competence.

It recommends two types of training - remediation
for second-language non-beginners and process-model
curriculum for beginners - in the use of Register in
Oral Discourse.

In order to ascertain the efficacy of the two
types of training, it carries out a trial of the
effectiveness of remediation on adult second-language
speakers of English.

vi.

It finds that a well-programmed instruction – with goals and objectives behaviourally stated, socially desirable and teachable, with learning experiences well-selected, sequenced, organised, integrated, meaningfully and pleasurably presented – can increase ~~highly~~ the frequency of occurrence of most of the features of informal, casual, personal, familiar language in the conversation of second-language speakers of English.

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1.1   Language is a complex system of communication.
The word, communication, is however, too vague to
be of much use. Animals communicate with sounds,
gestures and other non-verbal Signals. Language,
as a communicative system, serves primarily to
establish our social relationships with one another.
The establishment of social relationships among
users of a particular language fosters a good
control over our environment. We control our
present environment in the light of our past.
Primitive human societies preserve their history
and traditions by oral transmission from generation
to generation. Sophisticated human societies
preserve theirs by records, written taped or filmed
and deposited in libraries and archives.

Language is primarily speech, or oral accounts.
All human societies, however primitive, enjoy the
gift of speech. In daily living, speaking occupies
about three-quarters of our total verbal communica-
tion time.

In language-acquisition, due cognisance should
be given the primacy of speech. In mother-tongue
acquisition of any given language, speech or oracy
is the first developed. Pre-school children speak
their mother-tongue which they use effectively for
inter-personal communication.

A lot of work has been done on the written
forms of English used either by native-English
people or by educated second-language users of English.
Uhabakwe (1974)[1] delves into traits and causes of
bookish English among Nigerian students. Quirk (1976)[2]
examines the varieties of written English by world
educated users. But very little work has so far been
done on the spoken forms of English used by educated
speakers. The erroneous traditional assumption that
spoken language is looser, less polished, less
logical and perhaps less worthy of study than written
language is however changing.

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[1] Uhabakwe, E., (1974), "Bookish English Among Nigerian
Students", _Journal of the
Nigeria English Studies Associa-
tion_, vol.6, no.1, pp.38-57.

[2] Quirk, R., (1976), _A Survey of Educated English Usage_,
Mimeographed, University College,
London, pp.1-23.

Sweet (1964)[3] and Quirk (1972)[4] emphasise the
need to train the spoken language first, before
training the skills in written language:

> "Our strongest and most direct associa-
> tions ought to be with the spoken
> language; for in speaking we must have
> all our associations between ideas
> and words in perfect working order...
> If then we first get a thorough
> knowledge of the spoken form of the
> foreign language and then proceed to
> learn its literary form, we shall be
> in exactly the same position as regards
> relative strength of association as
> natives themselves: we shall think in
> the spoken language, because our
> associations are directly with it...."
> Sweet, H., p.52.

We are controlled in our thoughts and actions
by the language we know. One recognises that no
two languages are identical. People with different
mother-tongues have different reactions and responses
to situations and things. But in any one language,
the overstated and understated reactions are
expressed in differing linguistic terms, even by
the same person. The masterly control over one's

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[3] Sweet, H., (1964), <u>The Practical Study of Languages:
A Guide for Teachers and Learners</u>,
(O.U.P.), pp.51-53.

[4] Quirk, R., (1972), <u>The English Language and Images of
Matter</u>, (O.U.P.), pp.98-108.

mother-tongue has been intuitively recognised.
We use ranges and varieties of words and patterns
as ranges and varieties of situations arise. The
more wide-ranging and elaborated a person's language
is, the richer is likely the quality of his life.
In the acquisition of a second-language, the more
elaborate one's language code is, the greater one's
control of the acquired language.

1.2 Spoken Language Neglected

For a long time, emphasis on spoken English
has been on the phonology or phonemics of the
language. English speech has been examined at the
levels of sounds, stress and intonation. Further
insight has, at some stage, been gained into the
supra-segmental as well as the segmental phonemes.
The use of segmental phonemes differentiates one
accent of the user from another. The use of supra-
segmental phonemes differentiates one and the same
utterance of the same speaker from situation to
situation. A rise or fall in voice in the right
places can express delight, doubt, certainty
surprise, shock or disapproval. Just as supra-
segmental phonemes at the level of phonology

differentiate situational variations of the speaker,
so do paralinguistic features of spoken language.

Socio-linguistic variables influence appropriate
language use. Spoken language, erroneously claimed
to be looser and less polished than written language,
must be used appropriately according to varying
situations. It is not enough to differentiate
spoken language from written language. We must also
differentiate one form of spoken language from
another. The linguist observes and records varying
forms of speech in certain varying situations. Let
us listen to a Mr Oju, speaking first to his wife,
then to a colleague and then to his boss:

(a)   "I met that fool Dele today. He wants
      another contract - can you believe it ?"

(b)   "Do you remember Dele Ojo ? I met him
      today and he said he'd apply for this
      bigger contract. I think he's optimistic,
      don't you ?"

(c)   "I met Mr Ojo yesterday, sir, who did
      the market project, if you remember ?
      He asked me to inquire whether his name

was still on the contractors' list and

whether there was any chance of his getting

the contract for a housing estate project.

I said I would pass the message on, sir."

For a similar construct, see Wallwork (1969)[5].
Each of the three utterances quoted conveys essentially
the same factual information. However, the differing
relationships of Mr. Olu with his wife, his colleague and
his boss, lead him to express the information in different
language forms, with decreasing degrees of intimacy.
Obviously, extract (a) is personal and informal, (b)
personal and semi-formal while (c) is official and
formal. The differences are evident in the different
options made of vocabulary and structural patterns.

1.3 Communicative Competence in English

The notions of linguistic competence and communica-
tive competence have great relevance to educated Nigerian
speakers of English. The acquisition of a native language
is usually attended by all the socio-linguistic factors

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5 Wallwork, J. F., (1969), Language and Linguistics,
(Heinemann), p.107.

which regulate language-use at the same time as the grammar is being acquired. Hence, native speakers of any language naturally develop an "intuitive sense of linguistic appropriateness". Crystal and Davy (1969)[6]. It is the intuitive sense that causes Mr Ojo to use three varying degrees of informality/formality in his dialogue with his wife, colleague and boss.

The acquisition of a second-language, however, is largely devoid of socio-linguistic factors. Thus, grammatical competence in English does not guarantee communicative competence for an educated Nigerian. An educated Nigerian may know the grammatical rules of English, but may not know which socio-linguistic options to select from a language repertoire and on which occasions. He needs continuous training to develop that semi-instinctive knowledge of style in English speech.

The current emphasis on communicative competence is advanced by Coulthard -et-all (1975)[7].

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[6] Crystal, D. and Davy, D., (1969), _Investigating English Style_, (Longman), p.5.
[7] Coulthard, R. M. and Sinclair, J. Mch., (1975), _Towards An Analysis of Discourse_, (O.U.P.), pp.3-12.

Coulthard devises for native speakers, a series of
Language Function Tests (L.F.T.) for boys to use
language to get a child to perform a task, for
example to build a brick-tower. Boys have to
describe, direct, explain, instruct children who
perform given tasks. The boys are assessed not
on grammatical complexity or appropriateness of
vocabulary, but on how successful they use language
to get children to act and how long it takes.

The need for the right spoken message in
given situations can be seen in the kind of oral
communication that goes on between the air traffic
control tower and the cockpit. Surely a wrong
message or even a right message in the wrong
forms, to the wrong persons, in the wrong kinds of
situations can make the difference between air-
traffic disaster or survival. The control tower-
cockpit example may strike one as tragic and
confined to the daily experiences of only a
minority group of professionals in air-trafficking.

Another example, however, provides comic
relief. One may recall a B.B.C. One television

drama series, MIND YOUR LANGUAGE, which ran on British television screens from January till March, 1978. The television drama depicts the experiences of student-immigrants in Britain and their inadequate level of oral communicative competence. They often sound offensive even when they are genuinely sincere and pathetic. A remedial oral English lesson is run for them by a tutor, Mr Brown. It proves an immense task for Mr Brown to adjust the immigrants socio-linguistically into the English-speaking community in which they live. More will be said about communicative competence in Chapter Two, under Related Literature.

Since our concern is with register differentiation in oracy in English, it is necessary to spell out the goals of conversation for educated Nigerian speakers of English and the goals of English Language education in Nigeria.

1.4 Goals of Second Language Conversation

The goals of English language education in Nigeria have been examined in the light of the functions that English is expected to perform in

and outside the classroom and in real-life situations.
Bamgbose (1971)[8] lists the functions of English as
an official language for all types of official
records and instructions; in business and commerce
for all transactions and publicity; in education,
as the language of instruction; in the mass media
(the radio, the T.V., the cinema, the newspaper
etc.) as the language of mass information and
propaganda; in creative art and literature as the
most popular language for novels, poems, short
stories, music and drama.

About a decade ago, English was regarded as
an elite language, spoken by a small percentage of
Nigerian population — the elite. However, with
the universal,free primary and in fact free secon-
dary education in some States for a start, and
later to come universal,free secondary education
throughout the federation, the gate to educational
advancement,job opportunities, fuller participation
in social and cultural life is opened to all

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[8] Bamgbose, A., (1971) in John Spencer, (ed.), The English
Language in West Africa, (Longman),
pp.35-37.

Nigerian children. The English language provides access to educational opportunities in Nigeria. The percentage of educated Nigerians who speak and write in English is steadily on the increase. Therefore the claim that English is an elite language is no longer valid for the present and the future.

Just as the numerical strength of the actual users of English in Nigeria is on the increase, so will the domains or social contexts in which educated Nigerians actually use or speak English expand. Ubahakwe (1974)[9], citing Doherty (1972)[10] in a pilot study on the social contexts in which educated Nigerians, about a decade ago, used English for communication, recalls that at home,

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[9] Ubahakwe, E., (1974), "Goals in English Language Education in Nigeria", Journal of the Nigeria English Studies Association, vol.6, no.2, pp.39-46.

[10] Doherty, J. A., (1972), "The Use of English in Nigeria", An unpublished paper, presented at the Fifth Annual Conference of the Nigeria English Studies Association, University of Nigeria, Nsukka.

English was used 32% often or all the time, as against 68% when it was seldom or never used. He also recalls that in Social Contexts, i.e. while entertaining or at public prayers etc., English was used 63% often or all the time as against 37% seldom or never.

Realising that the impact of expansion of education in the home and social contexts has been great in the last decade, the figures are likely to be much higher for the frequent use of English in the home and in social contexts. A replication of the Doherty study is likely to confirm our views. Other figures, according to Doherty are: 61% English used in Trade and Commerce, 92% English used in Wider Communication and 96% English used in Officialdom all the time or often. Again, one expects some rise in the percentage of the domains considered.

The roles of English in Nigeria are expanding. Nigerian pupils, in upper-primary classes and in secondary schools, whose mother-tongues differ, will have to converse in one variety of English, outside the classroom, on the playfield, or in the neighbour-

hood. It is desirable that they do not converse in pidgin, as this may have adverse effects on their learning of standard written or spoken English./

They need to be able to hold casual, informal conversations in English. Nigerian adults who speak different mother-tongues and have no common or shared knowledge of the same language also need to be able to hold casual conversations in English and not in pidgin.

One of the goals of conversational skills in English for educated Nigerians is to understand the message of an utterance said amidst the stops, starts, repetitions, hesitations, intimacy signals, verbal fillers, characteristic of English speech. Since Nigerians understand the message of a speech said amidst stops, repetitions and intimacy signals in a Nigerian language, Nigerians educated in English can be trained to acquire this receptive conversational skill in English.

Another major goal of conversational skills in English for educated Nigerians, is to be able to use similar features in their own productive conversation in English, such that their speeches in English can flow with the normal conversational speed. The use of features of

conversation allows the speaker in any given language
sufficient time to plan his next utterance. In other
words, the use of conversational features helps the
thought-process of the speaker. Educated Nigerians
speaking English in informal situations exhibit thought-
packed speeches, which must be carefully listened to, word
by word, to avoid a misunderstanding. They can relax
their thought-process as well as establish a close
interactionary relationship with their listeners when
they speak informally, as distinguished from when they
speak formally.

One other major goal is to have at one's disposal
a variety of linguistic codes that enable one to switch
from one social role to another with ease and flexibility,
according to varying demands of situations. Any one
language can afford a speaker a number of different ways
of using the language or different "fashions of speaking".
Mr. Olu in our construct, Chapter 1, p.5, or Mr. Smith in
Wallwork's construct, (1969) uses three different "fashions
of speaking" the same verbal information to his wife, his
colleague and his boss. Educated Nigerians can use a
number of linguistic codes in speaking English. Their
Nigerian languages, like any other, afford them different

fashions of speaking, according to varying demands of situations. Our construct shows a Nigerian speaker using three markedly different linguistic codes in expressing essentially the same information to his wife, his colleague and his boss.

Educated Nigerian users of English and especially Nigerian teachers of English at all educational levels, have to operate, in varying social situations, formal and informal. Besides, since the language of textbooks and of classroom instruction by which Nigerians become educated is largely formal, (Barnes, 1969)[11], there is a strong need to train the use of informal speech and talks in informal situations. This training should be done at all levels of English teaching in Nigeria. One does not advocate native-like mastery with R.P. Accent. This is socially undesirable. No second-language user likes to shed off completely the linguistic traits of his native language, which serve as a means of identification with his native culture.

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[11] Barnes, D., Britton, J., and Rosen, H., (1969), Language, the Learner and the School, Penguin Education, pp.46-62.

Even if one were to wish to, the problems of inter-language interference with the linguistic features of the second-language would make the goal of perfect native-like competence impracticable.

What is desirable, however, is the ambilingual ease to switch from one linguistic code to another, especially in distinguishing formal from informal situations. We would like to comment on Walsh's (1974)[12] citation of "packing his loads" as "a very common Nigerian phrase", used by speakers at "all levels of fluency in English", p.49. "Packing his loads" is a Yoruba transliteration of "getting his luggage ready". Its use reflects the ethnic group or social-educational level of the user. Its use by the more versatile educated Nigerian speakers of English can be explained by the code-switching involved when one speaks informally to a person of lower status, say a steward, with whom one can only successfully communicate if one uses "packing his loads".

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[12] Walsh, N. G., (1974), "Types and Varieties of English in Nigeria", _Journal of Nigeria English Studies Association_, vol. 6, no.1, pp.46-55.

There are some Nigerian English lexical items which
have a wide currency of usage among the barely and the
highly educated, and which feature in the domains of the
home and other social contexts. A few examples are:

- traffic jam, go-slow, motor-park,
  danfo bus, kiakia, molue, mammywagon;
- houseboy, petty traders;
- low-profile, immediate effect.

In World-standard English, "go-slow" as a nominal group
is an industrial action, a work-to-rule action. In
Nigerian English, "go-slow" is either heavy traffic
congestion or an instructional warning to drivers to
slow down speed because of construction men at work.
It is interesting to note, however, that the highly
educated Nigerian speaker makes a functional distinction
of formality/informality in the use or non-use of Nigerian
English lexical items. One is likely to apologise for
arriving late to an informal, familiar gathering at home
or among close friends by mentioning "go-slow". On the
other hand, conscious of the status of the addressee, one
is likely to apologise at a formal interview, a public
lecture or at a management board meeting by mentioning

"heavy traffic" or "traffic congestion." The barely
educated Nigerian speaker is likely to use "go slow"
or "traffic jam" in both the informal and formal
situations. The ability to distinguish between
linguistic markers of informality/formality, in
varying social contexts, is one of the major goals
of second-language conversation.

By the same intuition, (Crystal and Davy, 1969)
the educated Nigerian knows when to refer to a
"wealthy" woman as a "cash madam". The element of
informality of situation as well as of familiarity
with the speaker-addressee relationship, gives the
educated Nigerian speaker the intuition as to
which form to use in what situations. This intuition
is the premise on which communicative competence is
based (Hymes, 1972).[13]

1.5 The Need for the Study

In Nigeria, English is the medium of formal
school instruction in all post-primary institutions.

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[13] Hymes, D., (1972), "On Communicative Competence",
Mimeographed, University of
Pennyslvania, p.280.

It is also a medium in the top classes of primary schools and in all the classes of the private nursery and primary schools. Because of its central place in the school curriculum, English deserves special attention. The need for the appropriate use of varieties of spoken English in classroom interaction and in other social interactions, is overwhelming.

A few studies on native-English speech and social relationships have been carried out by Gumperz and Hymes, (1964)[14] and Ellis and Ure, (1966)[15]. Gumperz and Hymes attempt a typology of culture. Ellis and Ure advocate varieties of English for varieties of situations.

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[14] Gumperz, J. J. and Hymes, D., (1964), "Speech Variation as an Index in the Study of South Asian Civilisation", Language in Culture and Society, New York.

[15] Ellis, J. and Ure, J. N. (1966), "Language Varieties", Encyclopaedia of Linguistics, Information and Control, (Pergamon Press), pp.1-8.

Other studies examine and analyse actual speech in concrete social groups. Blanc (1970)[16], Hymes (1972)[17] and Ure (1976)[18] have observed that in certain situations, some forms of speech are used and others not. They have noted that forms of speech vary according to the speaker, the hearer and the circumstances in which both find themselves. Barnes (1976)[19] and Barnes and Todd (1977)[20] have also examined the effect of the size of co-participants on informal speech.

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[16] Blanc, M., (1970), "Sociolinguistic Study of Orleans Sociolinguistic Problems: An Exploratory Essay", Language Research Centre, Birkbeck College, Mimeographed.

[17] Hymes, D. (1972), op. cit., p.280.

[18] Ure, J. N., (1976), "Registers", Exeter Linguistic Studies, vol. 1, pp.32-40.

[19] Barnes, D., (1976), "Exploratory Speech and Final Draft", From Communication to Curriculum, (Penguin), pp.108-138.

[20] Barnes, D., Todd, F., (1977), Communication and Learning in Small Groups, (Routledge and Reagan, Paul).

Since rather scanty, work has been done on second-language use of stylistic features of Register in Oral Discourse, this study finds it necessary to examine some features of speech acts. Linguists like Bamgbose (1971)[21], Afolayan, (1974),[22] Adekunle (1974)[23], Osisanya (1974),[24] Adetugbo (1979)[25] and Akere (1979),[26] have commented on variety differentiation in the written English of educated Nigerians. But there has not been any study of situationalised speech acts with their performance features.

[21] Bamgbose, A., (1971), "Registers of English", Journal of Nigeria English Studies Association, vol. 1, no.1, pp.81-88.

[22] Afolayan, A., (1974), "Politeness in English", Journal of Nigeria English Studies Association, vol.6, no.1, pp.100-109.

[23] Adekunle, M. A., (1974), "The Standard Nigerian English in Sociolinguistic Perspective", Journal of Nigeria English Studies Association, vol.6, no.1, pp.24-37.

[24] Osisanya, D. O., (1974), "The Teaching of Informal Varieties of English in Nigeria", Journal of Nigeria English Studies Association, vol.6, no.2, pp.100-109.

[25] Adetugbo, A., (1979), "Appropriateness and Nigerian English", Varieties and Functions of English in Nigeria, (A.U.P.), pp.137-166.

[26] Akere, J. F., (1979), "Grammatical Competence and Communicative Competence in Relation to Users of English as a Second Language", Lagos Review of English Studies, vol.1, pp.22-32.

It is true that Nigerian linguists have shown an awareness of dissimilarities between features of spoken and written forms of English. Their comments have, however, only scratched on the surface the problem of register differentiation in actual speech.

Nigerian linguists, like their native English-speaking colleague, Quirk-et-al (1972)[27], are aware of "an invariant literary flavour in the speech of non-native English speaking students", or what Ubahakwe describes as "bookish English". The present writer feels that there is a strong need for educated Nigerian speakers and teachers of English to use a variety of linguistic codes for a variety of situations. Educated Nigerians can develop the ability to switch from one register to another. Such switches are apparent in changes, however slight, in vocabulary, structure and intonation, in the formality/informality continuum.

The present study is necessary from a sociolinguistic perspective. Language communities exist with a variety of discourse genres. Particular genres are regarded as

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[27] Quirk, R., Greenbaum, S., Leech, G., and Svartvik., (1972), _A Grammar of Contemporary English_, (Longman), p.24.

appropriate for particular speakers and listeners, for particular occasions. A study or survey of naturalistic patterns of speech acts, showing frequency of occurrence noted thus provides pre-conditions for "well-formedness" for a particular genre and genre-sequencing. Such a study or survey also forms a description of semantic strategies for processing discourse and for efficient structural analysis of discourse, be it dialogue or monologue.

1.6 <u>Oral Communication and Communicative Situations</u>

It is necessary at this point to define our concepts of oral communication and communicative situations. In this study, we are concerned with actual talks by informants in selected communicative situations. Locality, for example, is a component of the communicative situation. The school or an educational institution is one locality. The home can be another locality. One can talk to a member of one's family complaining of tiredness, using a different linguistic code from the code one uses making a similar complaint to a fellow teacher or a headmaster at school. Our samples of participants in conversation are drawn from the school, as a locality.

Apart from locality, other components of the communicative situation are:

1. participants' attitude to one another.

2. participants' attitude to the topic of communication.

3. participats' attitude to the signs or symbols used in communication.

4. participants' sex

5. participants' age

6. participants' nationality

7. participants' profession

8. participants' attitude to the situation in which communication is taking place, (Szentivanyi, 1976)[28].

Communicative situation is also specified by its aim, or function either to

    inform

    persuade one to act

    dissuade one from acting

    give an account of an action

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[28] Szentivanyi, A., (1976), "Communicative Situations in the Training of Teachers of English as a Foreign Language", English Language Teaching, vol. XXX, no.3, p.181.

> evaluate
>
> give opinions
>
> make suggestions.

Each aim in communicative situations has a set of verbal
signals. For example, in giving opinions, one uses
signals such as:

> Honestly ...
>
> If you ask me ...
>
> The point is ...
>
> Don't you agree that ...
>
> As I see it ...
>
> I must say ...
>
> I'd like to say that ...
>
> I think that ...
>
> I believe ...
>
> I'm of the opinion that ...

The listed signals are points on the informality/formality
continuum.

Bodily motion is also a component of communicative
situation. Body language adds to the total meaning of
a conversation. Among the subdivisions of bodily motion
are:

1. paralinguistics

2. kinesics.

3. mimicry

4. facial features (Szentivanyi, p.182).

The present study takes note of paralinguistic features such as creaky voice, laughter, giggles, pauses, as well as other linguistic features of casual conversation.

Gesture, facial expressions, kinesics and mimicry are however outside the scope of the present study. These would have necessitated the use of a close circuit television for each subgroup of informants. Financial constraints make this impossible for the present study.

The actual communication can be in a monologue or a dialogue form. We believe that some sociolinguistic variables affect speech in dialogue settings. We regroup Szentivanyi's list of components of communicative situation into five major classes:

1. Attributes of <u>participants</u> engaged in speaking to one another in a given context, e.g. sex, age, social, status, cultural roles, kinship relations.

2. the particular _topic_ under discussion in a
   communication.

3. the _setting_ in which the communication
   occurs, including time, place and social
   situation.

4. the _forms_ used to carry out the communication
   be it written messages or spoken dialogue,
   and the particular language code used to
   generate content such as Black dialect or
   Standard English.

5. the _functions_ or goals served by the communi-
   cation, e.g. request for goods or for social
   recognition, interpretation or information.

The forms may interact with the setting, partici-
pants and topic. Communicative functions can be restricted
by the variables of participants, setting, mode and
topic. In order to detect the occurrence of such
interactions of sociolinguistic variables, we have
focussed on contextual cues in real dialogues.

1.7 Oral Discourse

Our concept of Discourse derives from Enkvist, Spencer and Gregory's (1964)[29] and Keenan's (1978)[30]. Both Spencer-et-al and Keenan regard Discourse as speech acts, talks, conversations. Keenan distinguishes planned discourse from unplanned discourse. Unplanned discourse is spontaneous, casual and lacks fore-thought or organizational preparation. Planned discourse has been thought out and organised, prior to its expression. Planned discourse is like a scripted talk or conversation. Unplanned discourse is unscripted talk. The present study is concerned with features of unplanned discourse.

Keenan examines and finds features that characterise unplanned discourse:

1. ideas repeated in series of utterances
2. weak syntactical expressions

[29] Enkvist, N. E., Spencer, J. and Gregory, M. J., (1964), Linguistics and Style, (Oxford University Press),London, pp.85-91.

[30] Keenan, E. O., (1978), "Unplanned and Planned Discourse", Pragmatics Microfiche, University of Cambridge, vol.3, no. A3, pp.1-33.

3. lexical items having phonological features
   alike used in series of adjacent utterances.

4. simple morpho-syntactical structures

5. active voice more common

6. use of present tense in relating past events.

7. repetition and word replacement to improve
   or correct some dimension of the communication.

8. more discourse space.

9. sound "touch offs" – the sound of one item
   may touch off the articulation of other items
   sharing those sound patterns, by subsequent
   speakers.

10. repetition of lexical items in the expression
    of a proposition.

Our concept of Discourse also derives from Hurtig's
(1977)[31]. Discourse is a natural language unit: dis-
courses are variable in length and complexity, can be
monologues, dialogues or multi-personal interchanges.
Another characteristic feature of a discourse is that
it has a topical or logical structure.

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[31] Hurtig, R., (1977), "Toward a Functional Theory of
Discourse", in Discourse Produc-
tion and Comprehension, ed.
(Freedle, R. C., Ablex Publishing
Co.), pp.89-106.

Our present concern is however not with the
analysis of discourse structure. The surface and under-
lying structures of discourse are extensive fields
worthy of another study. For the same reason, discourse
units and boundaries are outside the scope of the
present study.

Our interest in the present study embraces: dialoguing
or monologuing, turn-taking and/or interruptions, repeti-
tions and pauses. We also take note of speech styles by
which a speaker adjusts his speech according to the age
of co-present speakers, such as peers. We also note
the frequency or otherwise of the occurrence of such
features as: contracted forms of pronouns and modal
auxiliaries, phrasal verbs, passive voice of verbs,
intimacy signals and pre-packed forms of agreement.

1.8 Register and Situational Dimensions of Field, Province;
Mode; Role and Status.

Register has hitherto been regarded as a list of
human fields of endeavour: Agriculture, Building,
Catering, Education, Engineering, Fishing, Government,
Industry, Law, Medicine, Press, Printing, Religion,
Science, Sports, Trade and the rest. This narrow
concept of register is so limited in scope that it

does not give the non-native user of English the necessary information about the multiple factors and variables which make up the concept of Register.

Register means in this study, the features of a language which a user uses in given contexts, and by which the hearer, a native-user of the shared language, without regard to the content of the text, can draw certain conclusions about the user.

Earlier studies, Hill (1958)[32], Enkvist, Spencer and Gregory (1964)[33], Halliday, McIntosh and Strevens (1965)[34], Catford (1965)[35], Crystal and Davy (1969)[36],

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[32] Hill, T., (1958), _Institutional Linguistics_, Orbis, 7, 441.

[33] Enkvist, N. E., Spencer, J. and Gregory, M. J., (1964), _op. cit._, pp. 56-89.

[34] Halliday, M. A. N., McIntosh, S., and Strevens, P., (1964), "The Users and Uses of Language", _The Linguistic Sciences and Language Teaching_, (Longman), pp. 87-102.

[35] Catford, J. C., (1967), "Language Varieties", _Journal of Linguistics_, vol. 3, no. 2.

[36] Crystal, D. and Davy, D., (1969), _op. cit._, pp. 63-84.

Bamgbose (1971)[37], Ellis and Ure (1976, 1977)[38 & 39] have defined the concept of register along three situational dimensions, using different nomenclatures.

Ellis distinguishes register in the broad sense of "style, genre and mode". Catford's definition substitutes "medium" for the concept of "mode" by Hill. Both Hill and Catford agree on the concept of mode or medium as relating to either the <u>spoken</u> or the <u>written</u> form of a language. Mode is therefore inter-changeable with "medium". Halliday, McIntosh and Strevens distinguish register in the broad sense of

> "field of discourse"
>
> "mode of discourse" and
>
> "style of discourse".

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[37] Bamgbose, A., (1971), "Registers of English", <u>Nigeria English Studies Association Journal</u>, vol. 1, no.1, pp.81-88.

[38] Ellis, J. and Ure, J. N., (1976), "Language Varieties: Register", <u>Encyclopaedia of Linguistics, Information and Control</u>, (Pargamon Press), pp.2-3.

[39] ibid., (1977), <u>Issues in Sociolinguistics</u>, ed. Oscar Uribe, (Villegas Mouton Publishers), The Hague, Paris, New York, pp.197-244.

In a way, Hill, Catford and Halliday-et-al agree on three dimensions of register usage:

"field" is interchangeable with "genre".

"style" is the same by Hill, Catford and
Halliday-et-al.

"mode" is interchangeable with Catford's "medium".

Thus, three situational dimensions distinguished by these scholars are:

"field or genre of discourse"

"mode or medium of discourse" and

"style of discourse".

Enkvist, Spencer and Gregory (1964) distinguish three dimensions of register as "field", "mode" and "tenor". Bamgbose (1971) distinguishes register as "field", "medium" and "tenor". Bamgbose's concept of "medium" is interchangeable with Catford's and is the same concept as "mode" in the Halliday-et-al's· distinctions.

The concept of "tenor" is a much finer distinction of "style". It embraces the relationship between participants in a language activity, that is the speaker-addressee relationship. It is interchangeable with the concepts of "role" and "status".

Crystal and Davy distinguish three broad dimensions, namely "medium", "status" and "province". Their concept of "status" involves speaker-addressee relationship as it affects formality/informality. Their concept of "province" however implies the occupational activity which the user of a language is engaged in, namely - legal, religious, social etc. In a sense, Crystal and Davy's concept of "status" agrees with Bamgbose's and Enkvist-et-al's concept of "tenor", while their concept of "province" agrees with the notion of "field" of discourse by all other authorities on register.

Ellis and Ure distinguish register along four dimensions of "field", "mode", "role" and "formality". Ellis and Ure's concept of "formality" agrees with Crystal and Davy's concept of "status" and the concept of "tenor" expressed by Enkvist, Spencer and Gregory (1964) and by Bamgbose (1971).

In order to accommodate all the distinctions made by other scholars on register, we prefer to classify register along five dimensions of Field, Province, Mode, Role and Status.

The Field dimension of register is a classification in which linguistic features correlate with variations in the type of subject matter, where the difference is not merely one of province. For example, under the category of legal province, a field of discourse can be marriage, divorce, alimony, on the one hand, while another can be property, lease, mortgage, still under the same category of legal province. To take another example, a field of discourse under the category of social can be "Making Friends"; another field of discourse can be "Enjoying Leisure". Thus there has to be a fine distinction between "field of discourse" and "province". The field of discourse is specifically the topic or subject-matter of discourse.

The Province dimension of register is a classification in which linguistic variations correlate with variations in the occupational activity of the user of the language. Such occupational activities include legal, religious, technical, non-technical, medical, journalistic, social, scientific and more. For example, under the category of Province, a field of discourse as "Curbing Inflation" is potentially a technical subject-matter whereas a field of discourse as "Making Friends" is potentially a social, non-technical subject matter; either subject-matter may be treated technically or non-technically by the user of the language.

The Mode dimension of register is one in which linguistic features correlate with the medium of an utterance, whether spoken or written. The definition of this dimension is central to the present study which focusses on the spoken Mode of discourse. The concept of Mode is a cline ranging from what is spoken unprepared, to what is prepared and spoken (scripted) to what is written to be read aloud, to what is written to be silently read.

The Role dimension of register is a classification in which linguistic features correlate with the social functions of the utterance or text. Role is a cline ranging from personal interchange with the use of gambits and intimacy signals, to spoken colloquy, to telephone conversation, to public speaking, radio talks, television discourse, with varying social functions to inform, educate, entertain, persuade, instruct, impress, or to convince etc.

The Status or Formality dimension of register is a classification in which linguistic features correlate with the personal relationship between the participants in a discourse. It involves the sender-receiver, addresser-addressee relationship in a given utterance.

It conveys intimacy, familiarity, kinship relations, respect, politeness, superiority, equality, inferiority, business relations - differences which are points on the cline of formality and informality. Joos (1962)[40] postulates five degrees of formality, namely intimate, casual, consultative, formal and frozen.

1.9 Objectives and Major Tasks of the Study

The six major objectives of the present study are:

1. To identify clusters of stylistic features of Register used in oral discourse by native-English students and second-language speakers of English on three given fields of discourse.

2. To separate the contrastive features or linguistic markers used by the two major speakers of English.

3. To explain as far as possible, factors which contribute to the contrastive linguistic features found.

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[40] Joos, M., (1962), The five Clocks, Publication 2, Indiana, Indiana, University, Research Centre in Anthropology, Folklore and Linguistics, The Hague, (Mouton Publishers), pp.1-108.

4. To propose acceptable goals of conversation and communicative competence in a second-language.

5. To propose two types of training for both remedial and process-model training of Register usage by second-language speakers of English.

6. To ascertain that the proposed types of training for long-term achievement of goals, will at least in the short-term, yield some desired results.

1.10 Hypotheses of the Study

This study is based on the following hypotheses:

1. That discourse in English by Nigerian students exhibits linguistic features of the written Mode of English, in contrast with discourse by native-English students, which is found to exhibit features of English speech.

2. That discourse in English by Nigerian students deviates from the norms of native-English cline of Role, which in this case is a close dialogue in which familiar peers

participate and which calls for
exploratory language.

3. That discourse in English by Nigerian
    students exhibits features of ritual,
    formal Status of English in Nigeria,
    whereas that spoken by native-English
    students exhibits features of informal
    dialogue among close peers.

4. That the factors which contribute to the
    ritual, written-like speech in English by
    Nigerian students can be minimised. The
    minimization will be by means of remedial
    English programmes and by process-model
    curriculum planning in English. That by
    minimising such factors, or, by control-
    ling such variables, the Nigerian students'
    conversational English will exhibit some
    features that distinguish conversational
    English from written English.

1.11 Selection of Informants

Samples

Sampling is complex but not random. There are
two major sub-populations represented in the samples.

One is a collection of second-language speakers of English. The other is a collection of native-English speakers. Both samples are students studying English in educational institutions and who voluntarily agree to participate.

The second language speakers' groups of samples consist of: (1) Nigerian secondary school pupils in form five in two Lagos State schools, (2) N.C.E. students in their final year in the university, (3) post-graduate diploma students in Education and (4) Associateship diploma students in Education, all drawn from the Faculty of Education, University of Lagos.

1.   Oral discourse is held by twenty-two form five students from King's College and Holy Child College, Lagos, in four small sub-groups of five or six participants. There are boys and girls; their mean age is 16 years.

2.   Another four sub-groups of five or six participants, totalling twenty-two N.C.E. year-three students in Arts and Science, from the Faculty of Education, University of Lagos, also participate. There are men and women; their mean age is 20 years.

3. Oral discourse is also held by a total of
twenty participants, in four sub-groups of five,
consisting of ten N.C.E. year three students and ten
P.G.D.E. students of the Faculty of Education, University
of Lagos. There are men and women ;   their mean age is
24 years.

The samples of twenty native-English speaking
students consist of four sub-groups of five participants,
drawn from four British universities of Leeds, Edinburgh,
Cambridge and London University College. They are men
and women who readily volunteer to participate in the
oral discourse. Their mean age is 24 years.

4. Finally, oral discourse is held by a total of
twenty Associateship diploma in Education students, in
four sub-groups of five participants each. There are
men and women ;   their mean age is 30 years.

In all, one hundred and four students participate
in twenty sub-groups. The sub-groups of samples are
drawn from a situational grid - educational institutions.

1.12 Selection of Topics of Discourse

Two topics of general interest and import are
initially selected by the researcher. They are:

How to make schooling more interesting.

How to curb inflation.

The first topic is sociological and close to the
experiences of students the world over. It is
not a culture-bound topic.

The second topic, though technical is also
universally experienced, even by students. Infla-
tion has become a by-word in all homes, irrespective
of language and culture. The intention in the
selection of topics of general import is to ensure
that none of the topics gives any of the sub-groups
of informants any undue advantage or element of
planned discourse over any other sub-group.

After the analysis of data on the oral discourse
spoken by selected secondary school pupils and
N.C.E. year three students, it is found necessary
to change one of the two topics of discourse. Thus,
"How to make schooling more interesting" is changed

to "Making friends". The sub-groups of N.C.E. students are found to exhibit signs of regurgitating their professional lecture ideas on education. They are the final-year N.C.E. students of the Faculty of Education, University of Lagos. The other sub-groups of final-year students, from Holy Child College and King's College Lagos, simply talk about their experiences at school. They have no set ideas and no rote-memorised ideals on education to regurgitate. Since other sub-groups of participants will involve students in Britain, who may or may not be professional education students, the change of topic is felt desirable.

An additional topic is made, which is close to the experiences of students the world over. It is: "Why we dress the way we do". Thus, there are three topics of discourse for the sub-groups of native-English students and Nigerian students compared and contrasted. They are:

1. Making friends
2. Why we dress the way we do
3. How to curb inflation.

1.13 Methodology, Instrument and Recording

The oral discourse was conducted as a spontaneous spoken colloquy among peers. It was not a scripted or planned discourse. The researcher introduced herself to each sub-group of student-informants. She told them the three topics of discourse, which are:

Making friends

Why we dress the way we do ?

How to curb inflation?

in this order. The subjects were told to talk about each topic among their peers. When they have exhausted their talks on one topic, they were to move on to the next topic, until all the three topics have been discussed.

The researcher personally administered this field work. She set up a tape-recorder that as much as possible surreptitiously recorded their discourse verbatim. When each sub-group was to start, the researcher quietly moved out of sight. The informants talked without any restraint by the researcher. They talked on each topic, until

they thought they had exhausted it before they
started on the next topic.

INSTRUMENT

A multi-dimensional tape-recorder with a built-in
microphone recorded the oral discourse verbatim, in
January and February 1978.

A similar instrument was used in November and
December 1978 when the efficacy of the proposed types
of training for improving second-language speakers'
oral discourse performance was tested by a pre-test and
a post-test.

RECORDING ROOM

The oral discourse with its recording was done in
a silent studio with a multi-dimensional instrument, or
in a quiet seminar room specially offered for use by
host institutions. There was no problem in playing back
and transcribing the verbatim recording.

The actual discourse by each sub-group and its
recording lasted approximately one hour. No sub-group's
discourse exhausted one side of a C90 cassette.

The data, transcribed and analysed, are discussed
in Chapter Four, where we contrast the features of oral
discourse exhibited by the two major sub-populations of
first-language speakers and second-language speakers of
English.

CHAPTER 2

RELATED LITERATURE

2.1   The present concern about spoken language
bears great relevance to Sweet's interest in the
primacy of spoken language. Sweet (1964)[1] emphasises
the primacy of speech over writing in any language
that is being learned. He argues that the spoken
language is the "source of the written language".

He urges that:

> "Our strongest and most direct associa-
> tions ought to be with the spoken language;
> for in speaking, we must have our associa-
> tions between ideas and words in perfect
> working order ... If then we first get a
> thorough knowledge of the spoken language
> and then proceed to learn its literary form,
> we shall be in exactly the same position
> as regards relative strength of associa-
> tions as the natives themselves: we shall
> think in the spoken language, because our
> associations are directly with it ..."
> p.52.

Sweet also believes that language consists of text and
context of situation.

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[1] Sweet, H., (1964), The Practical Study of Languages:
A Guide for Teachers and Learners,
(Oxford University Press), pp.49-52.

Enkivist, Spencer and Gregory (1964)[2] draw great attention to the need to place a text first in its proper, historical and dialectal setting and then in its contextual dimensions of Field, Mode and Tenor of conversation. Spencer-et-al categorise Field as subject matter; Mode as either spoken or written, scripted or unscripted; and Tenor as the relationship between speaker/listener or writer/reader. The tenor relationship forms a continuum between extreme informality and formality. For example, the cline of formality is seen in terms of sex, age, familiarity, education, social class, status and common stock of experience of participants in a discourse. These factors make up the extra-textual, paralinguistic or extra-linguistic context.

Enkvist, Spencer and Gregory attempt an inventory[3] of extra-textual context thus:

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[2] Enkvist, N. E., Spencer, J., and Gregory, M. J. (1964), Linguistics and Style, (Oxford University Press), pp.56-121.

[3] Spencer-et-al, op. cit., p.59.

Extra-Textual Context

   I   -   Period

  II -   Type of Speech, literary genre, subject-matter.

 III -   Relationship between speaker or writer,

           listener or reader, in terms of sex, age,

           education etc.

  IV -   Context of situation and environment

   V -   Gesture, physical action.

  VI -   Dialect and language.

Earlier linguists have also indicated the contextualisation of language-learning experience.

Jesperson, (1924)[4], Bloomfield, (1956)[5], Fries, (1952)[6], and Chomsky (1957)[7] have expressed a similar

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[4] Jesperson, O., (1924), *The Philosophy of Grammar*, (G. Allen and Unwin), London.

[5] Bloomfield, L., (1956), "Bilingualism and Native-like Control of Two Languages", *Language*, (Rinehart and Winston), New York, Holt, pp.1-200.

[6] Fries, C. S., (1952), *The Structure of English*, (Harcourt Brace), New York, pp.1-80.

[7] Chomsky, N., (1957), "Language and Mind", *Syntactical Structures*, (Mouton & Company), The Hague, pp.60-78.

interest in sociolinguistic features of speech acts.
They define language as habit - formation and stress in
particular the need for the learner.

> "not to be a mere slave to habits but to
> vary them (habits) to suit varying needs ...",
> p.68.

Their advocacy for varying linguistic habits to suit
varying situational needs is socio-linguistic and
conforms with that of Spencer-et-al.

Halliday, McIntosh and Strevens (1964)[8] have also
made some contributions to the concept of _register_.
They categorise varieties of a language into two:
variety according to user as a Dialect and variety
according to use as a Register. They add:

> "The choice of items from the wrong
> register and the mixing of items from
> different registers are among the most
> frequent mistakes made by non-native-
> speakers of a language ..." p.88.

> "It is only by reference to the various
> situations and situation types in which
> language is used that we understand its
> functioning and effectiveness. Language
> is not realised in the abstract: it is
> realised as the activity of people in
> situations, as linguistic events which
> are manifested in a particular dialect."
> p.92.

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[8] Halliday, M. A. K., McIntosh, A., and Strevens, P., (1964),
"The Users and Uses of Language",
The Linguistic Sciences and Language
Teaching, (Longman), pp.87-102.

Halliday, McIntosh and Strevens have distinguished registers according to Field, Mode and Style of discourse. As defined in the first Chapter of this thesis, the term Field means the actual subject-matter or topic of discourse. For example, marriage, divorce and alimony are fields of discourse under the legal occupational activity. The term Mode means the medium of the utterance which can be spoken or written. Halliday-et-al refers to Style as the relationship between speaker/listener or writer/reader which conditions the manner or style of discourse. They illustrate the three dimensions of register, thus:

> "A lecture on Biology in a technical college
> will be in the scientific <u>field</u>, lecturing
> <u>mode</u> and polite teacher/student <u>style</u>..."
> p.93.

> "The same lecturer, five minutes later,
> in the staff common room, may switch to
> the <u>field</u> of cinema, conversational <u>mode</u>,
> in the <u>style</u> of a man among colleagues.
> As each situation is replaced by another,
> so the speaker readily shifts from one
> register to the next... p.93. Every
> speaker has at his disposal a continuous
> scale of patterns and items, from which
> he selects for each situation-type, the
> appropriate stock of available harmonies
> in the appropriate key", p.94.

Halliday-et-al's concept of Style embraces our distinctions of Role and Status as dimensions of Register, as defined in Chapter One.

Strevens (1965),[9] (1969),[10] even goes beyond the
theoretical debate and examines samples of actual usage
to show that English exists and is used by native
speakers of English in a variety of forms. He takes a
look at samples of English used in expressing scientific
concepts. His subjects are native-English speakers and
he examines the language of the classroom. He classifies
the language of science as a technical variety of English.
Other scholars have also examined the language of the
classroom in first language situations. Bellack, Herbert,
Ronald and Smith (1966)[11] find the language of the
classroom impersonal and removed from learners' experience.
Flanders (1967)[12] examines teacher-role in classroom

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[9] Strevens, P. D., (1965), "Varieties of English",
English Studies, no.46, pp.1-10.

[10] _____ (1969), "Medium of Instruction:
Mother-tongue/Second-Language
and the Formation of Scientific
Concepts", Unpublished paper,
(Mimeographed), University of
Essex.

[11] Bellack, A. A., Herbert, M. R., Ronald, T. H. jnr. and
Smith, F. L., (1966), The Language of the Classroom,
(Teachers' College), New York, pp.46-4

[12] Flanders, Ned. A., (1967), "Teacher Influence in the
Classroom", in Amidon, E. J.,
Hough, J. B., (eds.), Interaction
Analysis: Theory, Research and
Application, (Addison-Wesley), pp.1-4

language and finds it over-dominating on learners. Studies on classroom spoken language have focussed on either the variety used or the role of teacher/learner. Flanders (1970)[13] draws up an inventory of teaching behaviour and highlights teacher-talks in comparison with learner-talks.

Wragg, (1970)[14] adapting Flanders' system of interaction analysis makes a study of the use of native and foreign languages in the classroom. He finds that language lessons in the early stages contain more talk than do other lessons. He also finds that teachers talk more when a native language is used than when a foreign language is used. Withall and Lewis (1963)[15], Amidon and

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[13] Flanders, Ned. A., (1970), <u>Analysing Teaching Behaviour</u>, Massachussets, (Addison, Wesley). pp. 1-443

[14] Wragg, E. C., (1970), "Interaction Analysis in the Foreign Language Classroom", <u>Modern Language Journal</u>, vol.XIV, no.2.

[15] Withall, J. and Lewis, W. W., (1963), "Social Interaction in the classroom", in Gage, (ed.), <u>Handbook of Research on Teaching</u>, (Rand McNally & Co.), Chicago, pp.683-714.

Hough (1967)[16], Cogan (1967)[17], Allon (1969)[18],

Rosen (1969)[19], Cross and Nagle (1969)[20] and Kirkton

(1971)[21] have contributed to the exposition on types of

language used in the classroom. The relevance of their

studies to the present study is that actual corpuses of

spoken language or talks in the classroom have been

closely examined.

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[16] Amidon, E. J. and Hough, J. B., (1967), _Interaction Analysis: Theory, Research and Application_, Ontario, (Addison-Wesley).

[17] Cogan, M. L., (1967), "Theory and Design of a Study in Teacher-Pupil Interaction", _Interaction Analysis: Theory, Research and Application,_ (Addison, Wesley), Ontario.

[18] Allon, N. R., (1969), "Systems of Classroom Interaction Analysis: a Discussion of Structural Limitations", _Journal of Experimental Education,_ vol.38, No.2.

[19] Rosen, H., (1969), "Towards a Language Policy Across the Curriculum", in _Language, The Learner and The School,_ Barnes, D.,(ed.),(Penguin Papers in Education), pp.119-168.

[20] Cross, J. S., and Nagle, J. M., (1969), "Teachers Talk Too Much", _English Journal,_ 58, 9.

[21] Kirkton, C. M., (1971), "Class Discussion and the Craft of Questioning", _English Journal,_ 60.

Rosen, (1969)[22] makes three functional distinctions
of language, one of which is relevant to the present study.
The three categories are:

1. Transactional: used to get things done,
   to inform, advise, persuade, instruct
   people; record facts, exchange views,
   explain, and explore ideas, construct
   theories.

2. Poetic: which is not relevant to the
   present study on unpremeditated talks.

3. Expressive: which has five sub-categories,
   the most relevant to the present study
   being Interpersonal Expressive. Inter-
   personal expressive assumes a speaker/
   listener relationship and sometimes more
   than two people, and any listener may in
   turn become a speaker.

In Chapter Four, more will be said about interpersonal
expressive language found in the transcripts of the
discourse of participants in the present study.

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[22] Rosen, H., (1969), op. cit., pp.134-136.

UNIVERSITY OF LAGOS
INTERNAL MEMORANDUM

Ref No........FE/D/13..........

From Ag. Faculty Officer (Educ.)   To Mrs. E.o. Adesanya,
                                         Higher Degrees Officer
                        Date 26th Jan., 1981

--- Please, find enclosed three (3) copies of the thesis of Dorcas O. Osisanya, a Ph.D student.

Thank you.

Adamu (Miss).

Miss A. A. Adamu,
Sec., Ag. Faculty Officer

Catford (1967)[23], Gregory (1967)[24], Walsh (1967)[25], Crystal and Davy (1969)[26] have also explored the classi-fication of varieties of English. Both Catford and Gregory agree on their classification of diatypic variety differentiation. They recognise as contextual categories Field, Mode and Tenor of discourse. Like Enkvist, Spencer and Gregory and like Halliday, McIntosh and Strevens, they believe in observing characteristics of language used in situations.

Crystal and Davy urge that we learn to analyse our speaking and writing habits and those of others. The

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[23] Catford, J. C. (1967),"Language Varieties," _Journal of Linguistics_, vol.3, no.2.

[24] Gregory, M., (1967),"Aspects of Varieties Differentia-tion", _Journal of Linguistics_, vol.3, no.2, pp.175-190.

[25] Walsh, N. G., (1967),"Distinguishing Types and Varieties of English in Nigeria", _Journal of Nigeria English Studies Association_, no.2, pp.47-55.

[26] Crystal, D. and Davy, D., (1969), _Investigating English Style_, (Longman), pp.1-84.

intention is to discover and describe the patterns which differentiate one variety of language from another. They believe that stuational use of language can explain as far as possible why people speak in a certain way and what alternative forms of expressions they choose to use or ignore in particular situations.

Crystal and Davy, like Spencer-et-al, attempt an inventory of situational dimensions of register, thus:

A. Individuality:

    (i) Dialect

    (ii) Time.

B. Discourse:

    (i) simple/complex Medium (speech/writing)

    (ii) simple/complex Participation (monologue/ dialogue).

C. Province:

    (i) Status - Social standing of communicants respect, politeness, intimacy, kinship, business etc.

    (ii) Modality - form and medium, e.g. writing:- note, postcard, letter, telegram lecture, essay etc.

(iii) Singularity - individual idiosyncracy.

Crystal and Davy believe that there are appropriate linguistic manners for varying situations. They claim that the native-speaker of English has intuitive knowledge about linguistic appropriateness and correctness, i.e. an awareness of conventions of conformity, when to use one variety rather than another. They go a step further to claim that the second-language user of English has no intuitive sense of linguistic appropriateness. He has to develop through continuous training, this

> "sense of style or semi-instinctive knowledge
> of linguistic appropriateness", p. 7.

Their rationale is that any adult has the ability to identify in a purely intuitive way, certain features of his native language with certain extra-linguistic aspects of his experience. Their approach is relevant to the present study in that actual corpus of language is examined and analysed.

Gumperz and Hymes (1964),[27] Barnes (1969),[28] and Sinclair and Coulthard, (1975)[29] have shown a similar concern in the use of spoken language in situations. Gumperz and Hymes' use of the terms Medium and Modality corresponds with Spencer-et-al's use of the terms Mode and Tenor respectively.

Barnes (1969) makes detailed observations of kinds of questions which teachers ask and how such questions constrain pupils' thinking and participation. Sinclair and Coulthard (1975) attempt an analysis of discourse

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[27] Gumperz, J. J. and Hymes, D., (1964), "Models of Interaction of Language and Social Life," <u>Directions in Sociolinguistics</u>, (Holt, Rinehart and Winstin), New York, pp.35-71.

[28] Barnes, D., (1969), "Language in the Secondary Classroom, A Study of Language Interaction", <u>Language the Learner and the School</u>,(Penguin papers in Education), pp.1-76.

[29] Sinclair, J. M., and Coulthard, R. M., (1975), "The English Used by Teachers and Pupils", <u>Towards an Analysis of Discourse</u>, (O.U.P.), pp. 8-27.

by examining the discourse structure and language functions. Sinclair has earlier suggested the examination of examples of language events with all their performance features . But he, like Barnes, focuses on questions and elicited answers.

Durojaiye (1979)[30] makes detailed observations of the kinds of spoken English used in classrooms by both teachers and pupils. She examines the discourse structure to find the options of clause types which are used by teachers and by learners, in what classroom situations and for which purposes.

The relevance of Barnes', Sinclair-et-al's and Durojaiye's studies to the present study is that each deals with a corpus of spoken language used in classroom situations. Spoken language can be natural as in every-day talk. It can also be elicited as questions elicit answers especially in classroom situations. It can also

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30
Durojaiye, S. M., (1979), "Discourse Acts and Clause Process Options: An Investigation Into the Spoken English Used by Teachers and Pupils During Selected Lessons in Some Secondary School Classrooms in Urban Areas of Nigeria", An unpublished Ph.D. Thesis, University of London.

be a performance act, sharing the features of the
other two types. The present study is one of
performance act, in which two major sets of discussants
are told to speak on three given topics.

Ure and Ellis (1977)[31] observe that the purpose of
register study is the "language event". Like other
scholars already cited, Ure and Ellis are interested in
studying

> "a social occasion on which a piece of
> language is produced", p.199.

They claim that:

> "It is only when there is a correlation
> between language patterning and situation
> that we have register", p.201.

They also feel that there are four dimensions of
situational variations and corresponding language
patterns. Their table is as follows:

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[31] Ure, J. N. and Ellis, J., (1977), "Register in Descriptive Linguistics and Linguistic Sociology", Issues in Sociolinguistics, ed., Oscar Uribe Villages, (Mouton), New York, pp.197-244.

Situational Dimension	Language Patterning Register
Medium and Physical Circumstances	Mode
Social and Personal Relations	Formality
Kind of Subject-matter	Field
Social Function of Language Event	Role, p.202.

2.2 Review of Literature in Second-Language Situations

It is relevant here to relate the views of other Nigerian linguists whose interests are in English studies and socio-linguistics to the views of native-English linguists already cited in the literature review.

Bamgbose (1971)[32], Banjo (1971)[33], Adekunle

[32] Bamgbose, A., (1971), "Registers of English", N.E.S.A., Journal, vol.1, no.1, pp.81-88.

[33] Banjo, A., (1971), "Towards a Definition of Standard Nigerian Spoken English", Actes du Congres de L'Afrique Sociate Linguistique, de L'Afrique Occidentale, pp.167.

(1974)[34], Adeniran (1974)[35], Afolayan (1974)[36], Osisanya
(1974)[37], Ubahakwe (1974)[38], Adetugbo (1979)[39], Adesanoye

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[34] Adekunle, M. A., (1974), "The Standard Nigerian English in Sociolinguistic Perspective", N.E.S.A. Journal, vol.6, no.1, pp.24-37.

[35] Adeniran, A., (1974), "A Functional View of Stylistic Restriction in Nigerian English", N.E.S.A. Journal, vol.6, no.1, pp.15-23.

[36] Afolayan, A., (1974), "Politeness in English", N.E.S.A. Journal, vol.6, no.1, pp.65-76.

[37] Osisanya, D. O., (1974), "The Teaching of Informal Varieties of English," N.E.S.A. Journal, vol.6, no.2, pp.100-109.

[38] Ubahakwe, E., (1974), "Bookish English Among Nigerian Students", N.E.S.A. Journal, vol.6, no.1, pp.38-57.

[39] Adetugbo, A., (1979), "Appropriateness and Nigerian English , Nigerian English and Communicative Competence", in Varieties and Functions of English in Nigeria, (A.U.P.), pp.137-183.

(1979)[40], Folarin (1979)[41] and Durojaiye (1979)[42], have

touched on various aspects of stylistic features which

characterise Nigerian English, spoken or written.

Salami (1968)[43] and Banjo (1971) attempt to define

standard Nigerian English. Although they do not examine

the spoken mode of Nigerian English in social situations,

their views on "educated Nigerian English" are worth

noting. Salami rightly criticises the approach which

hand-picks a collection of mis-used phrases or words

in Nigerian students' written assignments or examinations.

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[40] Adesanoye, F. A., (1979), "Formality as an Aspect of Unreadability in Nigeria English", _Varieties and Functions of English in Nigeria_, (ed.), E. Ubahakwe, (A.U.P.), pp.184-199.

[41] Folarin, B., (1979), "Context, Register and Language Varieties, A Proposed Model for the Discussion of Varieties of English in Nigeria", _ibid_, (ed.), E. Ubahakwe, (A.U.P.), pp.77-85.

[42] Durojaiye, S. M., (1979), _op. cit._, pp.254-302.

[43] Salami, A., (1968), "Defining a Standard Nigerian English", _N.E.S.A. Journal_, vol.2, no.2, pp.99-106.

He argues that such a mis-use of words is not typical of Nigerian English. We agree with Salami that a mis-use or deviation from standard British and American English is simply un-English and not necessarily Nigerian English. We disagree with him and say that a few, like motor-park, are rightfully Nigerian English.

Salami feels strongly and rightly too that to label motor-park as a variant Nigerian usage for British car-park and American parking-lot is misleading. We believe that motor-park functions socio-linguistically as coach-station does for coaches in Britain. It is a park for our long-distance travelling vehicles - mammy wagons, molue buses, danfo buses and bolekajas, etc.

Car-park also features in Nigerian English. With the new Traffic Decree of 1978 which enforces car-parking only in car-parks at Martins Street and the Marina on Lagos Island, car-park has increased in frequency of occurrence. A linguistic event is only meaningful if examined in its particular social milieu. Car-park, motor-park and a park - a recreational ground - all feature in Nigerian English for different purposes. At Iddo one sees a motor-park for minibuses and lorries. On the Marina, one sees car-parks and taxi-cab parks. Apapa and Onikan on the Mainland and Island of

Lagos have amusement _parks_ for children.

If there is some humour in the Nigerian expression _motor-park_, so is there in the British expression _coach-station_. Tubes, trains and undergrounds run on rails and have stations. Coaches which run on roads also have a station, where they are parked.

One expects to find other collocates with _park_ and _station_. It has earlier been noted, Osisanya (1974)[44], that standard English has a COMMON CORE to all educated users, but that regional, social differences will distinguish varieties of usage. One believes that the differences which mark off educated regional usage are enrichment resources to the English language, as Quirk (1972)[45], rightly sums it up saying:

> "The English language's assets may indeed
> be increased rather than diminished by
> wider use; overseas varieties of English
> may continue to contribute to the richness
> and resources of the language as a whole,
> as they have done in the past."

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[44] Osisanya, D. O., (1974), _op. cit._, p.100.

[45] Quirk, R., (1972), _The English Language and Images of Matter_, (O.U.P.), pp.98-108.

Interest in analysing spoken and written English
in Nigeria continues to develop. Bamgbose (1971)[46]
attempts to define register along the parameters of
Field, Mode and Formality. Under the <u>Field</u> dimension,
he categorises legal, religious, technical, non-technical
types. He examines extracts of written English that
belong to these types of Field. He examines features
which mark the spoken from the written Mode. He
notes a cline of formality in the addresser-addressee
relationship. He rightly observes that in many African
languages, there is a correlation between the linguistic
features used and the difference in age and social status
of the participants. He illustrates his Field dimension
of register with some extracts.

> Extract 1 in his analysis, deals with legal
> register and shows lexical and
> grammatical items such as: prescribed,
> thereof, therefrom.

> Extract 2, a religious register shows items
> such as: bestowed, saviour,
> sanctify. p.82.

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[46] Bamgbose, A., (1971), <u>op. cit.</u>, p.81.

Extract 3, on engineering technology shows
items such as: at an exhaust;
leakage, position of the leak;
to attend to exhaust leaks at once;
the leak may result in backfire in
the silencer or exhaust pipe. p.82.

It can be seen from extract three that _exhaust_ is used
nominally and qualitatively, _leak(s)_ is used nominally
and verbally.

Extract 4, on cookery, shows such items as:
divide, put, add, remove, knead,
stir, simmer, season to taste,
serve, bring to the boil. p.83.

There are fixed collocations under the field of discourse
on cookery in extract four. Any deviations from the
fixed order of usage usually result in miscollocations.
For example, season-to-taste is a fixed collocation.
It will be wrong to say or write:

boil	– to	–	taste	or
cook	– to	–	taste	or
season	– to	–	boil, cook, roast,	
			fry etc.	

Collocations come under the parameter of Field.
An educated user of English must be able to communicate
on a wide variety of fields of register. Quirk (1962)[47]
has clearly defined the mark of an educated man:

> "perhaps the mark of an educated man is
> that he has a sufficiently wide and
> varied command of English to converse
> intelligently with any of these
> specialists, i.e. a farm labourer, a
> teacher, a politician or a physicist,
> to a certain degree." p.20.

Crystal and Davy (1969) like Quirk, make a similar
point about the use of appropriate Field or subject-matter
as situation demands:

> "successful education should bring us to
> a position whereby we can communicate on
> a range of subjects with people in various
> walks of life and gain their understanding
> as well as understand them."

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[47] Quirk, R., (1962), "On Users and Uses", The Use of
English, (Longman), pp.19-32.

Effective and intelligible communication must
also take cognisance of appropriate socio-linguistic·
factors. Bamgbose rightly observes that in a formal
situation, one uses formal language, whether the
addresser-addressee relationship is close, familiar or
even intimate. For example, at a seminar or conference,
one refers to one's colleagues in a formal way, thus:

Mr. or Dr. or Professor Wood not John Wood.

Similarly, one addresses the chair-person directing a
meeting as Mr. Chairman. One does not call him by name,
even if he happens to be one's spouse. The notion of
appropriateness is closely tied up with the given social
situation at a given point in time.

However, we have our reservations about Bamgbose's
view that:

"some registers are personal, others
impersonal." p.84.

We believe that situations can be personal, familiar,
or intimate or even impersonal.

Bamgbose also touches on the notion of correctness
or appropriateness. He notes that it is not limited to

right collocation, but embraces an appropriate use of expressions in a given register. He observes that in formal official letter-writing, one opens with "Dear Sir" and closes with "Yours faithfully" or "truly".

He however points out that Nigerian English finds something culturally impolite in addressing an older person by his first name or even surname. Rather, Nigerian English tends to collocate "Dear Sir" with "Yours sincerely". He asks a question which he leaves unanswered:

> "Should this mixing of registers be
> considered incorrect or be accepted
> as a correct style for a younger
> person writing to an older one in the
> register of letter-writing in Nigerian
> English ?" p.87.

We attempt to answer the question and to amplify the situations described. First, the user of a set of linguistic patterns must be aware of the situation, the audience and the purpose of the discourse. One feels constrained to write formally to an older but very familiar fellow Nigerian mainly because of the cultural expectation for respect for elders.

The addresser may equally feel impolite to address an older uncle as Dear James or Dear Mr Osisanya. However, since the addressee, an expartriate friend does not feel offended culturally if addressed by his name or surname thus:

"Dear James or Dear Mr Wilson",

It will be appropriate of the educated Nigerian writer to conform with the norms in the addressee's culture. Writing anything else unacceptable in the addressee's culture may create an unnecessary distancing effect. One can collocate

"Dear Mr Wilson" with "Yours sincerely".

The same point is aptly made by Quirk (1962) who writes:

"We observe that if people we respect
begin a letter 'Dear Mr Jones', they will
close it with 'Yours sincerely', but that
if they begin with 'Dear Sir', they will end
'Yours faithfully'. Experienced and well-
educated people will not mix these formulas -
and they tend to think poorly of those who
do".[48]

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[48] Quirk, R., (1962), op. cit., p.87.

We add that formulas may not be mixed in a business letter and even in a personal letter to an older Nigerian. For example, in writing to the Registrar of the Union Bank Registrar's Department, one writes 'Dear Sir', and ends with 'Yours faithfully', since one does not know or need to know the name of the Registrar.

The same may also hold in a situation in which the addressee is older, the relationship is formal but the writer wants to establish with the addressee a "relationship fostering willingness to receive", Quirk (1972)[49] and an in-group membership. For example, in asking for an obligation from a person in an official capacity, one may address him formally by name and close the letter with "yours sincerely". For example, "Dear Mr. Jones" and "Yours sincerely" is more likely to foster willingness to receive than "Dear Sir" and "Yours faithfully".

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[49] Quirk, R., (1972), op. cit., p.106.

Banjo (1970)[50] comments on fields of register
covered by the Paper Two, section B of the West
African School Certificate Examination in English
Language. He notes that because the fields of
discourse are technical they are syntactically marked
by a "certain degree of formality", p.49. Here he
touches on the way a field of discourse interacts with
the role or status of the user. In spite of any close
relationship between speaker-listener, or reader-writer,
a technical field of discourse imposes some kind of
formal constraints syntactically and lexically on the
speaker or writer.

Banjo (1970)[51] also touches on the concept of
appropriateness in language use. He wants all English
language activities to be taught in relation to their
appropriateness in and out of school contexts. He
adds that appropriateness cannot be taught by itself in

[50] Banjo, A., (1970), "The English Language and the Nigerian Environment", <u>Journal of the Nigeria English Studies Association</u>, vol.4, no.1, pp.45-51.

[51] ibid., (1970), "Priorities in Post-Primary English", <u>Journal of the Nigeria English Studies Association</u>, vol.4, no.2, pp.153-158.

a separate lesson. He feels that:

> "collocation is the most useful
> concept in teaching appropriate usage,
> whether in speech or writing. The
> choice of appropriate vocabulary is
> relatively easier, since it is
> inevitably dictated by the Field of
> discourse, but most difficult of all
> for the pupils is the ability to choose
> the appropriate Tenor. The most useful
> training for this is of course, letter-
> writing; and the W.A.S.C. Composition
> paper does require pupils to be able
> to write a whole variety of letters.
> For the rest, a feel for appropriate
> style will be acquired through listening
> and speaking as well as through reading
> and writing", p.158.

Banjo's idea of a feel for appropriate style
corresponds with Crystal and Davy's view of native-
speakers' "intuitive knowledge about linguistic
appropriateness and correctness", which second-language
speakers can only approximate to through "continuous
training".

Adekunle (1979)[52] looks at the interaction of field mode, role and tenor from a _total perspective_ as varieties of English. He identifies three major varieties of English in Nigeria as:

(i)   the near-native speaker variety, p.36

(ii) the local colour variety and   p.37

(iii) the incipient, bilingual variety,p.39.

Each major variety has sub-varieties in a continuum. The near-native speaker variety, he adds, has

"at one extreme, variants which show

linguistic sophistication in the choice

of words, idioms, figures of speech,

symbols and frequency of use of complex

sentence structures. At the other

extreme is the variant marked by

simplicity in the choice of lexical

items and in sentence-structure. Both

show some measure of confidence of usage

and competence ...", p.36.

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52 Adekunle, M. A., (1979), "Non-Random Variation in Nigerian English",in Varieties and Functions of English in Nigeria, (A.U.P.), pp.27-42.

Adekunle notes that the ability to switch from
one of the sub-varieties of the three major varieties
to another, to express nuances of meaning and moods is
evidence of communicative competence. Here, his views
correspond with Banjo's and our view of appropriateness
and Crystal and Davy's concept of intuitive knowledge
of appropriateness.

Adeniran (1974)[53] and Adesanoye (1979)[54] comment
on the formality of Nigerian English. Adeniran suggests
that formality in Nigerian English is a result of the
formal role of English in the country:

> "the role of English in Nigeria is
> formal and for as long as that role
> remains largely the only ROLE of the

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[53] Adeniran, A., (1974), "A Functional View of Stylistic
Restriction in Nigerian English",
_Journal of the Nigeria English
Studies Association_, vol.6,
no.1, pp.15-23.

[54] Adesanoye, F. A., (1979), "Formality as an Aspect
of Unreadability in Nigerian
English", in _Varieties and
Functions of English in
Nigeria_, (A.U.P.), pp.184-
199.

language in the country, that

character of Nigerian English

will hardly change", p.20.

The same rigidity of style is noted by Quirk-et-al
(1972)[55] as

"an invariant literary archaic flavour

in the speech of foreign students", p.24.

Ubahakwe (1974)[56] examines essays and letters written
by selected Nigerian students and identifies six features
of "bookishness" and in-appropriateness:

(i)   grammar-book English

(ii)   formal expressions in informal situations.

(iii) informal, expressions in formal situations.

(iv)   injection of registers from own discipline.

(v)   the grandiose style.

(vi)   cliches.

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[55] Quirk, R., Greenbaum, S., Leech, G., and Svartvik, J.,
            (1972), A Grammar of Contemporary
                        English, (Longman), London, p.24.

[56] Ubahakwe, E., (1974), op. cit., p.42.

However, Ubahakwe does not make explicit how the socio-
linguistic factors of topic (Field), audience and
context (Tenor) interact for one to relate the degree
of formality or bookishness to situational contexts.

Osisanya (1974)[57] also notes that over-exposure
to the formal, spontaneous and non-spontaneous spoken
language tends to make the spoken and written English
of most Nigerian students bookish. She observes a
total lack of exposure to informal, casual, spontaneous
spoken language. She advocates that Nigerian students
be trained in the use of exploratory, informal, sponta-
neous spoken language. She suggests that interaction
language activities such as role-playing which involves
situations and roles and **fields** of discourse be done in
small groups of two, four or five students. She claims
that a close addressee relationship will give

> "the occasion a casualness that is not
> typical of the regular classroom atmos-
> phere", p.103.

Participation in such interaction activities in the
English teaching lessons and other lessons can develop

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[57] Osisanya, D. O., (1974), op. cit., p.103.

in learners a "semi-instinctive knowledge of
linguistic appropriateness", Crystal and Davy (1969).
Adetugbo, (1979)[58] and Akere, (1979)[59] point out that
the concept of communicative competence is an extension
of Chomsky's notion of linguistic or grammatical compe-
tence. They add that one can speak or write with
grammatical accuracy but may not place the language
used in its appropriate socio-cultural setting. Our
view of communicative competence is knowing:

> "when to speak, when to be
> silent, which socio-linguistic options
> to select from a repertoire, on which
> occasion and for which purpose", p.2.
> Osisanya (1977)[60].

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[58] Adetugbo, A., (1979), "Nigerian English and Communi-
cative Competence", in Varieties
and Functions of English,
(A.U.P.), pp.137-166.

[59] Akere, J. F., (1979), "Grammatical competence and
Communicative competence in
Relations to the Users of
English as a second Language;
Lagos Review of English
Studies, vol.1, no.1, pp.22-32.

[60] Osisanya, D. O., (1977), "Appropriateness in Oral
Discourse: Some Sociolinguistic
Findings", A paper presented
at the National Language
Symposium in Kaduna, pp.1-26.

A similar view of varying language to suit varying socio-cultural settings is expressed by Hymes (1967)[61] who describes communicative competence as:

> "a specification of what kinds of
> things to say, in what message forms,
> to what kinds of people and in what
> kinds of situations".

Adekunle, Adeniran, Adesanoye, Adetugbo, Akere, Bamgbose, Banjo, Durojaiye, Uhahakwe and Osisanya, like other native-English scholars, have made their own contributions to the concepts of variety differentiation, register, appropriateness of usage and communicative competence.

We shall now examine relevant literature on features of conversation and the impact of the size of co-participants on the Tenor of discourse.

Irvine (1975)[62] examines speech style in relation to social status. She finds out that the properties of

[61] Hymes, D., (1967), "On Communicative Competence: Ethnography of Speaking", _Journal of Social Issues_, 23, 2, pp.8-28.

[62] Irvine, J. T., (1975), "Wolof Speech Styles and Social Status", _Working Papers in Social Linguistics_, no.23, (Branddeis University, Waltham), Massachussets, pp.6-8.

any verbal conversation include these features:

(i) Speaker change recurs, or at least occurs.

(ii) Overwhemingly, one party talks at a time. (This is true of all monologuing and true of dialoguing only where a distant-audience relationship results in formality of style). Brackets are mine.

(iii) Occurrences of more than one speaker at a time are common, but brief.

(iv) Transitions from one turn to the next with no gap and no overlap between them are common. Together with transitions characterised by slight gap or slight over-lap, they make up the vast majority of transitions.

(v) Turn order is not fixed but varies.

(vi) Turn size is not fixed, but varies.

(vii) Length of conversation is not fixed or specified in advance.

(viii) What parties say is not fixed or specified in advance (unscripted talks). Brackets are mine.

(ix) Relative distribution of turns is not fixed or specified in advance.

(x)   Number of parties can change.

(xi)   Talk can be continuous or discontinuous.

(xii) Turn allocation techniques are obviously

used. A current speaker may select a next

speaker (as when a current speaker addresses

a question to another party; parties may

self-select, in starting to talk).

(xiii)   Various turn-constructional units are

employed for the production of the talk

that occupies a turn. Turns can be

projectedly "one-word long"; they can be

sentential in length, p.6.

Some of these properties of conversation are

exhibited in the analysed transcripts in the present

study, as can be seen in Chapter Three.

Osisanya (1974)[63], Barnes (1975)[64] and Keenan,

(1978)[65] also make their views known on the impact of

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[63] Osisanya, D. O., (1974), op. cit., p.108.

[64] Barnes, D., (1975), "Exploratory Speech, and Final Draft", in From Cummunication to Curriculum, (Penguin), pp.108-119.

[65] Keenan, E. O., (1978), "Unplanned and Planned Discourse", in Pragmatics, Microfiche, vol.3, no.1, A5, University of Cambridge, pp.1-33.

an audience or addressee relationship on language variety.

Osisanya notes that the way two students talk to each other on what each does at home, at school, on the farm etc. is linguistically different from the way each talks to his teacher on the same topics. The speaker-addressee relationship places some constraint on the choice of language forms. The closer the relationship, the more casual the language forms.

Barnes notes that an intimate or a distant audience tends to constrain speech and make the language used vary. An intimate, small-group audience tends to call for the use of exploratory speech. On the other hand, a full or large-group audience tends to call for an impersonal, pre-planned speech.

Keenan highlights repetition as one of the features of unplanned discourse. Repetition can be either of ideas by co-present talkers or by the same talker. Repetition can also be of lexical items and of sound articulation. Keenan describes planned discourse as having been thought out and organised prior to its expression. In other words, a fine distinction of mode is made between scripted and unscripted texts or what is written to be spoken and what is spoken to be read.

The transcripts in the present study are spoken
by student-participants. The talks are unpremeditated
but recorded and stored in

"some form of cold storage as
material for the analyst", Quirk (1972)[66]

Unscripted spoken conversation is spontaneous. The rule
in conversation is to have a gentle progression, either
constantly agreeing or disagreeing with the previous
speaker or shifting the topic slightly by modifying
what a previous speaker has said. A participant who
keeps expressing dogmatic opinions, as though they
were revealed truths, is a bore in native-English conver-
sation.

As Bloom and Hays (1978)[67] have put it:

"a discourse pattern is a programme of
talk, enabling a speaker to lead a hearer
from an estimated present condition to
a chosen destination", p.10.

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[66] Quirk, R., (1972), op. cit., p.101.

[67] Bloom, D., and Hays, D. G., (1978), "Designation in
English", in Anaphora in
Discourse, ed. John Hinds,
(Linguistic Research Inc.),
pp.1-68.

Because the conversational move is gentle and
unobtrusive, repetition is a characteristic feature
of normal conversational speech. Repetition also
serves the function of ensuring that all that is said
by each participant has some relevance to the topic of
Discourse (Hatch, 1976)[68]. Apart from repetition, there
are other linguistic markers which give conversational
move its gentle progression. These are what Duncan
(1972)[69] calls passing moves:

> "yeah, well, alright, yes, okay,
>
> mmhmm, erm, eh...",

and are always said with a falling intonation and
followed by juncture pauses. They are a kind of back-
channel responses by which a listener indicates that he
wants the present speaker to continue his talking-turn.

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[68] Hatch, E., (1976), <u>Discourse Analysis and Second Language Acquisition</u>, Unpublished manuscript, Dept. of T.E.S.L., U.C.L.A.

[69] Duncan, S. D., (1972), "Some Signals and Rules for Taking Speaking Turns in Conversations", <u>Journal of Personality and Social Psychology</u>, 23, pp.283-292.

The related literature reviewed in this Chapter points to the following facts:

(1) Spoken language is pre-eminent over written language and therefore, the former should receive priority either by native-speakers or by second-language learners.

(ii) Conversation in English has characteristic linguistic markers that distinguish it from written forms of English.

(iii) The spoken and written English of most Nigerian students are bookish and formal.

(iv) The size and familiarity of talker-listener group affect the Role/Status of the conversation.

(v) Native speakers of any language have an intuitive sense of the appropriate spoken forms to use on occasions; non-native speakers of the language have to learn the norms of its acceptable usage.

(vi) To learn such norms, such non-native learners must first learn its spoken forms before learning the written forms.

This order is very important from
the point of view of the "curriculum
process". The starting time for
learning may be debatable but the
process must be in the right order -
speech before writing.

2.3 Planning the Training for Second-Language Speakers of English

It is necessary to review the procedure for
planning an instructional programme in training
oracy in its varieties among Nigerian students.
We feel strongly with Taba (1962)[70] about social
processes and life functions curriculum. With
the present universal free primary education
and in the future, secondary and tertiary
education in Nigeria, and with the heterogeneous
linguistic background of the Nigerian students,
the need to use English as the only shared
language among discussants will continue to
increase in both formal and informal situations.

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[70] Taba, D., (1962), Curriculum Development: Theory and Practice,(Harcourt Brace & World Inc.), New York, pp.1-562.

In order to be able to design an effective
instructional programme in training informal conversa-
tions in English, we give due cognisance to Wheeler's
five-phased process, (1967)[71]. The first of the
five-phased continuum is the statement of objectives
and goals. Objectives should be stated in a behavioural
way, to ensure they are teachable and achievable. Goals
should be socially desirable, realistic and achievable.
One of our objectives in planning an instructional
programme in informal conversations in English is to
train Nigerian students to understand the message of a
talk said amidst the stops, starts, repetition, hesita-
tions, intimacy signals and verbal fillers which are
characteristic of English speech. Another is to be
able to use some of these features in their own informal
conversations in English.

We believe that the development of the ability to
understand the message of English conversations is a
desirable goal. Apart from having to listen to English
records and tapes for academic advancement, Nigerian
students may have to listen to native-English speakers

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[71] Wheeler, D. K., (1967), Curriculum Process, (University
of London Press), pp. 74-85.

teach them in the classroom. Even in relaxed moments, in the theatre, most often, Nigerian students listen to and watch foreign films, the characters of which speak English conversation with all the characteristic features noted.

Wheeler's second and third phases are the selection sequencing, organization and integration of learning experiences in the instructional programme. In selecting learning experiences for training informal conversations in English, we must be guided by the need to train passive, recognition skills before active, productive skills. In sequencing and organising the learning experiences, we must be guided by the need to work from the familiar or known to the unknown and from the simple to the complex.

Wheeler's fourth phase is the presentation of learning experiences. In our presentation, we observe the need to give copious repeated practice in listening effectively in order to get the spoken message from the conversational speed of English talks. We also try to nurture positive attitudes and values toward the goals

we set. We believe with Bloom (1956)[72] and Lambert (1972)[73] that empathy of learners toward the target language is of great importance. We cash in **on** their positive attitudes by drawing useful correlations with the features of informal conversation in Nigerian languages. They see some value in positive transfer of experience from a native language to a second-language situation. If a wrong strategy of condemning their conversations in English is taken, apathy or unfavourable attitudes of learners will build up as a barrier to the success of the curriculum improvement (Macdonald and Ruddock (1971)[74].

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[72] Bloom, B. S., (1956), <u>Taxonomy of Educational Objectives: Affective Domain, Handbook Two,</u> (Mckay & Co.), New York, pp.20-207.

[73] Lambert, W. E., (1972), "Second Language Learning and Empathy", <u>A Journal of Applied Linguistics,</u> vol.XXii, no.1, pp.115-118.

[74] Macdonald, B., and Ruddock, J., (1971), "Curriculum Research and Development Projects: Barriers to Success", <u>British Journal of Educational Psychology,</u> vol.XLI, Part 2, pp.148-154.

Finally, we involve the learners in the improvement of the curriculum (Doll, 1970[75] and Kaye[76]). The learners are informed, enlightened, consulted and made to choose value positions in the use of casual conversations in English. The learners listen repeatedly to recognise features in their own talks and in the talks of native-English students. They also try to use consciously some of the features in their own talks. We believe that with constant practice and reinforcement, a strong habit-strength in the use of such features will be developed.

Wheeler's fifth phase in the curriculum process is evaluation of the learning in order to find out if the objectives of the programme have achieved desired results. We give the selected students in the present study a treatment based on the five-phased continuum by Wheeler.

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[75] Doll, R. C., (1970), Curriculum Improvement: Decision-Making and Process, (Allyn & Bacon Inc.), Boston, Massachussets, pp.1-337.

[76] Kaye, B., (1970), Participation in Learning, (George Allen & Unwin Ltd.), pp.45-67; 159-199.

The related literature reviewed under 2.3 above points to the following facts:

1. That in the process of curriculum development in English teaching in Nigerian schools, colleges and universities, we can plan an instructional programme to train learners to listen to, understand and speak conversational English.

ii. That it is a socially desirable goal, in that it is relevant to the social processes and life-functions of learners in a polyglot community, in which education has become universal, free and perhaps in the future, compulsory.

iii. That the objectives of the programme are realistic and teachable, provided appropriate selection, organization, sequencing and presentation of the learning experiences are carefully executed.

iv. That if certain principles of second-language learning are observed in the training, desired results can be achieved.

Such principles (Wheeler 1969)[77] are

(a) training recognition skills
before productive skills.

(b) using the audio-lingual approach
by which learners learn inductively
until automaticy of response is
achieved.

(c) using the cognitive-code learning
approach by which learners learn
deductively the features of
informal conversational English –
both approaches are complementary
and provide a variety of methods.

(d) giving learners copious, repeated
practice with judicious use of
reinforcement.

(e) catering for the cognitive as well
as the affective needs of learners
by working from the known to the
unknown, drawing useful correlations

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[77] Wheeler, D. K., (1967), op. cit., pp.122-145.

with known experiences and working from the simple to the complex.

(f)   providing intrinsic as well as extrinsic motivation throughout the teaching-learning process.

(g)   allowing for learners' active participation throughout the teaching-learning process.

In the next Chapter, we shall examine, with illustrations, the characteristic features of a close tenor relationship in informal conversations in English.

CHAPTER 3

FEATURES OF REGISTER IN ORAL DISCOURSE IN ENGLISH

In Chapter 2, in our review of literature, we have drawn attention to features of conversation which show an informal Tenor. The tenor as defined in Chapter 1, is the status or formality dimension of register. The relationship between the speaker and listener in a conversation puts some linguistic constraints on a competent user of a language. This relationship becomes closer the smaller the group of participants in a conversation.

In this chapter, we try to examine closely the beginnings of the disoourse spoken by native-English students. Our purpose is to illustrate how the characteristic features of a close Tenor relationship are exhibited in the oral discourse spoken by native-English students.

We also examine linguistic features like prosodic change at the level of phonology. Other features examined are weak forms of vowel and consonant sounds, at the level of morphology. We

also examine the common occurrence of the use

of passive voice of verbs as a linguistic marker *of imperson-*

al English at the level of syntax.   Finally,

we examine the use of phrasal verbs as a linguistic

marker of conversational English.

3.1 REPETITION

One of the typical paralinguistic features

of informal, spoken discourse is the use of

repetition. Repetitions can be of complete

statements or can be restatements of what the

previous speaker has said, but with some extra

comment by the present speaker.

The text (text Lo.U.) of the discourse by

students from London University College, on the

topic, "Making Friends" begins like this:

Note:

An arrow shows the intonation tune.

Three dots show an uncompleted thought,

either interrupted by another thought of

the same speaker or of another speaker.

Curly brackets show that more than one

person speaks or makes some sound at the

same time.

Appendix A shows the key to the transcription.
A pause is indicated with a cross sign + (Text Lo.U):

p^1: What about your friend + Barbara ?

　　　She doesn't go out much.

p^2: You've got 'o + know +... meet people

p^3: I don't know.

p^2: Just befriend them.

p^1: So + as I said + she probably gives up +

　　　and then revives.

p^3: D'you think so ?

p^4: Could be that.

p^1: Well + I sat next 'o 'er at dinner the

　　　other night + in the hall + and you

　　　know + she doesn't say anything at

　　　all + ... speak to her + ... en' you

　　　know + she looked in her own world.

p^4: She doesn't even try.

　　　The idea of repetition is inherent in p^1's
"go out much" which p^2 restates as "meet people"
and "befriend them".

Repetition is also found when p^1 says that

Barbara "gives up" and when questioned by p^3,

which p^4 does not doubt, and which p^1 restates

in his view as Barbara "looked in her own world".

The same view is repeated when p^4 says "she

doesn't even try". The nine conversational

moves in text Lo.U. above carry the information

that to make friends, one tries to go out,

meet people, talk to them and befriend them.

The text (text Le.U.) of the discourse by

students from Leeds University on the topic,

"Making Friends" begins like this:

p^1:   Carolline + you have some friends ?

p^2:   Hm +

      A few.

      (Laughter)

p^1:   Why du'u* say a few ?

p^2:   Erm + ...' I think by the time you

      got into a second year at the

      university + you've got your

      clique of friends + and then you

      form yourselves into little groups +...

      $\overline{/}$Hm$\underline{/}$ and after that you don't

      tend to make new friends + I don't think.

---

* du'u is a contracted form of do you.

p¹: I s'ppose you can only +... can + sort of
+... have a few + really good friends. Is
different from that + ... friendships +...
If you know people +... well + you can
just say + 'hello' + 'how are you ?' +
'it's nice weather' + but er +... and
suppose you know a lot of people + an
that sort of bla-bla +... and the deep
friendships are really few + ⌈Hm⌋
and +...
... I don't think that way its + really
very hard to make friends +... you decide
+ 'I'm going to make friends there' + so
you go out with a certain intention of
making friends + ⌈Hm⌋

p²: I think you make friends + naturally. And
if you go out with a certain intention of
making a friend + and somebody +... also +...
⌈yeah⌋ who started or decided that he
or she ought to make friends +... it's
very difficult + I think I found out when
the Freshers come in. Last year when we

first came here +... $\underline{/}$hm$\underline{/}$

everybody was determined to make friends.

And so + it's sort of a little bit of

tension there really. Everybody had to

be very interested in what everybody

else was doing +... $\underline{/}$yes$\underline{/}$

and we talked to a lot of more people.

In the above text Le.U., repetition is inherent
in the six conversational moves. P^2 states that he
has "a few" friends. P^1 wants to know why "a few".
P^2 explains getting "a clique of friends" and tending
not "to make new friends". P^1 modifies his view of
friends - different from hello people - but

"few really good friends".

"deep friendships are really few".

P^1 adds that making friends is not a calculated act
"with a certain intention". P^2 restates this and even
repeats actual words of P^1: "you make friends + naturally" +
"if you go out with a certain intention of making a
friend", "or decided he or she ought to make friends"
"everybody was determined to make friends."

Repetition, paraphrasing and restating are features
of spontaneous informal conversation.

Let us look at two more beginnings of the
discourse by students from Cambridge University and
Edinburgh University respectively. The text (text Ca.U)
of the discourse by Cambridge students on the topic,
"Making Friends" begins like this:

P[1]: Hm+ making friends +... You have time +
to make friends +... ∠yes⏋ some of 'em
you haven't got time + to keep. You
know + you meet somebody at the beginning
of a term + and then you just sort of +
busy + with all your studies to do +
and great big essays to write + and
before you know + three or four or
five weeks is gone +... ∠yeah⏋ you
haven't time +... seeing that person +
and you now have the best way of +...

P[2]: D'u think it makes a difference +
whether you live in college or not ?

---

*The contracted form of the verb-to-be do and of the
pronoun you undergo an elision to become
/d'u/.

P[3]: I think it c'ud make a difference +...
you perhaps just made a friend + and
+...

P[2]: The same thing happens + its +...
I find I never have time to see people
in other colleges. There's a lot of
people in Gray's College that I see +
nearly every meal or so. There's a
good opportunity to make friends with
'em +...

P[1]: Yes + yes + that's it + people in other
colleges + I think they go out of their
way to encourage 's to make friends + ...

In text Ca.U above, repetition is obvious. P[1],
the initiator-participant makes the point that one
may have time to meet people and make friends but
may not have time to see them to keep the friendship
on. P[1] in the same conversational move restates it
that one is so busy one has not got "the time seeing
that person" and P[3] adds "you perhaps just made a
friend" whom you do not have time to see.

P^2, confirming the view says:

> "I find I never have time to see
>
> people in other colleges".

Repetition, Keenan (1974)[1] also found serves the communicative function of agreement.

The text (text Ed.U) of the discourse by Edinburgh students on the topic, "Making Friends", begins like this:

P^1: Oh + this is the start.

P^2: Really so.

P^1: Personal friends + you see.

P^2: (Yes
(Well + if you go to people you already) know + then it's good + because you sometimes get to know these people better + but as a way of meeting people + to start a friendship at a party + i an't good at all.

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[1] Keenan, E. O., (1974), "Conversational Competence, in Children", _Journal of Child Language_, I, pp.163-183.

P³: (Er +....   )
(And it's so false +)

... especially when's + ... people tend to

think of it as getting most fun.

P²: But it's like disco-music +...

/¯Hm_7

... it can move on the corridor +...

P¹: /¯Quite true_7 (giggles)

P³: You're thinking of the boisterous +...

(laughter)

P¹: Oh+ you're thinking of the boy's shorts.

/¯what ?_7

P³: Eh + right.

P¹: Erm + what about +... ? No + I don't

understand.

/¯beg your pardon_7

P³: Which one ?

P¹: The Hague's party.

P²: Oh + that's right.

P¹: Yes + she came visiting us in our flat +

and had this guy for Burn's night + who

had this quilt on + and er + you did all

sorts of strange things + didn't ye ?

(laughter)

P³: ⌐ any way ...⌐

P²: All professionals like him are very
impressionable the fresher's week + I
mean + at least + within the residence.

P³: Yeah + but er + there's some feeling +
or some saying that you spend the first
week of fresher's week + sort of frantically
trying to make friends +... ⌐ em ⌐ and
you spend the rest +... ⌐ hm ⌐ and you never
see them again.

P²: Yes + that's true + I mean + you find second
term you are not ready for all you knew +...

P³: Er + you just sort of +... garb on to people +
with anybody you can find +... ⌐ er ⌐ just
for the sake of making friends.

Instances of repetition abound in the above text.
P¹ realises it is the start of the discourse. P²
confirms it. P² later thinks it is bad "to start a
friendship at a party". P³ restates it saying "it is
so false". P² digresses, saying "it's like disco-music".
P¹ and P³ both further on the digression by restating

and reproducing the context of "the boisterous, +...",
"the boy's shorts", "this guy for Burn's night + who
had this quilt on +...."

Obviously P^1 and P^3 have a common knowledge of
this amusing guest referred to. But even P^2 who
probably does not, still accepts and agrees by
saying:"Oh + that's right". The three participants
laugh together, thus a solidary social relationship
among participants is established.

P^3 then pushes the conversation along with
"anyway". P^3 says people try to make friends and
make an impression on others the first week of term,
but this never works. P^2 restates it by adding that by
the second term, one does not have time for all the
friends one has made. P^3 adds that one garbs on to
anybody one can find.

In general, the four texts cited illustrate the
use of repetition serving the function of agreement,
confirmation and moving the conversational flow on.
Besides, one can see repetition as a device for
making one's comments relevant. Repetition achieves
conversational relevance — the same function that
lexical cohesion performs.

Repetition is also inversely related to the use of turn-allocation devices. A repetition occupies a turn in the stream of conversation. Participants use pre-packed forms of agreement like ⌐hm, yeah, yes, mm⌐ as if urging the present talker to go on with his turn-talking.

3.2 PRE-PACKED FORMS OF AGREEMENT

In the four texts cited, these pre-packed forms of agreement or passing moves serve the function of letting the present talker go on with his talking-turn. We listen to the tape and note that the passing moves or pre-packed forms of agreement are all uttered with a falling intonation which grammatically signifies the end of a statement. The use of repetition and of pre-packed forms of agreement in the discourse in the present study enhances our view of an interactionist theory of language. Speech production is related to perception of a situation, in this case, a situation in which there is a close speaker-talker/addressee relationship.

3.3   INTIMACY SIGNALS

Closely related to the use of pre-packed forms of agreement and repetition is the occurrence of "intimacy signals" in conversation. All the four cited texts show the participants making use of intimacy signals such as

know, you know, you sort of, mean,

I mean,

In native-English culture, intimacy signals characterise informal peer, small-group conversations. A high frequency of occurrence of the use of intimacy signals correlates with a close speaker/addressee relationship. More will be said about the use of intimacy signals found in the texts of each sub-group of participants in the discourse studied, in Chapter Four where we discuss findings from our data.

3.4   PHONOLOGY

PROSODIC CHANGE:

The uttering of statements with a rising intonation to express nuances of meaning is exhibited in the texts cited. Grammatically,

statements are uttered with a falling intonation, unless they are requests for information. To cite one vivid example from the Lo.U text (London University College students' text):

P[2]: There's a party on Friday night in the hall.

P[3]: We can do that then.

P[5]: Yes.

P[2]: Why don't you speak to her + Barbara ? + you know her   best.

P[1]: If anyone   does (laughs).

The rising intonation on <u>hall</u> is suggestive of the doubt and cynicism that the speaker has that she will attend even if invited. Similarly, the unusual rise in intonation on <u>best</u> is ironic. The rise in intonation on <u>does</u> shows a dry humour, made explicit by the laughter that follows. There are many instances of this prosodic change. This highlights the fact that speech is not context-independent.

When a pitch movement or intonation tune is paralinguistically unmarked, it performs its grammatical function in the norm of speech. When speech exhibits

variations from the norm of a given society or community, such variations may express: interest excitement, surprise, doubt, involvement, certainty, sympathy, irony, cynicism or dry humour.

Other prosodic features (Brown, 1977)[2] which can be varied for additional overtones are length and loudness. Length can be in the timing of segments and syllables, or in the tempo of speech. Loudness can show anger, irritation or excitement. Although these two features may also be deciphered by the use of acoustic devices, we have deciphered them impressionistically. There are no unusually lengthened words or syllables. There are also no examples of unnaturally loudly uttered words or syllables. Normal volume of voice is heard all through the discourse. We note that when two or three talkers talk together, the volume naturally rises and one of the co-talkers holds on to the talking-turn.

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[2] Brown, G., (1977), Listening to Spoken English, (Longman), pp.108-120.

One would have liked to observe in spontaneous, conversational speech, the absence of vertical jaw-movement and of lip-rounding in the production of consonants and vowels in informal, spontaneous speech. This would have produced data copious for another study. It would also have necessitated the use of close-circuit television recording, the expense of which makes it prohibitive for the present study.

Apart from prosodic change in intonation, length and loudness, jaw-movement and lip-control, e.g. lip-rounding already discussed, there are other paralinguistic features. These are pitch range (spread upward or downward and narrowed from above or below); glottis control (over-voicing, under-voicing, slight or heavy breathiness); pitch control (sharp and smooth transition); articulation control (forceful and relaxed); rhythm control (smooth and jerky); resonance (resonant and thin); tempo (increased and decreased), Crystal and Davy 1969, p.89.[3] The present study does not embrace these physical paralinguistic features, as our stance is that of an interactionist view of language. Besides, their acoustic, articulatory and auditory analysis could not have been accommodated within the self-supporting resources of the researcher.

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[3] Crystal, D., (1969), Prosodic Systems and Intonation in English, (Longman), pp.126-194.

3.5 MORPHOLOGY

WEAK FORMS:

We note the use of weakened consonants and vowels in the stream of informal, spontaneous speech. Such weakened forms involve elision either of consonants where a juncture phoneme occurs: e.g. Text Lo.U.

P^2:... you've <u>got'o</u> meet people.

or of vowels: e.g.

Text Lo.U.

P^3: D'u think so ?

Other examples of weakened forms in the same text cited above are

P^1: I sat next'o 'er at dinner the

other night +...

an' + you know +

Others in text Ca.U already cited are

P^1:...some of 'em you +...

P^2:...d'u think it makes a difference ?

P^3: I think it c'u'd·

P^2: There's a good opportunity of

making friends with 'em +...

P^1: I think they go out of their way

to encourage 's to make friends.

Other examples from the little extract from text
Ed.U are:

p^2:   to start a friendship at a party +
         i'n't good at all.

p^3: $\begin{Bmatrix} Er \\ And \end{Bmatrix}$+...
         it's so false +... especially
         when's +... people tend to think of
         it as getting most fun.

In all the extracts from the four cited texts which
show the beginnings of the discourse on the topic,
"Making friends", there abounds the use of contracted
forms of pronouns:

        you're, you've

        it's

of demonstrative pronouns

        that's

        there's

of modal auxiliaries and verbs-to-be:

        doesn't

        don't

        I'm

        an't

        s'ppose

        haven't

        c'u'd.

Contracted forms of modal auxiliaries and
personal pronouns are characteristic of informal,
spontaenous native-English conversation. In formal,
prepared conversation, full forms of the modal auxi-
liaries and pronouns are used by native-English
speakers, thus:

> shall, will, can, cannot, could not,
>
> would, should, have to, there is, that is,
>
> does not, do not, I am, have not, you are,
>
> you have etc.

Our data show a significant contrast in the use
of weak or contracted forms in the discourse spoken
by native-English students and by Nigerian students.
More will be said on it in the next chapter.

3.6 TWO LINGUISTIC FEATURES OF CONVERSATION AS CORRELATES
TO THE NON-LINGUISTIC FEATURES DISCUSSED

(a) SYNTAX: The Non-Use or Use of Passive Voice of
Verbs in Conversation

The use of the passive voice of verbs in English
has a high frequency of occurrence in scientic writing.
The language of scientific hypotheses expresses

> "what is being done in the laboratory
>
> the effects of what has been done and
>
> plans for what shall be done", p.115.

(Barnes-et-al, 1969)[4]. Examples such as:

> "the oxygen is taken to all parts
>
> of the body"
>
> "it isn't transported or carried
>
> around the body in the bloodstream
>
> like ours is",

are commonplace in scientific discourse, especially

in the written mode. But even in oral presentation

of scientific concepts, teachers may encourage

classroom discourse in which learners use language

to grapple with new experiences or to order old

experiences in a new way.

Let us listen to a native-English discourse on

a chemistry, a physics and a biology lesson respectively.

(a) <u>Chemistry</u>:

T: stands for Teacher

P: stands for a pupil or learner.

---

[4] Barnes, D., Britton, J., and Rosen, H., (1969),
    "Talking to Learn", in <u>Language,</u>
    <u>the Learner and the School</u>,
    (Penguin) pp.81-115.

T: You get the white +... what we call

casein +... that's +... er +...

protein +... which is good for you +...

it'll help to build bones +... and the

white is mainly the casein and so it's

not actually a solution +... it's a

suspension of very fine particles +

together with water and various other

things which are dissolved in water +...

P[1]: Sir+ at my old school + I shook my

bottle of milk up and when I looked at

it again + all the side was covered

with +... er +... like particles and

+... er +... could they be the white

particles in milk +... ?

P[2]: Yes + and gradually they would sediment

out + wouldn't they + to the bottom +... ?

P[3]: When milk goes very sour though + it

smells like cheese + doesn't it ?

P[4]: Well + it is cheese + isn't it + if you

leave it long enough ?

T. Anyway can we get on ? +...

We'll leave a few questions for later.

(Barnes et al, 1969, p.28)[5].

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[5] Barnes, D., Britton, J., and Rosen, H., (1969),
op. cit., p.1-77.

(b) <u>PHYSICS</u>:

T. Now when I turn the gaslamp on +...
what's coming out of the top ?

P. Flames +... luminous flames.

T. What's coming out of the top of the tin ?

P. Um+... air+... that's been burnt +...
gas that's been burnt.

T. Good + it's burnt gas+... spare gas+...
so what's that **tells** you about the inside
of the tin ? +... what is there inside
there ?

P. Gas.

T. It's full of gas + right +... Now then +
I'm going to turn off the gas and I want
you to watch carefully +... watch the
flame and see anything +... any change
that you can +... and also watch the tin
carefully +... Right + I shall turn it
off. What did you see as soon as I turned
it off ?

P. The flame went down.

T. Why did it go down ?

P. 'Cos, the +... it wasn't +... the gas
wasn't coming for it to be burnt.

T. There wasn't as much gas spare +...
we've burnt off the spare gas.
(Barnes-et-al, 1969, p.32).

(c) BIOLOGY:

T. How does fish obtain the oxygen from
the water ? What happens +... ?
Stephen ?

P. It allows the water to run over its
gills and the +... er +... and extracts
the oxygen.

T. First of all think of it in stages +
Stephen. Where does the water go first
of all ?

P. Miss + it enters the mouth and then it
passes over the gills taking out the
oxygen. Then it comes out of the gills.

T. Comes out of the back of the gill-cover +...
(Barnes-et-al, 1969, p.34).

The extract from the Chemistry lesson explains
the suspension of solids in a liquid. The extract
from the Physics lesson is on the behaviour of
flames in a tin into which gas is piped. The
extract from the Biology lesson recapitulates a
previously taught process by which fish obtains
oxygen from water.

The language of the three extracts is of
interest to our present study on features of oral
discourse from an interactionist view of language use.
The teacher's oral exposition, his questions and the
pupil's responses as well as pupil - initiated talks
are conversational. Although the field of discourse
is scientific, features we have already identified
with conversational English such as repetition,
pre-packed forms of agreement or passing moves,
intimacy signals, contracted forms of pronouns,
verbs-to-be and modal auxiliaries abound.

The striking thing is that the particular science
teacher himself does not imitate the language of
science text-books. When he gives notes which are
either duplicated, dictated or copied from the
black-board, the language of the science teacher's
notes is definitely going to be different from the

personal, intimate language of his oral exposition. The personal, intimate language of his exposition is a language of classroom interaction, it does not imitate the language of science text-books. The language used by pupils in the three extracts is also personal, intimate and exploratory in organising scientific experiences which have become a reality in their thinking and feeling.

One striking observation in the three cited extracts is the rarity of the use of passive voice of verbs. In the chemistry extract, there are only two occurrences of the passive voice of verbs as against twenty occurrences of the active voice of verbs. In the physics extract, there are only three occurrences of the passive voice of the same verb, to be burned as against twenty-one occurrences of the active voice of other verbs. In fact, one pupil repeats to be burned twice in one and the same sentence, so its use is very rare.

Our data from the analysed transcripts of oral discourse on each of the three given topics, show a rare or low occurrence of the use of passive voice in the discourse by students from

1. London University College,

2. Edinburgh University,

3.   Leeds University,

4.   Cambridge University.

For actual figures, see Table 9 in the next chapter.

A high frequency of occurrence of the use of passive voice of verbs characterises formal, distant, impersonal discourse that typifies scientific writing. A low frequency of occurrence of the use of passive voice of verbs, characterises in native-English, personal, close, informal conversation.

3.7   LEXICON

PHRASAL VERBS IN ENGLISH CONVERSATION:

Native-English speech, unscripted, unrehearsed and un-prepared is characterised by a high frequency of occurrence of phrasal verbs, in contrast to the occurrence of latinised one-word verbs.   Some of the phrasal verbs in our data are: on "Making friends"

        get on with people

        get into a lot of trouble

        get involved in

        get much out of

        get past three questions

        get on in different ways

keep contact through

keep in touch with

lose contact with

stick around with

hold on to

pick up the friendship

she hangs about

takes up the friendship again.

        on "Why we dress the way we do"

get out of

break away from

put an end to the jeans

take off your tie

my wardrobe is worked out blue

get around in shoes

take off moustache.

        on "How to curb inflation"

prices go up

prices go down

prices come up

to be very low away

there's not enough to go round

lots of money came back

brought down the prices

buy out of season.

Spontaneous native-English talks make an abundant
use of phrasal verbs. Our data from the transcribed
oral discourse by students from Edinburgh, Leeds and
Cambridge Universities and London University College
show an abundant use of phrasal verbs.

This finding is an interesting feature, in that
it correlates positively with the lower frequency of the
occurrence of the use of passive voice of verbs.
These two linguistic features of conversation in
English positively correlate with the other para-
linguistic features of English conversation already
discussed.

In this chapter, we have given a description of
some linguistic and paralinguistic features of informal,
casual conversation. They are: repetition, pre-packed
forms of agreement or passing moves, intimacy signals,
contracted forms of verbs-to-be and modal auxiliaries,
pitch change, length and loudness, all of which we
exemplify in the transcribed discourse.

We also illustrate in the transcribed
discourse two other linguistic features which
correlate positively with the features of native-

English conversation, namely a rare use of passive voice of verbs and an abundant use of phrasal verbs.

The next chapter deals with the contrastive features of register in oral discourse in first and second-language situations, as shown in the findings of our analysed data.

CHAPTER 4

CONTRASTIVE FEATURES OF ORAL DISCOURSE IN FIRST AND SECOND-LANGUAGE SITUATIONS

4.1 Dialogue versus Monologue:

In Chapter **2**, in our review of literature, we note that Discourse in the spoken Mode can be either in form of a dialogue or a monologue. In a monologue only one speaker in a given situation talks to a listener or an audience. By the nature of a monologue, the co-present audience are passive listeners to the speaker. On the other hand, in a dialogue, the speaker as well as the listening audience are co-participants. A particular speaker may be interrupted and echoed by any or all the co-present participants. Turn-taking changes often as no-one monopolises the talking. By the nature of a dialogue, the co-participants enjoy a close, warm speaker-addressee relationship and involvement, whereas in a monologue the speaker-addressee relationship is distant, cold and detached.

We try to ascertain which of the two forms of speech is used by second-language speakers of English. We carry out a pilot study among twenty-two

Form five secondary school students in Lagos and twenty-
two third year Nigerian Certificate in Education students.
of Lagos University Faculty of Education. Our findings
are shown in Table IA.

<u>TABLE 1A</u>

<u>DIALOGUE VERSUS MONOLOGUE IN SECOND
LANGUAGE SITUATIONS</u>

SCHOOL OF INFORMANTS	NO. IN GROUP	NATURE OF DISCOURSE	TOPIC OF DISCOURSE	
			How to Make Schooling Interesting	How to Curb Inflation
K.C.	5	Monologue		
K.C.	6	Monologue	"	"
H.C.C.	6	Monologue	"	"
H.C.C.	5	Monologue	"	"
N.C.E.	5	Monologue	"	"
N.C.E.	6	Monologue	"	"
N.C.E.	5	Monologue	"	"
N.C.E.	6	Monologue	"	"

The transcripts of conversations by Form five boys
of Kings College, Lagos and by N.C.E. year 3 students of
Lagos University exhibit Monologuing. A monologue is a

communicative situation in which one person at a time talks to a group of listeners who listen until the talker has had his talking-turn. The transcripts of conversations by Form five students of Holy Child College, Lagos also exhibit monologuing, but with a difference. A talker after maintaining a talking-turn for a while, uses passing moves which indicate to another talker to take a turn. Thus talker A passes the baton, as it were, to talker B, talker B to talker C and talker A may pick up the baton from talker C at will. The communicative situation is more or less interactionary for the Holy Child College students. One cannot describe it as dialoguing since there is no single interruption in the talking-turns. A dialogue is a communicative situation in which one persons talks to and can be interrupted by one or more of the listeners. (Irvine, 1975),[1] (Szentivanyi, 1976).[2]

The length of the spoken texts for the N.C.E. year three and the Kings College students varies from

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[1] Irvine, J. T., (1975), "Wolof Speech Styles and Social Status", <u>Working Papers in Sociolinguistics</u>, no. 23, (Branddeis University, Waltham Massachussett), p.6.

[2] Szentivanyi, A., (1976), "Communicative Situations in the Training of Teachers of English as a Foreign Language", <u>English Language Teaching</u>, vol. XXX, no.3, pp.197-184.

195 to 400 words per talker on each of the two topics of discourse. The length of the spoken texts for the Holy Child College students varies from 95 to 300 words per talker on each of the two topics:-

How to Make Schooling Interesting.

How to Curb Inflation.

Some of the Holy Child College students have three or four talking-turns on each of the two topics. This accounts for the relatively shorter length of spoken texts found. Each of the Kings College students and the N.C.E. Lagos University students has one long talking-turn on each of the two topics.

We make an incidental discovery of the unsuitability of one of the two given topics of discourse, namely How to Make Schooling More Interesting. We find that this topic makes the N.C.E. year three students regurgitate their lecture notes. There is evidence that they are describing educational processes with which they are familiar as professional teacher-trainees.

That the N.C.E. students' conversational language exhibits a neutralized impersonal touch is confirmed by the abundant use of the passive voice of verbs. See Table IB.

TABLE 1B

FREQUENCY OF USE OF PASSIVE VOICE OF VERBS

SCHOOL OF INFORMANTS	TOPIC: HOW TO MAKE SCHOOLING MORE INTERESTING	NO. IN GROUP	USE OF PASSIVE VOICE OF VERBS	MEAN
K.C.		5	10	2.0
K.C.		6	-	-
H.C.C.		6	-	-
H.C.C.		5	-	-
N.C.E. Lagos University		5	30	6.0
N.C.E. Lagos University		6	29	4.8
N.C.E. Lagos University		5	10	2.0
N.C.E. Lagos University		6	32	5.3

The higher frequency of occurrence of the use of the passive voice is a linguistic marker of formal, distant Role in a personal colloquy or an interpersonal exchange. Examples of the use of the passive voice by the N.C.E. students of Lagos University are:

(a)   ... and the teacher _is_ not <u>well-prepared</u>
        for the lesson + and the pupils <u>are not</u>
        <u>motivated</u> enough to learn.

(b)   The science +... er +... society in the
        , school + where students <u>are gathered</u>
        together + ... and the school houses +
        where students <u>are invited</u> + ...

(c)   ... presently the schools are <u>being run</u>
        by the government.

(d)   ... if the thing one <u>is being told</u> + <u>is not</u>
        <u>made real ±</u> ...

(e)   ... if one finds that this thing cannot
        <u>be met</u> + ...

(f)   ... the way and manner they <u>are being</u>
        <u>treated</u> by these senior masters.

(g)   ... many things <u>can be decided</u> upon them.

For more examples of the use of the passive voice of
verbs by the N.C.E. students selected, see Appendix C .

On the other hand, we find that the girls from
Holy Child College and the boys from King's College,
Lagos, make a rare use of the passive voice of verbs.

There is evidence from Table I[B] that the boys relate
closely and the girls also relate closely with their
peers during the discourse. The boys' sparing use of
the passive voice seems to have a communicative function
of expressing quiet resentment to the school authorities.
Some examples of its usage are:

(a)   ... boys <u>are forced to</u> eat at a particular
      time + <u>forced to go</u> to bed + <u>forced to read</u> +...

(b)   ... a student in upper sixth + <u>is subjected</u>
      to the same rules and regulations + as the
      student in Form One + ...

(c)   ... you haven't seen the apparatus + but you
      know it anyway + because you <u>are meant</u> to +...

(d)   ... if more games <u>are introduced</u> + ...

(e)   ... things like that <u>are never done</u> + ...

On the contrary, a higher frequency distribution of
the use of the active voice of verbs and of the present
tense forms, indicates personal familiar language. The
discourse spoken by the King's College boys and the Holy
Child College girls exhibit features of personal familiar
language. Some examples from the King's College boys are:

(a) ... see boys getting into trouble for

breaking bounds + to go out + ...

(b) ... it makes a person feel that + after all +

life isn't waking up in the morning + going

to school at eight o'clock + ...

(c) ... we tend to have a less practical outlook

in our science subjects + ... all we do is to

go to the textbooks and cram up + all these

things. Just see a diagram in the book +

that's all + you haven't seen the apparatus +

but you know it anyway + ...

Some examples from the Holy Child College girls are:

(a) ... like in Biology + when you talk about

insects + you know + you could go out side

Lagos + say Ikeja + you could make these

students enjoy themselves by catching insects + ...

(b) We come to school everyday + we have these

subjects + and nothing interesting + seems to

happen. So we find it very + very + ...

I mean + dull + ...

(c) ... each school could have + ... em + ... an

agricultural club + you know + you can have

miniature farms on a little scale + you know + ...

(d) ... and we can have large labs for cookery +

and then we have dress-making and needle-work +...

(e) I think each school should have a common room

or something like that + where girls get

together after school + to get to know each

other + ...

For more examples of personal, familiar language,

characterised by the use of active voice of verbs and

present tense, spoken by the King's College and Holy

Child College students, see Appendices C^{II} and III.

As a result of the incidental discovery of the

unsuitability of one topic, we use three topics namely:

Making Friends.

Why We Dress The Way We Do.

How To Curb Inflation.

We also find that the sampled Lagos University

P.G.D.E. and N.C.E. students exhibit monologuing in their

discourse on each of the three given topics. See Table II.

TABLE II

DIALOGUE VERSUS MONOLOGUE IN FIRST AND SECOND-LANGUAGE SITUATIONS

SCHOOL OF INFORMANTS	NO. IN GROUP	NATURE OF DISCOURSE	TOPIC OF DISCOURSE		
			MAKING FRIENDS	WHY WE DRESS THE WAY WE DO	HOW TO CURB INFLATION
Lagos University P.G.D.E.	5	Monologue	"	"	"
Lagos University P.G.D.E.	5	Monologue	"	"	"
Lagos University N.C.E.3	5	Monologue	"	"	"
Lagos University N.C.E.3	5	Monologue	"	"	"
London University	5	Dialogue	"	"	"
Edinburgh University	5	Dialogue	"	"	"
Leeds University	5	Dialogue	"	"	"
Cambridge University	5	Dialogue	"	"	"

As Table II shows, the transcripts of discourse by sub-groups of P.G.D.E. and N.C.E. Lagos University students exhibit monologuing. On the other hand, the transcripts of discourse by sub-groups of native-English students exhibit dialoguing.

The use of dialoguing by the sub-groups of native-English students shows that they relate closely with their peers during the discourse. On the other hand, the use of monologuing by the sub-groups of second-language speakers of English shows that each speaker who takes a talking-turn sees himself or herself and is seen by co-present participants as the dominating talker for any one talking-turn.

Our findings show that rigid turn-taking is closely linked with monologuing, while the use of interruptions of a talker by other talkers is closely linked with dialoguing. See Table III.

TABLE III

TURN-TALKING: RIGID VERSUS WITH THE USE OF INTERRUPTIONS IN CONVERSATIONAL ENGLISH.

SCHOOL OF INFORMANTS	NO. IN GROUP	FREQUENCY DISTRIBUTION OF TURN-TALKING ON			
		MAKING FRIENDS	WHY WE DRESS THE WAY WE DO	HOW TO CURB INFLA-TION	MEAN
Lagos University P.G.D.E.	5	5	5	5	1.0
Lagos University P.G.D.E.	5	5	5	5	1.0
Lagos University N.C.E.	5	5	5	5	1.0
Lagos University N.C.E.3	5	5	5	5	1.0
London University	5	65	70	85	13.0 14.0 17.0
Edinburgh University	5	75	80	85	15.0 16.0 17.0
Leeds University	5	75	82	85	15.0 16.4 17.0
Cambridge University	5	70	75	80	14.0 15.0 16.0

As Table III shows, the Lagos University P.G.D.E. students have five rigid turn-talking while their London University P.G.D.E. counterparts have averagely 70 talking-turns resulting in interruptions. There is a consistent

pattern of interactionary discourse exhibited by students
from Edinburgh, Leeds and Cambridge Universities.   In
sharp contrast, there is a consistent pattern of monolo-
guing, an almost ritual observation of rigid turn-taking,
exhibited by students sampled from the Faculty of Education,
University of Lagos.   This pattern correlates with the
pattern found in the discourse by the King's College boys
and the Holy Child College girls.

One can say that monologuing is a feature of peer
discourse by Nigerian students, whereas dialoguing is a
feature of peer discourse by native-English students.

We would like to relate these two findings (Tables
I[A], II and III) to the other non-linguistic and linguistic
features of conversation found.   They are:

1.   Use of intimacy signals.
2.   Use of contracted forms of modal auxiliaries,
     verbs-to-be etc.
3.   Use of pre-packed forms of agreement or verbal
     fillers.
4.   Use of phrasal verbs.
5.   Use of passive voice of verbs.

Our findings show that it is not only in the use of
monologue or dialogue that the Nigerian students differ

from native-English students, but also in the use of

the other five listed features.

4.2 Use of Intimacy Signals

TABLE IV

USE OF INTIMACY SIGNALS IN CONVERSATIONAL
ENGLISH BY SECOND-LANGUAGE SPEAKERS

SCHOOL OF INFORMANTS	TOPIC: HOW TO MAKE SCHOOLING MORE INTERESTING	NO. IN GROUP	FREQUENCY DISTRIBU-TION	MEAN
K.C.	"	5	22	4.4
K.C.	"	6	28	4.6
H.C.C.	"	6	30	5.0
H.C.C.	"	5	20	4.0
N.C.E.	"	5	0	–
N.C.E.	"	6	1	.15
N.C.E.	"	5	1	.20
N.C.E.	"	6	1	.15

Table four shows the higher frequency of occurrence of

the use of intimacy signals by students from King's College

and Holy Child College, Lagos. We have remarked that a

higherfrequency distribution of the use of intimacy
signals characterises personal, familiar discourse
language.

The lower frequency of occurrence of the use of
intimacy signals by N.C.E. Lagos University students
indicates that their discourse language is impersonal
and distant.

TABLE V

USE OF INTIMACY SIGNALS IN SPONTANEOUS DISCOURSE
BY FIRST AND SECOND-LANGUAGE SPEAKERS OF ENGLISH

SCHOOL OF INFORMANTS	NO. IN GROUP	TOPIC: MAKING FRIENDS	FREQUENCY DISTRIBUTION	TOPIC: WHY WE DRESS THE WAY WE DO	FREQUENCY DISTRIBUTION	TOPIC: ... HOW TO CURB INFLATION	FREQUENCY DISTRIBUTION
Lagos University P.G.D.E.	5	"	10	"	7	"	8
Lagos University P.G.D.E.	5	"	15	"	6	"	8
Lagos University N.C.E.3	5	"	13	"	12	"	5
Lagos University N.C.E.3	5	"	8	"	10	"	5
London University	5	"	24	"	40	"	40
Edinburgh University	5	"	46	"	36	"	44
Leeds University	5	"	49	"	51	"	50
Cambridge University	5	"	30	"	35	"	40

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Table V shows a consistent pattern of a lower frequency of the occurrence of the use of intimacy signals in the discourse spoken by selected Nigerian students. On the other hand, the native-English students' discourse exhibits a higher frequency distribution of this feature. The contrastive features noted indicate that a higher frequency distribution of the use of intimacy signals characterises casual, personal, familiar native-English conversation, whereas a lower frequency distribution of the same feature characterises formal, impersonal and distant conversation in English by Nigerian students.

4.3 Use of Contracted Forms of Modal Auxiliaries and Verbs-to-be in Conversational English

TABLE VI

USE OF CONTRACTED FORMS OF MODAL AUXILIARIES AND VERBS-TO-BE IN CONVERSATIONAL ENGLISH

SCHOOL OF INFORMANTS	NO. IN GROUP	TOPIC: MAKING FRIENDS	FREQUENCY DISTRIBU- TION	TOPIC: WHY WE DRESS THE WAY WE DO	FREQUENCY DISTRIBU- TION	TOPIC: HOW TO CURB INFLA- TION	FREQUENCY DISTRIBU- TION
Lagos University P.G.D.E.	5	"	20	"	8	"	12
Lagos University P.G.D.E.	5	"	5	"	6	"	10
Lagos University N.C.E.3	5	"	15	"	20	"	18
Lagos University N.C.E.3	5	"	8	"	11	"	20
London University	5	"	103	"	122	"	148
Edinburgh University	5	"	131	"	93	"	129
Leeds University	5	"	232	"	176	"	190
Cambridge University	5	"	120	"	115	"	130

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As Table VI shows, the conversations of selected Nigerian students exhibit a much lower frequency of the occurrence of the use of contracted or weak forms of verbs. On the other hand, the native English students' conversations exhibit a greater use of this feature. Contracted forms of modal auxiliaries and verbs-to-be occur as a result of elision of consonant or vowel sounds in the utterance or quick flow of conversation. All languages that are spoken have contracted forms of the full forms used in written language. Nigerian languages are no exception to this general phenomena. Nigerians speaking Nigerian languages use contracted forms of modal auxiliaries in casual, personal, familiar conversation.

The contrastive feature noted indicate that the Nigerian students more or less speak as they write, using full forms of modal auxiliaries and verbs-to-be, even in a conversational situation. This characteristic feature of native-English conversation accounts for the normal conversational speed of their everyday talks. The inability of Nigerian students to understand the message in a native-English conversation is a result of their inability to tune in to the use of contracted forms of auxiliary verbs.

4.4 Use of Pre-packed Forms of Agreement in Conversational English

TABLE VII

USE OF PRE-PACKED FORMS OF AGREEMENT IN CONVERSATIONAL ENGLISH

SCHOOL OF INFORMANTS	NO. IN GROUP	TOPIC: MAKING FRIENDS	FREQUENCY DISTRIBU-TION	TOPIC: WHY WE DRESS THE WAY WE DO	FREQUENCY DISTRIBU-TION	TOPIC: HOW TO CURB INFLA-TION	FREQUENCY DISTRIBU-TION
Lagos University P.G.D.E.	5	"	3	"	0	"	0
Lagos University P.G.D.E.	5	"	4	"	2	"	1
Lagos University N.C.E.3	5	"	0	"	3	"	1
Lagos University N.C.E.3	5	"	1	"	3	"	1
London University	5	"	40	"	34	"	47
Edinburgh University	5	"	61	"	48	"	68
Leeds University	5	"	121	"	71	"	78
Cambridge University	5	"	50	"	42	"	62

As Table VII shows, the conversations of selected Nigerian students exhibit a rare use of pre-packed forms of agreement. In sharp contrast, the conversations of native-English students exhibit a higher frequency of occurrence of the use of pre-packed forms of agreement. Like intimacy signals and contracted forms of verbs, pre-packed forms of agreement also typify personal, familiar, conversational speech in any given language. Nigerians speaking Nigerian languages use pre-packed forms of agreement in their inter-personal conversations. Later in this chapter, we shall discuss why Nigerian students show no awareness of the use of pre-packed forms of agreement in their speech in English.

4.5 Use of Phrasal Verbs in Conversational English

TABLE VIII

USE OF PHRASAL VERBS IN CONVERSATIONAL ENGLISH

SCHOOL OF INFORMANTS	NO. IN GROUP	TOPIC: MAKING FRIENDS	FREQUENCY DISTRIBUTION	TOPIC: WHY WE DRESS THE WAY WE DO	FREQUENCY DISTRIBUTION	TOPIC: HOW TO CURB INFLATION	FREQUENCY DISTRIBUTION
Lagos University P.G.D.E.	5	"	5	"	5	"	8
Lagos University P.G.D.E.	5	"	4	"	3	"	6
Lagos University N.C.E.3	5	"	16	"	7	"	10
Lagos University N.C.E.3	5	"	10	"	8	"	8
London University	5	"	24	"	18	"	20
Edinburgh University	5	"	32	"	26	"	22
Leeds University	5	"	47	"	38	"	34
Cambridge University	5	"	30	"	22	"	22

Table VIII shows a consistent pattern of lower frequency of occurrence of the use of phrasal verbs in the discourse spoken by selected Nigerian students. On the other hand, the native-English students' discourse exhibits a higher frequency of occurrence of the use of phrasal verbs. We have already noted in Chapter three that a high frequency distribution of the use of phrasal verbs is characteristic of personal, familiar, conversational speech in native-English. Nigerian students use latinised, one-word verbs more often than phrasal verbs in their speech in English. It is their heavy use of latinised - one-word verbs that gives their talks in English the "invariant literary flavour" which Quirk-et-al (1972)[1] talks about, and the "bookish English" which Ubahakwe (1974)[2] describes.

4.6 Use of Passive Voice of Verbs in English

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[1] Quirk, R., Greenbaum, S., Leech, G., and Svartvik, J., (1972), A Grammar of Contemporary English, Longman, p.24.

[2] Ubahakwe, E., (1974), "Bookish English Among Nigerian Students", Nigerian English Studies Association Journal, vol.6, no.1., pp.38-57.

TABLE IX

USE OF PASSIVE VOICE OF VERBS IN ENGLISH

SCHOOL OF INFORMANTS	NO. IN GROUP	TOPIC: MAKING FRIENDS	FREQUENCY DISTRIBU-TION	TOPIC: WHY WE DRESS THE WAY WE DO	FREQUENCY DISTRIBU-TION	TOPIC: HOW TO CURB INFLATION	FREQUENCY DISTRIBU-TION
Lagos University P.G.D.E.	5	"	8	"	9	"	10
Lagos University P.G.D.E.	5	"	7	"	10	"	9
Lagos University N.C.E.3	5	"	5	"	15	"	23
Lagos University N.C.E.3	5	"	8	"	14	"	20
London University	5	"	0	"	1	"	2
Edinburgh University	5	"	1	"	4	"	3
Leeds University	5	"	4	"	4	"	2
Cambridge University	5	"	3	"	2	"	2

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As Table IX shows, Nigerian students' discourse exhibits a slightly higher frequency distribution of the use of the passive voice of verbs in interpersonal conversation in English. The native-English students use the passive voice of verbs rather sparingly.

We have already noted in Chapter three that a frequent use of the passive voice of verbs is often found in scientific writing and in impersonal spoken texts in English.

Table 1B, earlier referred to, shows the Lagos University N.C.E. year three students using the passive voice of verbs much more frequently than the boys and girls from King's College and Holy Child College, Lagos.

4.7 General Discussion

We have found contrastive clusters of features used in small-group, peer discourse by native-English students on the one hand and Nigerian students on the other hand. The clusters are seen as correlates and can be presented diagrammatically thus:

L^2 Oral Discourse	L^1 Oral Discourse
Monologuing typified by	Dialoguing typified by
– Rigid Turn-taking	– Fluid Turn-taking with Interruptions.

L^2 Oral Discourse	L^1 Oral Discourse
A lower frequency distribution of:,	A higher frequency distribution of:
- Intimacy signals	- Intimacy signals
- Contracted forms of modal auxiliaries and verbs-to-be.	- Contracted forms of modal auxiliaries and verbs-to-be.
- Pre-packed forms of agreement.	- Pre-packed forms of agreement.
- Phrasal verbs	- Phrasal verbs
A higher frequency distribution of:	A lower frequency distribution of:
- Passive voice of verbs.	- Passive voice of verbs.

The Nigerian students who are informants in the discourse studied use monologuing in small-group, peer conversational situation. They seem to be performing some formal ritual with language. The ritualisation is in varying degrees. The N.C.E. students' discourse exhibits the most ritual language, especially at the beginning of each participants' speeches. Next to this in ritualisation is the discourse spoken by P.G.D.E. students. Still less ritual is the discourse by students from King's College, Lagos and Holy Child College, Lagos.

A few examples will show the ritual beginnings of the Nigerian students' formal speech:

N.C.E.3 Lagos University:

P^1: First of all + what is inflation ? In a

nutshell + it is high cost of living +

as a result of soaring cost of commodities +

especially in the market.

P^2: Inflation + as defined by Adam Smith + is an

economic situation + in which there is too

much money + purchasing few goods.

P^3: Having listened to some definitions of

inflation + we can easily deduce + that

inflation is an act of + suffocating your

your neighbour + at all pleasure.

P^4: Well + in my own point of view + er + if

we view inflation as a result of + too much

money chasing too few goods + er + I think +

it is in the proper sense for the Government +

to encourage indigenous enterprenours + to

produce locally + those goods that are essen-

tial.

P^5: Inflation is the general rise + in cost of

goods or materials. Inflation is brought

about + by so many causes +...

P.G.D.E. Lagos University:

P[1] : There are very many ways + in which the
Government can help to curb inflation.

P[2] : I think it was the introduction of
the Price Control Men + that actually
brought inflation.

P[3] : How to curb inflation + The first
reason we must understand + that has
brought about inflation + is the craze
for money.

P[4] : The control of inflation + has to be
done by educating the general public.

P[5] : Before I discuss the measures to be
taken + to curb inflation + I will
first discuss what inflation itself is +...

Form five, King's College, Lagos.

P[1] : Inflation is the unnecessary increase +
on vital commodities like milk + sugar +
cement.

P[2] : I'm talking of the inflation in Nigeria
in particular + I think the major
reason is poor distribution + and the
selfish attitude of the retailers.

P[3]: I think we've analysed the main

causes of inflation already + The

methods of curbing inflation + vary

according to the society + in which

you want to curb this inflation.

P[4]: As my colleagues have said + inflation

is the unnecessary rise in cost of

commodities that are much needed.

P[5]: And + er + talking on the increased

quantity of supply of food + as a means

of curbing inflation + I'd like us to

take example of milk + and the way +

er + our counterparts in other

countries go +...

Form Five, Holy Child College, Lagos.

P[1]: I think inflation is one of the world's

greatest problems today + and we could

do a lot to curb this inflationary trend

in the whole world.

P[2]: In Nigeria + this price inflation +...[3]

it's because + ... em + ... things are

---

[3] We use three dots to indicate, as Brown, G., (1977), does,
noncompletion of thought interrupted by a new idea by
the same speaker or another.

not produced in large quantities +

and the little that is produced + ...

one cannot expect those that sell

them + to sell them at cheap prices.

p^3: I think it's more of colonial mentality

still worrying the Nigerians + because

they always think that + what is

imported + is better than what is made

in Nigeria.

p^4: Well + I hold the same views as Ekanem

Ekanem + because I think what is worrying

Nigerians is that + Nigerians like +...

it's part of their nature +... they

like money.

p^5: I think that we can't actually blame +...

put all the blame on the Price Control

Board + because the people have to

cooperate +...

Appendix C shows other examples of ritualising with

language in the transcripts of Nigerian students.

While the Nigerian speakers seem to consciously

want to inform, or at least to impress with language

and to convey some ideas with topic relevance, the

native-English speakers talk on casually, unmindful of
how much information they convey or how relevant.

The beginning of each participant's talks is
casual. Let us listen to some bits of the extracts
cited in Chapter 3.

Leeds University:

P[1]: How's your grant last year ? $\overline{/}$hmm + hmm$\overline{/}$
(laughter)

P[2]: It seems I managed alright + actually+...
$\overline{/}$hm$\overline{/}$... because we don't +... em + ...
you know +... he pays quite a lot of it in
fees + ... $\overline{/}$hm$\overline{/}$ and he pays it for me +...
$\overline{/}$hmhm$\overline{/}$. I know a lot of people such as
he + who think it was too little + because
of the prices going + and they couldn't
afford + ... couldn't afford to live really+...

From London University College:

P[1]: Well + this is a problem which not only
countries like Britain get now + but countries
all over the world. And a lot of the theories
that we used to believe in about inflation +
just don't seem to work out. You know + the

price seems to go up + whether +... em +...
where there's a lot of unemployment or +...
er + ... whether the country is wealthy or
not + prices seem to be high. Now + I've
got a theory about this + I don't think
you'll see it in the books (Laughter)

P² : Let's have the answer.

P³ : ⟦yer⟧

From Edinburgh University:

P¹ : Inflation. What's inflation ?

P² : It's the government + nearly always. It's
been another one springing up +... ⟦that's
true⟧.

P³ : Isn't it higher prices of commodities +
⟦yeah⟧ as people demand more in wages +
⟦hmm⟧ ⟦yes⟧... and especially as
commodities get scarce + ⟦yes⟧ + ⟦yeah⟧.

From Cambridge University:

P¹ : What d'you think has caused the rise in prices ?
Is there anything that happens really ?

P² : Oh + yes + ...

P[3]:   'Cos + I think + the grant is + more than
        sufficient to economise and eat meals + /̲ yes ̲/
        ... and it has gone up + and so + ... em + ...
        on what we are + wearing + erm + ... prices rise.
        You also haven't got a clue to what prices
        are like + /̲ hmm ̲/ really + I think. As far
        as shoe's concerned + I don't think I've
        found it + ...

From the extracts showing the beginnings of turn-
talks, the sharp contrast in the gentle progression and
flow of conversation in which a speaker agrees with a
previous speaker and then gently pushes the conversation
forward, stands out from the ritual, information - packed,
formal debate or view-point approach.

The consistency with which sub-groups of native-
English students use dialogue with numerous interruptions
from co-participants, is striking. In native-English
culture, speeches among peers, equals, colleagues, even on
a rather technical topic as inflation, tend to be casual
familiar, informal conversations.

One might, perhaps, have expected that the non-
familiarity of the researcher with the sampled native-
English students, would have placed some constraints on
the casualness of their speeches. Obviously, there is
nothing to suggest inhibition or formality or non-
familiarity.

The Nigerian students who participate in the discourse studied, use relatively fewer intimacy signals, and strikingly fewer contracted forms of modal auxiliaries, verbs-to-be and pre-packed forms of agreement than do the native-English participants. As these three features are features of any language that exists in both the spoken and written forms, the Nigerian students' rare use of them may be a result of intra-language interference. The Nigerian students have no deep awareness that these features which they operate with ease in Nigerian languages, have corresponding forms in English conversational speech. They are not exposed to effective listening in order to understand rapid conversational speech in English. The data on the use of intimacy signals by King's College and Holy Child College students confirm this viewpoint (See Table IV). King's College and Holy Child College student-participants use four-times as many intimacy signals as are used by N.C.E. Lagos University students.

The Nigerian students who participate in the discourse analysed use relatively fewer phrasal verbs and more of passive voice of verbs, than do their native-English participants. A higher frequency distribution of phrasal verbs and a lower frequency distribution of the passive voice of verbs typify informal, casual, familiar conversation in English. The Nigerian participants speak as they would write.

One interesting observation is that the sampled
N.C.E. students use more phrasal verbs than the P.G.D.E.
Lagos University students (See Table VIII). One reason
for this phenomenon is perhaps that the P.G.D.E. partici-
pants who have had a higher education and a longer period
of exposure to formal English language use in Nigeria
try to show off their knowledge or impress with language
by using high-sounding latinised one-word verbs.

On the whole, we discover a consistent but contrastive
pattern of clusters of features of formal, impersonal,
ritual, distant speech of the Nigerian participants on
the one hand, and the informal, personal, casual,
familiar conversation of native-English participants
on the other.

4.8 **Factors Responsible for the Contrastive Features
Found in the Conversational Speech by Second-Language
Speakers of English**

1. The Role of English in Nigeria.

2. The learning situations for Nigerian speakers of
English.

3. The cultural background of Nigerian students of
English.

4. Intra-language interference.

4.8.1 **The Role of English in Nigeria**

The Role of English in Nigeria is mainly that of
Formality. For the majority of Nigerian learners, English

is a language learned in formal educational contexts.
It is also a language practised and used in Administration,
Higher Education, Civil Service, Judiciary, etc.

The British colonial government, the missionaries
and traders who penetrated Nigeria in the 19th century
introduced literary classes and schools in which the
subjects taught were "English, Reading, Writing, Orthography,
Dictation, Arithmetic and Algebra, History, Secular and
Sacred, Geography, Grammar, Classics, Prose writers and
Poets" (Ajayi, 1965).[4]

Four aspects of English seem to have received some
emphasis: reading and writing (literacy), orthography
and dictation (literacy). No records are available of
any due attention paid to the acquisition of listening
and speaking skills in English, especially at the
sophisticated level of distinguishing between formal and
informal situational use of English.

In our review of literature, we have emphasised the
prime importance of the training of oracy skills in any
target living language. In the same chapter, we have
drawn attention to the limited role of formality in
English language use in Nigeria.

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[4] J. F. Ade Ajayi, (1965), Christian Missions in Nigeria,
(Longman), London, p.154.

4.8.2   The Learning Situations for Nigerian Students

Nigerian students of English study English in formal classroom situations, in which teacher-talk dominates lessons. The learners thus have a limited opportunity to use English in exploratory talks.

The teachers, in many schools, offer no good model of English speech for learners to aim at. The post-Grieve[5] emphasis on teaching and testing oral English is only recently deepening the awareness of varying forms of spoken English to suit varying situational needs, formal and informal.

One looks forward to a time when, in Nigerian schools, learners are taught through simulated activities to use exploratory language and relate the topic to a specific audience and for a specific purpose.

4.8.3   The Cultural Background of the Nigerian Students of English

There is a culture-bound tradition of the Nigerian child being a passive listener to a talker. Although interjections are allowed in most Nigerian languages used in casual talks among peers, any interruption of thoughts and ideas is disapproved of.

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5. Grieve, D. W., (1964), English Language Examining, (African University Press), pp. 1 - 129.

Interjections such as:

Walahi !, Alah ! in Hausa

looto !, en hen ! in Yoruba

eziokwu, le'zi, imafu, in Igbo

and pre-packed forms of agreement such as:

beni, en, o, in Yoruba are however not

infrequent in peer-talks.

On very formal occasions, and when an elderly
person talks to a younger audience, complete passive
listening is expected according to the norms of
Nigerian culture. One can see a close parallel in
the British culture too. In formal situations,
irrespective of the age or social status difference,
a talker is listened to in complete silence. It
is the communicative situation that determines how
close the speaker/listener relationship can be.

In religious worship, in both British and
Nigerian cultures, the preacher/congregation
relationship is formal. The congregation listen to
the preacher. No one interrupts his sermon, even
when he asks rhetorical questions. The preacher
of course can feel close to his congregation by
his style of expression. For example, the use
of intimacy signals and the vocative case of
address tends to bring the preacher closer to his
congregation.

The point made is that even in a formal,
ritual communicative situation of religious worship,
the user of a language can infuse the situation
with some degree of informality. Thus the cline
or continuum of formality - informality is solely
controllable by the user of the language. The
Nigerian user then needs to acquire a flexibility
that will enable him to use spoken language to
suit varying situations. Nigerians make use of
this flexibility when they speak in Nigerian
languages. They need to know the range of
tolerance of the flexibility that conversational
English allows.

4.8.4 <u>Intra-language Interference</u>:

The greatest problem the second-language
users of a language face is that of inadequate
mastery of the features of varieties of the
target language. Nigerian students learning
English have maximal difficulty in understanding
conversational English, because spontaneous
speech tends to be pronounced much less clearly
than the sort of speech Nigerian students are
exposed to in courses on spoken English. Nigerian
students have not been exposed to effective
listening in order to understand what is said

amidst the stops, starts, repetitions and hesitations
of conversational English. Nigerian students have not
been given the awareness that one does not have to hear
every word in a conversation in order to understand(ing)
what the conversation is about. Spontaneous speech
consists of verbal fillers and gambits which not only
allow the talker time to plan his next utterance, but
also time to ease the progression of the conversation,
from the previous speaker's contribution to his own
similar or different contribution.

Nigerian students must be exposed to listening to
speech containing these fillers and taught to disregard
them and to listen to get the <u>nut</u> of the speech: (Brown,
1977)[6]. This has to be done through continuous train-
ing. Initially, they may find much of the message lost
on their ears. With practice, they will learn that
something obscure here and there in a spoken message is
unlikely to contribute tremendously to its meaning.

If Nigerian students are given continuous training,
they will be able to do without understanding every word
said. Similarly, at the productive level, Nigerian
students will, with continuous training, be able to use

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[6] Brown, G., (1977), <u>op. cit.</u>, pp.107-126.

repetitions, hesitations, verbal fillers, contracted forms, intimacy signals, pre-packed forms of agreement and such features in their informal conversational speech in English. They will also be able to discriminate between formal and informal communicative situations and use spoken language appropriate to situations. The need to acquire a flexibility of linguistic codes that will enable one to switch codes to suit roles is great for Nigerian teachers of English.

The next chapter deals with proposals for the training of Nigerian students in the passive knowledge and productive use of close, personal, familiar, informal conversations in English.

CHAPTER 5

TRAINING NIGERIANS IN THE USE OF CASUAL, FAMILIAR, INFORMAL TALKS IN ENGLISH

5.1 Background

In Chapter 4, we have identified clusters of features of register in first-language and second-language conversations. We have examined the dimensions of register such as: field, mode, role and status and how these interact. We keep the socio-economic field and spoken mode of register constant as independent variables for both first-language and second-language speakers in the present study. We investigate how the role and status of first-language and second-language participants in oral discourse differ and how these affect the tenor of discourse.

We find that for first-language speakers of English, the role is personal and informal, the status is close and familiar in peer small-group discourse. On the other hand, for second-language speakers of English, the role is impersonal and formal, the status is distant and unfamiliar in peer small-group discourse. The features by which the contrastive register-

differentiation is exhibited are found in clusters.
The clusters form a consistent but contrastive pattern
in the discourse spoken by sampled Nigerian secondary
school students, university undergraduates and post-
graduate students on the one hand, and by sampled
native-English speaking students in four British
Universities on the other.

Second-language speakers of English exhibit
monologuing with rigid turn-taking in their small-group
discourse, while first-language speakers exhibit dialo-
guing with fluid turn-taking and interruptions. Second-
language speakers of English are found to exhibit a
rare use of features of intimacy signals, pre-packed
forms of agreement, contracted forms of modal auxilia-
ries and verbs-to-be and phrasal verbs. On the other
hand, first-language speakers of English are found
to exhibit an abundant use of these features of a
close, familiar, personal and informal conversation.
Second-language speakers of English also exhibit an
abundant use of passive voice of verbs, which
typifies scientific writing, whereas first-language
speakers exhibit a rare use of the passive voice of
verbs, which characterises personal, familiar language.

We also examine four factors which we conjecture,
are responsible for the contrastive features exhibited
in the discourse spoken by sampled Nigerian students.

These are:

1. The Role of English in Nigeria.

2. The learning situations for Nigerian speakers of English.

3. The cultural background of Nigerian students of English.

4. Intra-Language interference.

We strongly believe that the most critical of the four factors is intra-language interference, that is, inadequate mastery of the features of the varieties of the target language. We believe, as Brown (1977)[1] does, that to understand the message in conversational English, the learner must be able to listen effectively in order to get at what is said amidst the stops, starts, repetitions, hesitations and verbal fillers in conversational English.

We also believe that if Nigerian students are provided with the necessary awareness of the features of spontaneous, informal, conversational English, through "continuous training", (Crystal and Davy, 1969)[2], they can master adequately the use of some of the features of the major varieties of the target language.

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[1] Brown, G., (1977), _Listening to Spoken English_, (Longman), pp.108-120.

[2] Crystal, D., and Davy, D., (1969), _Investigating English Style_, (Longman), p.7.

We can provide that awareness through cognitive code-learning approach to language learning and through the use of contrastive analysis in the teaching-learning process. Contrastive analysis in language-teaching will provide learners with the knowledge of spoken language universals such as anaphora in informal conversation. (Hinds, 1978)[3]. For example, repetition, pauses, hesitations, verbal fillers, intimacy signals, pre-packed forms of agree-ment and other anaphoric devices are some of spoken language universals, in the same sense that orthography, punctuation, paragraphing and other devices are written language universals. Common to spoken and written language are universals such as pronominization, sequence of tenses, modal auxiliaries, determiners, modifiers and subject or topic-hood (Keenan, 1976)[4].

The acquisition of skills in conversational English is worthwhile and desirable, for Nigerian students and Nigerian teachers of English to claim to be educated. It is our strong belief that the use of personal, exploratory English in informal, peer-group conversation is socially desirable for educa-ted Nigerian speakers of English. It is also

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[3] Hinds, J., (1978), <u>Anaphora in Discourse</u>, (Linguistic Research Inc.), pp.10-12.

[4] Keenan, L. E., (1976), "Towards a Universal Definition of Subject", <u>Subject and Topic</u>, ed. Charles, N. L., (Academic Press), New-York, pp.303-333.

linguistically desirable, if they are to develop

communicative competence in informal and formal

varieties of spoken and written English. The

importance of social desirability of goals and

practicability has been succintly expressed by

Burton, (1962)[5] thus:

> "criteria should be borne in mind
>
> so that specific objectives will be
>
> socially desirable, achievable,
>
> developmental, varied enough to
>
> cater for individual differences,
>
> limited in number, susceptible to
>
> evaluation, clearly worded and
>
> consistent in form and cooperatively
>
> set up".

For Nigerians who come to English speech mainly

through reading and writing, remedial work is necessary

to strike in them an awareness of the other varieties

of spoken English. Adolescent and adult Nigerians

need to learn deductively and consciously that

talking among peers, family members or close friends

can be free, relaxed and full of interruptions. In

such free and close talks, exploratory personal

language is expected.

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[5] Burton, W. H., (1962), The Guidance of Learning
    Activities, 3rd edition,
    (Appleton Century Crofts),
    New-York, pp.352-353.

If the Yoruba speaker uses in his peer-conversations dialoguing, familiar, personal language, intimacy signals, pre-packed forms of agreement, verbal fillers, repetitions and pauses, he can be trained to transfer positively such knowledge and skills into his use of informal conversation in English.

We suggest six proposals which will bring about a change in the selection, content, sequencing and presentation of the curriculum in English taught in Nigerian schools. If implemented, the proposals will widen the scope of the users of educated Nigerian English, which hitherto has been limited to Nigerians who have had some university education. The six proposals are:

5.2.1 Proposals

To train Nigerian students in the use of informal, spontaneous talks in English. This can be done in language activities in the classroom. It can be reinforced at home, at play, at parties and other informal situations, which will give informal, personal, familiar language a sense of communicative urgency.

5.2.2 To encourage the use of personal exploratory language in the average classroom. This is important at the secondary school level in particular. Teachers at this level see themselves as isolated by

their status and as handing over a formulated body of knowledge. They should try to make the impersonal language of textbooks personal and familiar to learners. They should not encourage rote-memory work in the learning of linguistic forms in Science. Rather, they should encourage learners to use language to organise reality. Pupil-participation, through talking with one another and with the teacher, helps learners to use personal, exploratory language in the classroom.

5.2.3 To expand the social roles that English can play in the day-to-day lives of learners. Opportunities have to be created for using personal language in role-playing and simulation games. Of course, we expect that the use of Nigerian languages will grow side by side with the use of English.

5.2.4 To make flexible, at least in informal, casual situations the culture-bound practice among Nigerians of being absolutely silent when another person talks, especially in a personal, familiar milieu. Verbal fillers and pre-packed forms of agreement have their place in familiar inter-personal conversations. Nigerian languages have the equivalents of:

oh yes, oh no, that's true

yeah, right, hmm,

used in casual, familiar conversations.

Walahi, Alah, in Hausa

Beni, looto, en o, o ti o, en hen, in Yoruba

and ezioku, le'zi, imafu, in Igbo

as verbal fillers and pre-packed forms of agreement, are not uncommon in casual, familiar conversations in Nigerian languages.

5.2.5 To encourage small-group discussion in and out of class, so that personal exploratory language can be used in small-groups to concretize experience. Barnes, (1976)[6] and Keenan, (1978)[7].

5.2.6 To consciously encourage the use of non-linguistic and linguistic markers or features of informal speech in English, until automaticity is sub-consciously achieved.

5.3 Two Types of Training in the Use of Informal, Casual, Familiar Talks in English

We recommend two types of training for Nigerian speakers of English in the use of informal, familiar talks, appropriate to situations. They are:

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[6] Barnes, D., (1976), "Exploratory Speech and Final Draft", From Communication To Curriculum, (Penguin), pp.108-119.

[7] Keenan, E. O., (1978), "Unplanned and Planned Discourse", Pragmatics Microfiche, vol.3, no.1, A5, University of Cambridge, pp.1-33.

5.3.1   Remedial Teaching for adolescent or adult
Nigerian speakers of English.

5.3.2   Process-Model curriculum in English for beginners.

We conjecture that, as a result of instruction,
well-selected, sequenced and presented, adult second-
language speakers of English will increase the
frequency of occurrence in their use of linguistic
and non-linguistic markers or features of informal,
personal, familiar conversation in English. Similarly,
as a result of effective instruction, beginners will
acquire conversational skills in English, as we have
already stated in our goals of second-language
conversation in English, in Chapter 1.

5.3.1   <u>Remedial Teaching for Adolescents and or Adults</u>

Remedial teaching means the re-teaching of
already taught curriculum in which gaps are found in
the skills-acquisition process. These gaps are either
a result of poor teaching, poor content, poor selection
or sequencing and poor presentation of the curriculum.
The gaps can also result from poor learning techniques
by learners. The evaluation of the goals of a programme
of instruction usually reveals the existence of such
gaps.

The need for remedial teaching in the use of
informal, familiar, spontaneous speech, for Nigerian
students arises from the non-awareness in the users of

the characteristic features of conversational
English. We have earlier called this lack of aware-
ness and inadequate mastery, intra-language interference.

5.3.2 Process-Model Curriculum for Beginners

The process-model curriculum analyses the
existing situation as a first-step of inquiry in
curriculum planning. It then specifies realistic,
desirable and achievable objectives. It makes use
of appropriate selection, organization of content,
correct presentation and evaluation techniques. If
well-monitored, the process-model curriculum leaves
little or no gap in the process of skills-acquisition.

The process-model curriculum is not examination-
oriented. Rather it is a critical model, relying
heavily on a high quality of the teacher to see the
process through.

Three major view-points of the process-model
curriculum as enunciated by Stenhouse (1975)[8], are
pertinent to the present study. They are:

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[8] Stenhouse, L., (1975), <u>An Introduction to Curriculum</u>
<u>Research and Development</u>,
(Heinemann), pp. 84 - 97.

1. To conduct classroom discussions in which learners learn to listen to others as well as to express their own views.

2. To encourage children to reflect on their own experiences.

3. To create a new role for the teacher in which he becomes a resource rather than an authority.

These three view-points of process-model curriculum underlie our six proposals for developing in Nigerian students an awareness of the features of casual, spontaneous, familiar conversational English.

In order to leave no gaps in the skills-acquisition of speaking appropriately in a second-language, the process-model curriculum is the approach recommended for beginners. The starting time for learning to speak in English is a negotiable factor, especially in view of the 1977 Nigerian National Language Policy on Education. Second-language learners and Nigerian students in particular, have to be trained first in efficient listening and speaking skills before literacy skills in English.

Informal, familiar casual talks in English have
to be trained and practised, in addition to formal,
polite speech in English. There is ample evidence
that the process-model curriculum in training informal
as well as formal varieties of English speech is
achievable and socially desirable. The data from the
transcripts of the sampled King's College boys and
Holy Child College girls' talks show that they use
personal, informal, exploratory language. See Tables
I^B and IV in Chapter 4. In the skills-acquisition
process, the sampled boys and girls have learned to
vary language with situations. The discourse situa-
tion under study is to them, as to native-English
students, informal and familiar.

The monologuing in the transcripts of the
discourse spoken by selected secondary school boys
and girls, reflects their cultural background of
remaining silent when another person speaks. Their
use of personal, familiar, exploratory language is
not primarily a result of their early exposure to
learning English. Rather, it is a result of their
learning English in the correct manner and order,
oracy skills before literacy skills, according to
the process-model curriculum.

5.3.3 Proposed Treatment

A package of planned instructional sequence is appropriate for either process-model curriculum or remediation. The basic considerations of such a sequence are:

1. In language-learning, <u>recognition skills</u> should be trained before <u>production skills.</u> In recognition skills, generalisation and discrimination form cognitive processes in the learner.

2. In language-learning, <u>deductive learning</u> which gives learners an insight into the rules of usage, ensures that learning is permanent. Too often, we emphasise <u>inductive learning</u>, through repeated practice and drills, without any knowledge of rules of usage. It is our belief that when learners practise target items repeatedly, retention lasts long only when rules guiding correct acceptable usage are mastered.

3. In language-learning, inductive learning is in the form of stimulus response learning. The positive reinforcement of a correct

response ensures that the response
is likely to be repeated. Hence the
more the practice given with reinforce-
ment, the more lasting the learning
that takes place. Copious, repeated
practice must be given, until automaticity
of response is achieved.

4. In any learning, more so in language-
learning, correlation of known skills and
experiences with the target skills and
experiences to be acquired is valuable.

5. For effective learning, positive affective
attitudes of learners must be catered for,
not only by the choice of learning experiences,
but also by the useful correlation with
known experiences and skills of learners.

5.4   A Trial of One of the Two Types of Training

5.4.1 Samples

Twenty Associateship Diploma students of English
and Social Studies from the 1978/79 session at the
Faculty of Education participate in the discourse.
The researcher is privileged to teach the entire class
speech work and writing skills in English in the
1978/79 session.

They are men and women who have been primary
school teachers for at least twelve years, before
embarking on the Diploma course. Their mean age is
38 years. They are all bilinguals or multi-linguals
in one or more Nigerian languages and in English.
They volunteer to participate in the discourse, just
as do the other sub-groups of participants in the
other sub-population of the present study. The class
is told they are going to have an impromptu talk.
20 volunteers in 5 small sub-groups are invited.

5.4.2 Pre-Test

Topic of Discourse

The topic, "Who I like Best in the Village Head-
master" is selected as the topic of impromptu discourse.
The Village Headmaster is a popular 30 minutes televi-
sion series which runs on the Lagos station of the
Nigerian Television Authority screens on Sunday nights
at 7.30 p.m. All the 20 students who volunteer claim
to know and like the drama series to be discussed.

5.4.3 Recording, Instrument and Methodology

The instrument used for recording the discourse
is a multi-dimensional tape-recorder, the same as we
use for the recording of other sub-groups. Four
sub-groups of five participants talk on the given

topic on October 26th, 1978. The talks are transcribed verbatim and analysed.

5.4.4 Findings from the Pre-test:

The following features of register in oral discourse are found:

1. Monologuing is the nature of discourse.

2. Rigid turn-talking or taking is exhibited.

3. A rare use of intimacy signals is found.

4. A rare use of contracted forms of modals is found.

5. A rare use of pre-packed forms of agreement is exhibited.

6. A rare use of phrasal verbs is found.

The above features which are either exhibited or not exhibited in the Associateship students' discourse are noted by the researcher as similar to those by other sub-groups of Nigerian student-participants.

5.5. Treatment

The period of treatment during which a conscious awareness of the characteristic features of informal, conversational English is instilled in the adult learners, lasts for two weeks — in eight one-hour sessions. We shall describe below the remedial treatment given to learners.

In our selection of learning experiences for the remediation, we provide:

(1) listening to their own taped talks to decipher features of conversation or of written-like discourse.

(2) comparing features of written English with features of English speech.

(3) listening to the taped talks by native-English students, to note the contrast with theirs.

(4) listening to their own talks to critically assess the features of Nigerian English speech.

(5) Drilling exercises in the use of:
a. dialoguing, with interruptions
b. intimacy signals,
c. contracted or weak forms of pronouns, modals, etc.
d. pre-packed forms of agreement
e. phrasal verbs
f. active voice of verbs.

Exercises (e·) and (f) are done orally and in writing. Discriminatory learning is done by contrasting the use of writing of minutes of a meeting or describing scientific processes, in which the passive voice of verbs recurrs frequently, with the use of active voice of verbs in

casual conversations. A similar
contrast is drawn between the use of
latinised one-word verbs in formal
written English and of phrasal verbs
in informal private letters and in
casual talks.

(6) Taking part in talking on a given
field of discourse among a small group
of peers and using the casual conversa-
tional features under (a)-(f).

We have sequenced and organised the six learning
experiences in the precise order given above, for
valid reasons. We believe in working from the known
to the unknown, so we start with their recognising
certain features in their own talks. We believe in
developing positive affective attitudes (Bloom 1956)[9]
of learners, so we at least give them the pleasure of
recognition of their own voices on tape. They are
asked to listen to a play-back of their own taped
talks and be ready to comment on features noticeable.
The following comments are their own direct observa-
tions from their own talks:

1. Length of talk varies: Some are too brief,
e.g. two sentences.

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[9] Bloom, B. S., (1956), "Affective Domain", Handbook
One, Taxonomy of Educational
Objectives, (Mackay & Co.),
pp.176-185.

2. Speakers are too self-conscious and
   unnatural in their speech. Some speak
   in extremely low voice, that is almost
   inaudible. Others speak unusually slowly,
   pausing to pick every next word uttered.
   It is too slow perhaps for normal conversa-
   tional speed in any language.

3. Speakers repeat... what they have earlier
   said or what others have said.

4. Speakers choose same actor/actress in the
   play to talk about.

5. Speakers do not give personal descriptions
   of characters talked about.

6. Speakers are bold to express personal
   views in an impromptu talk.

7. Speakers do not introduce themselves to
   their group-participants.

Their general observation about the occurrence of
repetition is very relevant to the present study. It
is obvious that they have not observed the use of
any of the findings the researcher lists under 5.4.4.

Naturally, they only recognise one or two of the
target features we want to make them aware of. One
of our learning strategies is deductive learning. The
participants are told the linguistic and non-linguistic
features which differentiate English speech from English

writing and the others which typify conversational
English. Thus a consciousness of the rules of usage
is built into the instructional programme. A lot of
blackboard work is done and copious examples of
target features are given. The features are treated
in turn and illustrated orally for participants to
grasp fully. On the use of monologuing, they are told
that in casual talks, we use dialogues and interrupt
one another's talks by unobtrusive pre-packed forms
of agreement, verbal fillers and intimacy signals.
A useful correlation from Nigerian language experience
is made. It becomes clear to participants that some
of the features of conversation in Yoruba, Hausa or
Igbo, have equivalents in English conversation. The
blackboard summary shows a list of intimacy signals
like:

> you know, I mean, mean, well, you see,

and a list of pre-packed forms of agreement like:

> yeah, right, yes, oh yes, umn,

At this stage, we ensure that generalization
and discrimination take place in the students'
learning. This is the crucial step in the striking
of the awareness. It is the presentation stage in
the teaching-learning process. We spend twice as
much time as we spend on their listening to their
own taped talks, on giving them the awareness of the
features that distinguish English speech from English
writing. The students are also made to listen to

those features which characterise small-group, peer,
casual conversational speech in native-English. By
listening to, the taped native-English students
discourse, the Nigerian student-samples are learning
inductively. A lot of listening practice is given
until students can recognise each of the listed
features. The principle of copious, repeated practice
is practicalised in our remediation. The first few
listening sessions are difficult, but "continuous
practice and training" (Crystal and Davy 1969),
during the two-week remediation lead to desired
results.

In the remedial treatment, we have provided
repeated practice, with positive reinforcement at
relevant stages. The Nigerian students are given
copious, repeated practice in listening to the taped
native-English model discourse and to their own
second-language discourse. Thus, learning takes place
through generalisation about the features of native-
English conversation and through discrimination with
the use or non-use of such features by second-language
speakers of English.

During another one-hour session, the participants
learn that in conversations, contracted forms of
modals and verbs-to-be and phrasal verbs feature with
greater frequency than they do in writing. Again,
the blackboard summary shows weak or contracted forms
like:

can't, don't, haven't, isn't 'll, etc.

as against their full forms: cannot, do not, have

not, is not, will etc.

We follow the proper instructional sequencing
advocated by Popham end Baker (1970)[10] and Saylor and
Alexander (1962)[11]. We go, in small steps, from the
known to the unknown, from the simple to the complex,
drawing useful correlations with known experiences
and then integrating the known with the new experiences
learned.

As part of our creating an awareness in learners
to recognise features of native-English talks, we make
appropriate correlations with features of casual talks
in Nigerian languages.

In the remedial treatment, the Nigerian student-
samples learn that in peer conversations, there is no
inhibition. Small-group conversation allows for the
use of intimacy signals, pre-packed forms of agreement,
contracted forms of modals, interruptions, verbal
fillers and the like. Examples are drawn from

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10 Popham, W. J., & Baker, E. L., (1970), <u>Planning an
     Instructional Sequence</u>, (Prentice-
     Hall), New-Jersey, pp.1-138.

11 Saylor, G. J., & Alexander, W. M., (1962), <u>Curriculum
     Planning for Better Teaching and
     Learning</u>, (Rinehart & Winston),
     New-York, pp.1-624.

Nigerian languages used in discourse among small-groups, close-friends and peers.

We draw their attention to the use of contracted or weak forms of pronouns, in say Yoruba, the use of intimacy signals and pre-packed forms of agreement in Hausa, Igbo and Yoruba, dialogue form and the use of interjections and exclamations, for interactive participation. The correlation allows necessary fusion of the new learning into the learners' repertoire of experience. We go a step further, to say that just as such features typify casual Igbo, Hausa or Yoruba talks, so do the target features typify English talks. We then establish the need to use casual conversations in English in our daily living with fellow Nigerians, who do not speak one and the same Nigerian language. Our process-model curriculum is validly based on social-processes and life-functions (Taba, 1962)[12] that Nigerians have to perform in informal situations when the only shared language is English.

At another session, the students listen to phrasal verbs which have a high frequency of occurrence. The passive voice of verbs also has a very low frequency of occurrence in the transcripts. They learn deductively that the active voice of verbs is used more frequently in interpersonal exchanges, whereas the passive voice of

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[12] Taba, D., (1962), <u>Curriculum Development: Theory and Practice</u>, (Harcourt Brace & World Inc.), New-York, pp.1-562.

verbs is common in written English and in describing

processes. They work out orally some exercises on

changing phrasal verbs into latinised one-word verbs.

Some blackboard summary is done. For exercises A to

D, see Appendix D.^{III}.

During another one-hour session, they listen to

their own initially recorded talks. The absence of

those five features which characterise informal

conversation in English has become striking to them.

They indicate disapproval, for example, as they hear

a strong form of modal auxiliary used, rather than

its weak form.

Thus far, we have catered for the cognitive

awareness in the skills-acquisition of casual conversa-

tional English. We are also concerned with ensuring

positive attitudes and values in our students. The

useful correlation of how conversational features

recur in talks in any native-language enhances their

own self-image, in having mastered adult, native-like

communicative competence in their Nigerian languages.

They accept the fact that to attain near-native-like

communicative competence in English speech, they need

positive transfer of learning or experience. Thus,

before the post-test, we show a deep concern for the

Nigerian students' positive attitudes and values

toward the goals of second-language communicative

competence. (Bloom, 1956[13]; Cay, 1966[14]; Macdonald and Ruddock, 1971[15]; and Lambert, 1972)[16]. A wrong strategy that makes the learners feel that their own speech in English is objectionable in favour of an R.P. model of Standard English will only arouse apathy in learners. Apathy or unfavourable attitudes of learners toward the target language or the target learning experience is one of the major barriers to the success of a curriculum improvement.

Thus we "involve the learners themselves in the improving of the curriculum" (Doll, 1970)[17]. In the remedial treatment, the learners are informed, enlightened, consulted, made to choose value positions in the use of casual conversational English.

The learners, eager to improve, listen again to their own taped talks in order to note the absence of features of conversational English. Finally, the learners in small sub-groups of five peers, talk on a given field of discourse similar to the topic in the

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[13] Bloom, B. S., (1956), op. cit., pp.176-185.

[14] Cay, D. F., (1966), Curriculum: Design for Learning, (Bobbs Merrit & Co.), Indianapolis, pp.1-188.

[15] Macdonald, B., and Ruddock, J., (1971), "Curriculum Research and Development Projects: Barriers to Success", British Journal of Educational Psychology, vol.XLI, part 2.

[16] Lambert, W. E., (1972), "Second-Language Learning and Empathy", A Journal of Applied Linguistics, vol.XXII, no.1.

[17] Doll, R. C., (1970), Curriculum Improvement: Decision-Making and Process, (Allyn & Bacon

pre-test; the talking and recording take place on November 19th, 1978. The transcripts are analysed and quite a large difference is found in the frequency of the occurrence of the features.

Results: Table X

Monologue Versus Dialogue

Sub-groups of participants	1	2	3	4
Pre-Treatment	Monologue	Monologue	Monologue	Monologue
Post-Treatment	Monologue	Monologue	Monologue	Monologue

Table X shows no difference at all in the monologuing used by selected students before and after the treatment. Although shorter texts are spoken after the treatment than before, the idea of dialoguing has not caught on. The age-long habit, culturally traditional of the Nigerian speaker/ listener's rigid turn-talking is obviously too strong to break. The relatively shorter spoken texts point to the fact that there is a realization of an immediate audience-participation. Hence a talker gives up his/her turn shortly after he begins.

The awareness of an immediate audience-participation in turn-talking has a positive correlation with the selected students' increased use of intimacy signals and pre-packed forms of agreement. See Tables XI and XII.

Table XI

Use of Intimacy Signals

Sub-groups of participants	1	2	3	4	Total
Pre-treatment frequency	0	2	1	2	5
Post-treatment frequency	9	12	10	12	43
Difference	9	10	9	10	38

While figures in individual cells are too small for the use of a statistical test such as the t-test, nevertheless the post-treatment frequencies of the various features are greater than the pre-treatment frequencies.

The post-treatment frequencies in the use of intimacy signals, as Table XI shows, may be a pointer to the effectiveness of the treatment, especially if the treatment period lasts for a longer time than two weeks. In particular, we recommend continuous training in the use of features such as: intimacy signals, pre-packed forms of agreement, contracted forms of modals and phrasal verbs.

Table XII

Use of Pre-packed Forms of Agreement

Sub-groups of participants	1	2	3	4	Total
Pre-treatment frequency	0	2	2	2	6
Post-treatment frequency	29	28	30	33	120
Difference	29	26	28	31	114

Table XII shows the post-treatment frequencies in the use of pre-packed forms of agreement as markedly greater than the pre-treatment frequencies. The large difference may be an indication that the treatment has been effective. A longer treatment than two weeks may in fact produce much greater frequencies than are here found. We recommend the training in the use of pre-packed forms of agreement as a part of the continuous training in conversational skills in English.

Table XIII

Use of Contracted Forms of Modals

Sub-groups of participants	1	2	3	4	Total
Pre-treatment frequency	2	4	3	2	11
Post-treatment frequency	42	48	46	45	182
Difference	41	44	43	43	171

Table XIII shows the post-treatment frequencies in the use of contracted forms of modal auxiliaries as markedly greater than the pre-treatment frequencies. The large difference may be a pointer to the effectiveness of the treatment, especially if the treatment is prolonged or is continuous training. We recommend continuous training in the use of contracted forms of modal auxiliaries as a part of the training in conversational skills in English.

Table XIV

Use of Phrasal Verbs

Sub-groups of participants	1	2	3	4	Total
Pre-treatment frequency	17	12	14	10	53
Post-treatment frequency	28	24	28	26	106
Difference	11	12	14	16	53

Table XIV shows the post-treatment frequencies in the use of phrasal verbs as quite greater than the pre-treatment frequencies. The difference which may be attributed to the treatment is expected to be bigger if the treatment period is prolonged. Just as for the other features of English conversational skills, we recommend the training in the use of phrasal verbs as an integral part of the curriculum in English.

Although the treatment sessions are short, the gains are quite high. This is a pointer to the long-term gains expected with the two types of training proposed. The major processes that account for the significant gain after the treatment are:

1. the cognitive awareness developed in learners through remedial teaching.

2. the practice of listening to native models of conversational speech and noting the features under study.

3. the practice of listening again to their own model of conversational speech and noting the absence of features of conversation.

We would like, before we end this chapter, to recall the words of Crystal and Davy (1969)[18], that

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[18] Crystal, D., and Davy, D., (1969), Investigating English Style, (Longman), p.7.

"through continuous training,
the second-language speaker of
English can develop an awareness,
an intuitive awareness, a semi-
instinctive feeling of appropriate-
ness ..." p. ך.

CHAPTER 6

SUMMARY AND CONCLUSIONS

6.1 Summary

In the present study, we have highlighted the need to train the skills of oracy before literacy in English, as a natural order of language-learning process. We have also taken due cognisance of the curriculum development principle of providing variety in training oracy skills in English. Such a variety embraces the training of both formal and informal varieties of English speech.

We begin the present study in the belief that the conversational English spoken by Nigerian students is as formal as their written English. To confirm this belief, we have listened to sub-groups of Nigerian students at both secondary and tertiary levels of education talk on given topics of discourse. Our analysis of the conversational speech in English made by Nigerian students has confirmed the belief that they speak as formally as they write.

We have examined closely the features of informal native-English conversation in small-group discourse. These features are exhibited in the discourse acts of native-English students who form our samples. Some of the features are:

casual beginnings of discourse;

repetition; dialoguing and interruptions

and turn-interchange; an abundant use

of intimacy signals, contracted forms

of modal auxiliaries and verbs-to-be

and pronouns; pre-packed forms of

agreement, phrasal verbs; verbal

fillers; active rather than passive

voice of verbs.

We have also examined and noted the features of
formal speech exhibited in the discourse acts of
second-language speakers of English. Notable among
such features are:

Monologuing; formal, ritual beginnings

of discourse; absence of intimacy signals,

repetition; contracted forms; phrasal

verbs; pre-packed forms of agreement;

passive rather than active voice of

verbs.

We have attempted to explain that the limited
role of English in Nigeria, the learning situations,
the cultural background of the learners and intra-
language interference account for the formal features
exhibited by Nigerian students in an otherwise informal
conversation. We have suggested that such factors can
be controlled.

We believe that the major learning problem in
this area of discourse in English as a second-language
is INTRA-LANGUAGE interference. In other words, second-
language learners of English suffer from inadequate mastery
of significant features of the target language. Their
poor competence demonstrable in performance is not a
result of inter-language interference i.e. the fact that
the Nigerian languages are essentially different from
English.

We believe that the Nigerian students' inability
to use English conversation distinctively from written
English can be corrected. The correction can be built
into the curriculum process in English. We have
recommended two types of training - process-model
curriculum and remediation for long-term and short-
term results respectively.

The principles that guide us in our two types of
training are:

1.   to train recognition skills before

      production skills in a target language,

2.   to use direct, audio-lingual approach,

      giving drills in recognition and production

      of features of a target language. Stimulus-

      response learning, generalisation and

discrimination are a coherent part of
the audio-lingual approach of learning
inductively,

3. to use cognitive-code learning approach,
giving learners the opportunity to have
an insight into the principles that guide
the acceptable usage of native-English
conversation. Deductive learning and
lasting retention are a coherent part of
the cognitive-code learning approach.

We have tried to verify the short-term results of
remediation on adult-Nigerian speakers of English.
Chapter 5 deals with the treatment and the effects of
the remediation. From our findings, as a result of
remedial instruction, there is a marked gain
in Nigerian students' use of some features of informal
conversation in English.

However, we do not find any difference in
Nigerian students' use of monologuing in small-group
discourse. One can conclude that the treatment given
succeeds in other aspects except in monologuing, where
the traditional habit of being allowed to monopolise
a turn-talking is too strong to break. Habits die
hard and since this monologuing habit is rooted in
the cultural background of learners, it is negatively
transferred to the acquisition of oracy skills in
English.

6.2 CONCLUSIONS

We have noted the *increased* gain in
Nigerian students' use of some features of
English conversation. The mean age of the
adult students sampled and given the treatment
is 38 years. We have made the point that habits
die hard and that language-learning is essentially
habit-formation. We like to emphasise that the
remediation given the sampled students has short-
term goals.

The following conclusions can be drawn from
the findings of the *big* gains made by
the sampled Associateship students.

1. If the grade Two Teacher's certificated
   Associateship Diploma students can make
   a *big* gain through remediation,
   we expect Nigerian secondary school
   students, N.C.E. students and University
   undergraduates and post-graduates who are
   students of English as a second-language,
   to make much higher *increased* gains.

2. Our expectations are high because such
   students have a longer period of time
   learning English in all its varieties and
   are likely to have better qualified
   teachers of English teaching them and
   giving them fair models.

3. If the grade Two Teachers' certificated Associateship Diploma students, in spite of their long habituation to written - like conversation in English can make a *big* gain through remediation, we expect that if we catch Nigerian students young at secondary and tertiary levels of education, they will be habituated through carefully planned process-model curriculum in English, in using features of casual, informal English conversation.

4. We are very hopeful because we have verified the effectiveness of the <u>audio-lingual approach</u> by which students are drilled in <u>recognising</u> the target features and in <u>producing</u> them in their own conversation. Positive reinforcement increases habit-strength in the stimulus-response audio-lingual learning.

5. Audio-lingual approach, reinforced with cognitive-code approach, as in our trial in Chapter 5, gives desired results. Students gain *highly* from a combination of inductive and deductive learning.

If an 8-hour, two-week remediation, using a carefully planned selection, sequence and presentation of learning experiences leads to a *big* gain in the acquisition of skills in conversational English,

surely, a process-model curriculum using a carefully planned selection, sequencing, presentation and practice, will lead to desired outcomes.

6.3 Suggestions for Future Research

The study has carved out new grounds for focussing on the varieties of informal and formal speech in English. It goes on to advocate the training of informal speech in English to meet the demands of informal situations. It attempts to demonstrate that even adult second-language learners of English can be trained to use features of informal English speech.

Just as this study has closely examined and analysed some characteristic features of the formal style of Nigerian English speech, other studies are needed to examine and analyse the features of the phonology, syntax and lexicon of Nigerian English.

Such studies will complement the present study in providing extensive literature on Nigerian English. It is hoped that the present concern for efficient training in the acquisition of skills in varieties of speech forms in English will catch on. One also hopes that this interest will generate a similar interest in analysing speech forms in our Nigerian languages.

For an effective implementation of the 1977 Nigerian national language policy on education, investigations into the features of grammar, phonology, lexicon, and stylistics of Nigerian languages, especially the three or the five major languages, are needed.

Other studies may focus on gestural, facial expressions and bodily movement, as relating to the total meaning of language in its spoken forms. The field of socio-linguistics is new and full of promise. Its potential resources should be fully exploited for a better understanding of the inter-relationship between language, culture and society.

APPENDICES

APPENDIX A

KEY TO SYMBOLS OF THE TRANSCRIPTION

1   +   A cross is used to show a normal pause in
         speech which in writing is indicated by a
         comma.

2   ... Three dots are used medially and finally to
         show hesitation resulting in non-completion.
            Other kinds of hesitation with a series
         of rapidly spoken sounds are shown without
         dots e.g.

              'm   ;   'em

              W'   ,   w   ,   what's going on

              er   ;   erm

              a   ;

3   [ ] Square brackets indicate that the sounds or
         words are uttered by a different person
         interrupting the talker whose words are
         transcribed outside the brackets e.g.

    A   I believe [yes] that is the case, in
              fact + yes + ...
              or
    B   When the plane finally arrives +
              [good heavens !] the Emir of Kano
              who has a man on a camel just on the
              edge of the airport.

4   ...   Three dots are used initially, with a
small letter beginning the script, to
show that the talker cuts in during the
talk of the preceding talker:

A   Can you give me a ...

B   ... an example ? Certainly.

Suppose I'm +...

{ }   "Curly" brackets are used to show
that the sounds or words of two or
more talkers are heard simultaneously
or nearly so. e.g.

         a general laughter

or { Yes
     { Yes, I was going to say }

5   ' ?   Single inverted commas are used to show
quotes used by the talker.

6   -   a hypen is used to show the start and the
end of a parenthesis, an exemplification etc.

But you talk about doing things with one's
hands __ I suppose you mean — making
cards out of the air and that sort of
thing.

7   ( )   Brackets are used to show laughter, jeer,
coughing and giggles.

8   !   An exclamation mark is used where the

talker uses one.

9   ?   A question mark is used to show that the

talker asks a question; it is either a

WH question or the non-WH ones.

10   .   A fullstop is used to show a final pause

where a talker finishes off his sentence.

11. +... A cross and three dots show a longer

hesitation.

TRANSCRIPT 1: King's College Students, Lagos,
Sub-group One.
Topic: How To Make Schooling
More Interesting.

P[1]: The topic before me is how schooling can be
made more interesting. In this country + at least +
I have the feeling that so much emphasis is based
on certificates that + ... you no more + ... think
of someone as an educated person + but as someone
that has earned a certificate + or has passed
through school.

Education + I believe + or schooling should
be a place when an individual is educated + not
only academically but socially + morally. School-
ing + in most schools + the basic thing is for the
students to be locked up + enclosed in a compound +
forced to + ... sleep at particular time + you
know + regardless of the personal + the individual
aspects of the pupils concerned.

Taking King's College for example + boys are
forced to eat at particular time + they are forced
to go to bed at particular time + they are forced

to read at particular time. And this goes on everyday + everyday.

Such a monotonous life can make school very boring. And most people feel that it would be a waste + ... that's why I believe + many people find it 'difficult staying in the boarding house.

See boys getting into trouble for breaking bounds to go out + either to relieve the boredom + or something. This is because + the school life is so monotonous + so uninteresting + nothing to brighten it up.

So much emphasis is on academic work + excluding things like games and other social activities. If some boys want to organise a party + the answer definitely 'll be no + giving excuses + the fact that you have to go to bed at a particular time + you have to do this.

But I believe that if someone goes to a party once in a month + it can't hurt anybody. And at least + I believe + it helps rather because it helps + it makes a person feel that + after all + life isn't waking up in the morning + going to school at seven o'clock + going for lunch at two o'clock + and supper at seven o'clock or something + and going to bed + reading throughout the whole day.

It can be very frustrating+ young boys are
growing up + they have excess energy to dissipate
about + that's why most of them + when they have
nothing more to do + they use this energy wrongly
by writing + smashing things + just for the bottled
energy to be released.

It is this kind of energy that can be stopped +
either by producing some facilities like swimming
pools + or giving them acess to some of these things.

The National Stadium is there + nobody makes
use of it. It's locked up + waiting for one game or
the other.

Why must it always stay there ? If people can
be allowed to go to these places and enjoy themselves +
and the school authorities can give permission for
these boys to go there + or to go to other places
to enjoy themselves.

That I believe can make school more interesting.
And again most of the things they are/permission to
go out for are educational.

They have to go and watch plays on one of the
literature books + or to go and listen to classical
music + forgetting that these boys may not really
be enjoying these things.

This + ... it's very frustrating. We have
to sit down and listen for three hours + some-
thing you don't enjoy + you are not interested in
it.

But you have to be forced to do it. Forgetting
that these boys also have their own views. If they
can be given a chance + say some evenings + or + the
senior boys or the 6th formers can be told + "this is
your free evening. + you can go out + come back by
this time + enjoy yourself + give them the freedom
to enjoy themselves. I'm sure if everyone realises
that by misusing this freedom + he's going to have
to forfeit it + I don't think any person will be so +
I should say + crazy enough to do something + that
will endanger the forfeiture of this kind of thing.

Some other colleagues of mine now.

P[2]   Talking about making schooling more interesting.
I think I'll start with academic work.

In the classrooms we tend to have less
practical outlook in our science subjects. For
example + when we are doing Physics or Chemistry +
or Biology + all we do is to go to the textbooks and
cram up all these things.

Then in the practicals + we don't know anything.
Just see a diagram in the book + that's all + you
haven't seen the apparatus or the specimen before.
But you know it anyway + because you are meant to.

So I suggest that + in the classrooms + they
should be having more practical work.

And then the social aspect. Em + I think there
should be more freedom for the students. I don't
see any reason why + mean + the school should be so
monotonous as he says. You have particular times for
doing particular things. You should do otherwise
and get the maximum.

Then + I think you should be allowed anyway
to be going out when you feel like + to relax and
enjoy yourself.

After reading for so many hours + you tend to want to relieve some tension. So + then + talking of games.

I think the State Governments are doing enough to encourage Sports + which could lead to some inter-relation between the schools.

But you see + it appears the interests are dying down in sports + ... Maybe because + boys are tending now to be more book - conscious. So + to encourage more inter-school sporting leagues + there should be more interaction with one another. Then we enjoy school more than we are now.

Then + the school should be provided with some basic ammenities like + take for instance this school + we use the same basket-ball court for lawn tennis + _ or + ... eh + eh + eh + (jeers by peers) in fact + it seems we are when there are floods.

And they don't provide sporting equipments. You find people playing table-tennis on the floor + that kind of thing.

I don't think it's very enjoyable. I think I should hand over now.

P³   On the topic of how to make schooling more
interesting + I have a lot to say.

Em + I believe + the problem lies with the
school authorities + or more or less the people who
control education + and as a student of a school
like King's College + which is considered one of the
best + I believe I'm in a position to really tell
people and advise on how to make schooling more
interesting.

I + for one + do not find it interesting. And
I think it's only a minority of the people that find
it interesting.

The main reason I think + is + with the authority.
Think + several of the people who style themselves
as teachers are more or less — I won't really call
them teachers + because they lack the dedication that
teachers should have.

I think teachers in Nigeria approach the situation
as a battlefield + failing to realise + that teaching
students + they are supposed to be friendly + cordial
with them and understanding.

This is a moody stage where they are influenced
by several things.

Instead you see teachers who regard + probably + may be because + they realise that you come from this kind of home or that kind of home + they declare a battle against him.

Everything he says is regarded as rudeness. What he does in class is regarded as wrong. Somebody else can do the same thing and get away with it. I mean + if he scratches + he can get suspended. That is the kind of situation that happens and you see + the effect on the student is + he is not interested in school. He regards school as a battlefield. He himself + grows a kind of feeling against schooling.

When he sees a teacher he is + ... he does not regard teachers as his friends + instead he realises that when he comes to school + he's coming to face a battlefield.

It's a battle for survival. And in that battle + he's ultimately going to lose + which will have serious effects on him later on in life.

When we talk about the attitude towards teachers + I've noticed that very few teachers really have the right approach. I'm not saying all. In fairness to teachers + a few of them have the correct approach. But how many of them do ?

You see teachers + like has been said before +
you take Science Subjects + you have heard a lot of
rubbish theory it's rubbish really + as such
I mean + ...

... When you read about something and you don't
see it practically. you realise that I mean it
makes very little sense.

And that is why a country like Nigeria today +
we cannot produce enough scientists + because they've
read so much + they don't know what they mean.

Then they go to the University and start doing
what a boy in form two or form three should do.'

You can blame this on may be + say + there are
not enough instruments. But + there are a lot of
instruments. I come from a school where there are
lots of instruments there. But they don't want to
use the instruments there + because they believe you
are going to spoil them.

But why are the instruments there ? They are
for you to use.

Then you talk about the approach to sports etc.
I think basically the school has got the correct
approach to sports. Eh + or we used to have the
correct approach to sports and a lot of schools have

the correct approach to sports today. I mean +
you do it in your extra time + I mean + that's all
right. ...

But when you talk about the rules in society +
I think + the problem with many of our schools today
is that we inherited rules from probably the 1930^S
or the 1940^S + rules that are totally out of date
with the situation today. I mean + I find it most
ridiculous that a student in upper sixth + probably
at the age of 19 or 20 + is subjected to the same
rules and regulations as the student of probably
9 years old in Form One !

No + I mean we must be objective about these
things. I mean + you see + an upper sixth senior
wants to go to the shops + a form one junior wants
to go to the shops + they both go to the housemaster
to explain.

I think this man of twenty is clever enough to
know where he is going to. When he's at home + he
he can go where he's going to.

Well + you can say + well + boarding house is
not compulsory + ... you can stay at home. But
when you stay at home in Yaba + when you got to
know you're going to get difficulties in coming to
school + I mean + see + we have to realise that +

especially sixth-form students need special attention.

I think somebody in the sixth form should be granted certain liberties which they are not granted today + which makes school boring for him + which makes him loathe the whole idea of education.

Because + I mean + he's subjected to really impossible demands + such as going out on Saturdays alone.

I mean + if you allow sixth formers to go out + I think a sixth former has enough + ... he's responsible enough for one + to realise when he should be reading and when he should be going out. So is a fifth former. Because I mean + as I am now + I realise when I should be reading and when I should be going out. I don't think I need a housemaster to tell me + "you can't go to the shops" + when you need toothpaste.

I mean + what does he expect you to do with the approach of these rules?

These rules are burdensome unto the students + which limit a time they can read.

I understand where you have to go and eat at certain times + you shouldn't inconvenience the cooks. O.K + that's alright.

But you can't + someone who's not used to reading in the daytime must read in the daytime and not in the night.

Well + he's clever enough to realise that + well + I'm losing on my sleep + I'm losing on my education and this kind of thing.

But + the school authorities regard anyone who questions what they consider right as a radical. They fail to understand that he is simply trying to improve society.

They think he is trying to radically change the society and change the place into a lawless place.

Then you see + there are problems + well + you see + we lack social amenities in our schools here.

I mean + you go to a bathroom + it's dirty + you are not sure whether you're having a bath or getting some dirty + soapy water over yourself.

Or you go to the dinning hall + you are served from dirty plates + you know + the whole situation of the social things that we're given is really appalling.

I mean + the food is terrible + the diet is + well + some people claim that the dietician has

certified the diet + I'm not sure about that (jeers
from peers)+because the food is not nourishing and
you can see this from the fat day — boys that come
and the thin boarders.

And you see + I mean + half of the boys
hardly eat anything from their plates + so you
realise that + I mean + we're being treated like
dogs + we're more or less like dogs + ... I'll call
it.

You see crowded dormitories + over-crowded
dormitories. All these kinds of situations do not make
+ ... you realise that when you are subjected to
so many hardships — because you want to you have
progress in education— you realise that you don't
like school so much.

Then you decided + you know + to form a
culture against school + kind of you know+ you
regard school as a burden.

And really + it is a burden + the way education
is being run in this country.

I think we should start right from the top +
it's from the top that the decay has started.

And it's the people at the top that make
students hate education. Because they don't want

to change the times. You continue telling us ⸣

⸤When I was at school I did this + ...⸥

You were in school in 1940[s] and right now
we are in 1976 or 1977.

Things that you did then are not done now.
In those days probably people wore full skirts +
right now people wear a funny kind of things + or
people wore trousers and jean-pipes + and today we
wear bell-bottoms.

I mean it's the truth + and we should realise
that it's there. So when you can provide more
social amenities + the teachers have the correct
approach to education + the authorities are
impartial in administering justice ⇢ which is not
the case in many schools today ⇢ you'll really
have devoted teachers your outlook in especially
science subjects changes to educating the student +
and not making him cram so much + then you give
liberties unto those who need liberties + so that
they can progress in society + and so that society
can be better + then that is when you can make
schooling interesting. As it is now + I consider
it one of the most boring things that you have to
go through.

P⁴: This time we are speaking on schooling. Well + the last speaker has really enumerated all the points that one can speak on. But let's take a look at the teachers we have in this country + the way they go about with the teaching profession. I remember teachers sometime ago + made this statement + that + 'look + I don't care what you do + I'm being paid to teach you + if you don't want to listen to me + well + it's just too bad'.

Is this the type of person you want in this society ? I think it's not + because if a student should have that view + that this teacher is just coming here because she is being paid to teach you + then er + he might just + ... 'My father sent me here + well + ... he sent me only to come and learn + and this teacher is refusing to teach me + so I can sit back.'

Alright + your father did not send you here to do this. 'My father did not send me here to do this + they sent us here to learn'.

A teacher takes this attitude + he doesn't want to teach you properly. You too you are going to say: 'Well + I don't want to learn.' How are we going to progress in this country ? We can't + because that is the way we have been

taught. Our science people got no-one there + and we need these people badly in this school. Your laboratory is opened from 8.30 in the morning to 2 o'clock in the afternoon. You want to become a scientist + and that is the only time your lab. is opened + and then you have all these lessons that are crammed in. You have seven periods a day. You've been worried by the master + this master + this master. You don't know what to do. So + what are we going to do ? Your last resort is to open your text-book and cram it in.

When you want to use the laboratory + another class is using it. You can't use it. Break is very short. What can you do within forty minutes + and without having a practical experience ? No-one can develop his + his mind + his body + his physical need. This is the way things are being run in this place + and we want a better country where everything is like heaven. If you want to say: 'but we can't have it like that + ...' If we want a good country where there are scientists + where there are people who are ready to run the things + where no-one is ready to hoard things and to make themselves rich over-night + then we have to start from school.

I mean + you have masters who mess + who mess er +... about + they don't + they don't give their pupils the personal time they have. They play about + they do all sorts of things + and the pupil who is meant to be learning to live in the world where there is so many bad things + and he sees his master doing these bad

things + he says: 'what is he doing ?' + and he too follows them. And then + in the end + you + ... she offers herself in the same post + ... she later be going to the Government offices + will become corrupt like our masters. What are we doing in this country ? So + our education system really has to be over-hauled right from the people in the Ministry + down to the staff of any school. Of course + there are things which you know + that we can't virtually change. I mean + we must have our meals when they are ready + I mean + we can't just say because you have gone out at 11 o'clock + we want to have our supper. If you want to have supper in school + let us have it between between 7 and 8 p.m. + or when we're meant to have it.

And then + you talk about your extra-curricular activities. When these things are + ... there are wide + ... and knowledge to give us a great sphere of influence + to understand other things. And yet + there're meant to be people in charge of them + people who are there to help us. These people don't come + and these are the same people that come to school + and tell us to obey all school rules + and do this + and do that. Okay + we are meant to obey them + but you don't come when you are meant to help us. We don't know what to do. We come to the field. We don't know how to throw the javelin + and yet you are expected to know how to do it. Our P.E. master there is only one + and how many sports have you got ? You don't expect him to specialise in every single field.

In those days + one would go out to the country to
visit every school participating with you + you know +...
do games and all that + but now + ... is gone. I mean +
hardly does one remember the day when members of the
sporting community of this school got on to the bus +
crossed all the borders to Ghana + and met with their
fellow students. That thing is gone.

We don't know what they do. We are here in our
world. We sit down + we do the same things everyday +
for may be + thirty-weeks. And we get home. Our
parents look into some + ... They say: 'What is
happened to him ?' 'The reason he's been kept in the
four walls + ... he sees the same people everyday + and
what do you want him to do ? He just failed.' His
results may not be as good as they were + I mean +
someone can come first in the common entrance + and
get into this school + ... by the time he leaves this
school + may even fail. Nobody would like that to
happen. I mean + no-one is given the development in
all fields + that he needs. They are only developed
academically and physically.

Four-thirty to six-thirty on the field + ...
after that + you have to go and read + and you go to
bed at nine-thirty. When you want to read + you go
and read. If you were allowed to do this + sooner or
later + all realise that we have been wasting our time +
but let us plan our time + ... going to read at this
time + do this and do that + but no + ... everything

is planned for us + as if we are labourers working on
the streets. I mean + you're not going to bring up
a society + where everybody looks up at the man at
the top + and says: 'Do this' + and you're going to
do it. No way + I mean + we should all have that
freedom.

APPENDIX B

TRANSCRIPT 2

Holy Child College Students, Lagos

Sub-groups one and two.

Topic : How to Curb Inflation

P[1]:

Sub-group 1

I think inflation is one of the world's greatest problem today + and we could do a lot to curb this inflationary trend in the whole world.

Let's take Nigeria for instance + Nigeria produces a lot of raw materials which are sent overseas for processing + and are made into useful things + and are imported back into Nigeria.

I think these things imported into Nigeria + but produced actually by Nigeria + should be very cheap in Nigeria + but can be a little bit more expensive in other countries which import them + even though they are not made actually in Nigeria.

Also + the price control should be in every single country and should be very effective + not like Nigeria's own + they are very + ... they don't do their work properly + that's why we have a lot of inflation in Nigeria.

If this Price Control can be more effective +
I think they would do a lot to help inflation in
every country + and anybody who goes against the
Price Control + should be severely dealt with as
a lesson to others.

Thank you.

p²   In Nigeria + this price inflation + it's
because + em + things are not produced in large
quantities + and the little that is produced +
one cannot expect those that sell them to sell
them at cheap prices.

If they were produced in larger quantities +
these products could be sold much cheaper.

p³   I think it's more of the colonial mentality
still worrying the Nigerians + because they always
think that what is imported is better than what
is made in Nigeria.

If the Nigerians could make efforts to
publicise the materials made in Nigeria + make the
people see that they should appreciate what is made
in Nigeria + I think the people would start buying
things made in Nigeria + than prefer the imported
ones + and thereby inflation will come down +

because the products made in Nigeria are much much
cheaper than the ones imported.

p4   Well + I held the same views as Ekanem Ekanem +
because I think what is worrying Nigerians is
that Nigerians like +..it's part of their nature + ...
they like money.

When they get hold of something to sell + they
put a lot of money on top of it.

      We have to have more Price Control officers +
and we've got to have somebody who can crosscheck +
because if they don't crosscheck + these Price
Control officers won't do their jobs. And the
Price Control Officers we have now + when they go
and they seize the goods + it does not actually go
to the Government. You know + ...

      They take some of it and put in their own
pockets. And this is a result of corruption in
the country and + ... it can reduce the rate of
corruption + have people to crosscheck + have
branches of this Price Control Board all over the
country + more price control officers + then things
will be better.

p^5 . I think that we can't actually blame + put all the blame on the Price Control Board + because the people have to cooperate.

·For instance + if the Price Control Board puts a fixed price on a good or something + and the traders inflate the price + people should sort of refuse to buy it or call the attention of anyone around.

But in Nigeria + if they inflate the price + people still buy it without doing anything about it.

Sub-group 2

p^1 Talking of inflation in Nigeria + I think the blame shouldn't be put on the traders alone + because the traders should be considered.

One + for them to get their goods + they have to take the transport to wherever they are going to get the goods from.

Some stay in Ajegunle and they have to sell in far places + like Ikeja. They'll have to take transport + and they'll need a lot of money to get them there.

On getting back + they want to sell their goods + they'll like to gain back what they've lost +

and therefore they'll add prices on to these goods.
But the Price Control Board + ... when they list
out their price on the goods + they don't think
of the traders or how they get goods to where they
are going to sell.

And the people who buy it complain + but they
don't know that those selling will have to get their
own gains out of whatever they sell.

So I don't think the blame should be put totally
on the traders but also the Price Control Board
should be more considered.

P^2 I believe that it's not really the fault of
the traders. Many commodities are very scarce in
Nigeria at the moment.

So that traders have to go to a lot of trouble
to even get them in the first place.

So of course + they have to make good what
they lost + by putting up the price.

Also + people in Nigeria should try to cut
down on luxuries + which are scarce at the moment.

Because + ... if they are both in such a high
demand + the prices will have to go down + and
whenever products become scarce + the price shoots
up. So if we cut down in the meantime + at least +

prices will go down + and when things become
normal + and if we've saved a lot of money +
then we can start going back + then we can start
enjoying life properly.

p³   Nigeria has a lot of money + but the Govern-
ment does not use the money well. We could easily
develop more industries in Nigeria with the oil
boom going on + and a lot of money coming in.

At least + why don't we make use of the money
before the oil dries up. Instead + we see bridges
all over + ... here and there + and still yet the
traffic that they are trying to prevent is even
going worse + as a matter of fact.

If we could use this money to develop more
industries not only in Lagos + but every other
place + everybody will have a chance of + you know +
making use of what is in Nigeria.

And also + this will also give more job + em +
vacancies + and more people will want to go to
school to get this job + and this will also bring
down the rate of the poor people in Nigeria + for
we have a lot of them now.

p⁴   I quite agree with what the last speaker

has said. And there is this + em + em....

... We agree that Nigeria has a lot of money +

and I suggest that we can have more industries +

and then + instead of sending out materials to

other places for them to be refined + and sent   .

back + we can + em   + have more industries + and

then import+em+machinery that we need in these

industries to make them ourselves.

And then + by this we can have other Nigerian

workers + who can come into these industries +

because now + there are many people who don't have

jobs.

Then we   can have workers who can come to

these industries and work + and + em + it will

make things cheaper for us. And then when we sell

them in the markets   at a little lesser prices.

And then + there are these + em + ... Europeans

and people from other countries in these posts.

And then + normally in Nigeria + we notice that most

of these whites and other foreigners + they are

in higher posts than most Nigerians.

And then + if we could educate some of the

Nigerians and then put them in some higher posts +

they'll make things cheaper for us.

Em + prices won't be so high as they were
before + and then we have the Price Control because
of some people who still want more than they should
have.

And then + ...
Thank you.

p[5]   Although I'm not a Nigerian + but what I've
seen in Nigeria is really great + and I think
Nigeria is a rich country + and it's real productive.
And we can make use of what is native. For every
where the land is fertile. We should grow crops
here + so that it can be used by Nigerians.

And I think we can cooperate + and I think
the country should not see increase in prices that
is quite + ... so that prices won't be too high
up + and everybody will be able to afford it.

There are many poor people here. I think they
should be given full chances + and industries should
be made to help the jobless and the poor.

It will also help the country.

TRANSCRIPT 3   N. C. E. 3 Students of the

Faculty of Education,

Sub-group One.

Topic :   How To Make Schooling

More Interesting.

P[1]:   Well + when we talk of schooling + according

to what the chairman has said + well + it's not

in reference to + ... going to + a specific+any

way+a European type of + er + ... school.

Even now + native+er+method of education+er +

still perfect+ whether formal or informal.

Now+ I think + er + ... learning can be

made more interesting + if +...er + the circumstances

that deals with that particular learning + that

particular aspect is + er + ... real to life.

Because + er + ... there is no need for one

to be +|er + ... for example + people do not like

to believe in + I can say of myself that + er + ...

Utopian life + because immediately you start to

give me that kind of idea + I'll reflect it to

how practicable it is.

So + if one find that this thing cannot be

met + well + you find out that he's just talking

according to what he thinks + not waht is in +
reality.

So I think if the thing one is being told is
made real + people will have interest in it.

Because they will know that one way or the
other + it would affect them. Or they may find
themselves in such a situation.

P²   Shall I listen to the topic again ?

Pˢ   How Schooling can be Made More Interesting

P²   I think much of this depends on the teacher
or the administration of the school. Because if a
pupil goes to school now + and the teacher is not
well-prepared for the lesson + and the pupils are
not motivated enough to learn + or the topic is
vague + the pupil may not learn.

We can make schooling more interesting because
I think + or the more interesting schooling + the
more learning takes place.

In this case now + er + ... what has been
affecting our secondary schools in fact + and part
of this thing is that + er + ... most of this
secondary school discipline is + in fact + not honestly

much involved in organisation.

When we talk of school organisation + we mean the school is doing well + pupils and teachers certainly feel happy about the way + ... about the way + about the way and manner they are being treated by these senior masters + and + er + ... female teachers.

In this case now + if there are students involved in the organisation + we can have just members of this class + or members of this class + or members of this arm being members of a particular panel + in which many things can be decided upon them. Then you probably call a unique + er + ... debate, possible within the school + you try to talk out the problem of the students in that school + and then you ask either two or three in the class + so that the class teacher could speak on that particular issue + on which you grade the students + you collect your suggestions + you look at the advantages and disadvantages.

Then in another panel + comprising of the students of each arm of the classes.

Then they talk again + ... the problem + and then + you let them make suggestions.

On these suggestions + you act on it and then + you see where they err.

So then + if any other problem crops up in the students + they will be more probably + more be deployed because they will really know that this is part of their suggestion.

And that is + if they have no malice to make with anybody in that environment.

Then they will be very cooperative.

Now on the introduction of society by the cooperation of student union + the literary and debating society + you have the Science+er+society in the school + where students are gathered together + er + ... because of their discipline + maybe science and + er + ... student just to debate + organise debate + party + inter school's debate and also where we should have houses + school + school houses + where students are invited + and inter-house sports.

This will made students to learn + because sports help in learning. Because when a person do sports + it developes the body and also the brain + and also it helps in assimilation.

And indeed students will be able to learn faster. And it can also help them in their study too.

p³   Another point + I think + er + ... the teacher may have a lot to + in making school more interesting. In the first place + the teacher will go to the class and see the students. If the teacher see they are not ready to work now + you know + there's nothing the pupils can do under that condition.

And the pupils now + we need their cooperation + if the teachers are ready and the pupils are not ready to learn + you know + you can't achieve any definite goal.

So the environment can also affect the pupils. For example now + the way a master will behave from Premier College will be quite different + from the way the student from + may be + the Government College will behave.

p³   If in a secondary school + you know + you have an efficient teacher + you can + if the teachers have good ideas + and they try to force these ideas on the students + they will find schooling very difficult.

But if the teachers are interesting + and if they know what's going on + er + ... within the

students + they know the type of fashion that is current + they know the trend and they can + er + adapt +...speak about these things to the students + I think + er + ... the students will find schooling more interesting.

And when the teacher come in a serious mood, they will take them serious as such and they will be able to + ...

... And I also think that the provision of audio-visual materials or learning aids + I believe that the provision of learning aids or audio-visual materials will go a long way in making + er + ... school more interesting.

If students know that + yes + on this parti-cular topic + we are going to watch a very good film + which will sort of enhance or promote + er + ... their interest + then + definitely they will enjoy it more + and + er + ... they will always want to come to school and enjoy the best + ... take the best out of school.

P4:   My contribution will be on the Government. I want to talk on the Government + because the Govern-ment contributes a lot to the system of learning in this country.

Take for example + the policy they just
promulgated on technical education in the country.
They made it three years + so that eventually when
the person comes out + they will be on level 08 +
but by that time + he has completed his industrial
training.

So the students revolted on this. What I'm
saying is this. The Government makes obnoxious
policy + which doesn't help the students.

Or + in our own case + if they make say N.C.E.
Group just a straighcourse + I bet + many people
will like to come and do + and qualify as teachers.
Immediately they finish their N.C.E. + they jump to
Degree course + you'll see that many teachers will
come out every year. The problem of shortage of
teachers in our secondary schools will be lessened
within a very short time.

And secondly + if the Government should return
the schools to the Missionaries + because presently —
say in the Southern States — presently the schools
are being run by the Government.

And unfortunately + the people in the Ministry
+ ... I bet + many of them don't have that managerial
experience + which the Missionaries in those days
had.

Many of them hate schools located in the rural areas.

And + they + ... the pay they give to teachers + I mean + the salary of teachers + is just not good.

Take for instance + that of an N.C.E. teacher + now they said that those who did technical course in Colleges of Tech. after their three years + they will be on level 08.

One day + I was reading the Daily Times editorial + they said that + they asked them what is the essence of making these people to be promoting them to Level 08 and leaving these with N.C.E. certificate to be in Level 07. And they said in that thing + that it is from + ... that they made this so + because technical courses are professional courses.

But I wonder whether N.C.E. course is not a professional course. So you'll see that the Government is just dilly-dallying.

APPENDIX C

N.C.E. 3. Lagos University Students.

Topic :   Making Friends.

P[1] :   'Am + we know friends are quite vital in our
life + and that it is quite necessary we have friends +
either in times of trouble + and they could be by
to assist you in whatever help you want.

Am[1] + in the first place + we say + ... why we
need friends + not only in times of happiness + em +
but also in times of difficulty. Without friends +
one cannot really be happy in life.

And it is necessary we have friends. Em + in
the secondary school level for instance + friends
are quite necessary + in that you have to take + ...
em + the subjects with your friends + either to help
you with a particular problem in mathematics + for
instance + and in other subjects.

This is an area where friends could be very
vital in the secondary school. And on the other
hand also + friendship could be necessary to ward
off shyness. Em + those who are not happy at home +
due to one reason or the other + could make up + ...
em + from the deficiency at home + by having friends
at school.

That is + in the secondary school level.

And then may be in the University + we can have friends + and for those who are not married + we can have friends for the future + that is + as regards the man and the woman. A boy could fall in love with a girl + not just for friendship sake + but+em+for the future + either to get a wife + or a husband.

And on the other hand + what happens in the secondary school may also happen in the University level in that + you have friends to help you in your difficulty + either in solving a particular problem as regards your subject areas + or your course area.

And in later life + may be when we are no longer at school + friendship is also necessary + for those who are married + or for parents + or mothers.

Well + friends are quite necessary in that if you don't have friends + maybe as a neighbour + you may not be happy + because nobody lives + em + entirely by himself or herself + without making friends.

Friends could be necessary here + because you have to chat with them when you feel bored about

life + and for a woman + if your husband is not around + your very next people around you is your friend.

And then you've got to meet with them + chat about what happened in the market + what happened in the neighbourhood + and so on.

And then in times of difficulty also + friends could be vital + help you + may be + in sickness + in happiness even. Friends are around to share your happiness with you. Because + ... em + nobody could really be happy without sharing his or her happiness with another person. This is only why I say friendship is quite vital.

P^2: How then do we make friends ? We make friends by meeting people + maybe in the school + or in the business + or in the streets. When we meet a person and we want to be a friend to that person + there is a certain thing indicating that will make us to like to be that person's friend. Maybe the way a person talks + or the way the person dresses + or the way he walks + there is a certain things + ... a particular thing that will make us to be a friend to that person.

During courtship + if a woman wants to be friend to a man + though she will not like to say it + but

there'll be a certain thing in that man + that
will make the woman to like to be his friend.   No
matter what the people say + no matter which area
the man comes from + the woman will like to be
the man's friend + and they will do all within her
power to be the friend of the man.

Also in the school + ... when we come to
school + we find + em + many people + there'll be
a person that we may like to be friend with.   That
person may be our classmate + or may not be one
of our classmates + or may be our junior + or our
senior + but that quality in her or in him will
attract us + and will like to be a friend to that
person.   May be the person is a junior boy + and
the person is very brilliant + may be that's why
we got to make friend with that person.

We'll like him to help us in our subject + or
any other thing.   But that quality in him will
still want to be a friend to that person.

Also if you want to be a friend to an elderly
person + there'll be a quality in that person +
that will make us to be a friend to the elderly
man or woman. May be the way the man or the woman
advises you + or the way he talks to you + or the
way he or she manages his family + you like that

way and then you want to make friend with the

elderly person.

And you know the way we do it + we try to talk to the person + we visit him and then we discuss with him. During that period the person will know that surely + we'll be a good friend to him or her and then we try to + ... er + help him in your difficulty + he'll try to talk to you + he will try to draw you to him and thereby you start your friendship.

p[3]:   Man is naturally a gregarious animal and we tend to move towards each other + and by moving towards each other + we make friendship. We become friends of ourselves + we may like ourselves + because of certain qualities which we may find in ourselves + maybe as a result of natural or physical beauty + or because of + ... er+high academic acumen + or high social status.

But we can see that in anyway + we tend to move towards ourselves + friendship has got its own bad effects. Some move towards others for certain good qualities which they see in them. But certain people + ... er + misjudge certain qualities in people. For example + a person of high social status + ... or somewhat high social

status + ... or somewhat high social status +

which you can say + ... if a person is riding a

very good car + or is in a high position + appears

very gorgeous in the community + you don't know

what ways by which be acquires his wealth + or his

status. You move towards him and this is how we

see that some of these + ... er + vices in the

community + ... er + multiply.

You see + it is possible at times + when you

judge a person by physical appearance + he might

be having his ways or very + ... in a very + ...

he might be having his wealth in a very bad way.

And when one moves towards such a person + he will

be corrupted.

Well + er + some people take advantage of +

er + friendship in places of work. We see that

when we have our friends and we are in a good

position + two people consult us for favour or for

appointment. You see + naturally + we tend to give

the better side of our decision to a person who is

familiar to us. Here + we see that friendship

influences us negatively + because we would like to

choose the person who is dearer to us + or who is

familiar to us + and neglect the one even if he

has better qualities than that very person.

You see + friendship too leads to a sort of nepotism in a society. You see + this I have illustrated. Then undue favouritism too + you tend to forget the vices of your friends. If you really like him + you see + when a person comes to you + you don't assess him or investigate him keenly enough but simply because he is your friend + you overlook his vices.

We see + this is some of the evils of making friendship.

p⁴: Making friends is as easy + and breaking friendship off is very difficult. If you want to make friends + you can make friends in different environments+and friendships + and we have different types of friendships.

Friendships depends on the individuals + ... the behaviour of each individual. Now + for the behaviour + we can have people with bad behaviour + in which case + the friendship might be dangerous + depending on their mode of movements + talking and + ... 'er + living.

In certain friendships + the friends might be in company of bandits + or murderers and or + one of the two might be the person who leads the other to the job.

And friendships can be made in different environments + either in times of sports + community living + or in any occasion which might warrant the congregation of many people together. Such occasions might be like Festac + Trade Fair.

And also friendship + any community + ... between two people can be made + due to the interaction of the two people in that society. A person waking up in the morning + can just find another person just walking by and just say: - ay + or hello + or goodmorning + or how are you ? That's how friendship starts.

And friendship can lead to many things + ... beneficial — which are of benefits to both parties. And friendship is not only confined to individuals only + but also to countries + towns and also to + societies + call it that — societies.

And in case of friendship between countries + it can be in terms of cultural friendships + technical + and + ... er + scientific up to industrial + and then to language + and which in this case + can be of great help in the economy of each country involved.

And in the breaking off of friendship + ... why I said it's very difficult is because + many

factors which can be taken into consideration +
you know + like er + let's say + in the pact of
friendship + you must have signed some agreement +
or one party or the other is having some instru-
ments or properties belonging to each other + and
then to release these things might be very diffi-
cult + and to breaking up the pact of friendship
will be so difficult that you have to come toge-
ther again + and in the process of breaking up
friendship + you know + you make friendship.

So this is where its very difficult + ...
and then making friendhsip is very good for the
progress and good life of the parties involved in
the friendship.

p⁵: Now + the origin of making friendship + right
from the word go + the early man himself started
making friendship with animals + by talking to
animals + in the way they might not understand +
or the way they might understand.

From there + we grew up the idea of making
friendship with others. There are three types of
friendships.

There is one deep + other deeper + and the
last deepest. The deep friendship is when you
make acquiantance with somebody you have not known

at all. Duely seeing him for the first time +
you try your friendship with him + after that day +
you may not see him anymore.

Another friendship which is deeper is when
you see a friend + or somebody you don't know +
and you make friendship with him + and continue to
see one another.

The last of all is when you make friendship
with either a boy + or a girl + which is normally
called girlfriend or boyfriend + and you from
there marry one another.

Now + there are some angles at which we look
at friendship. There are some friendships which
develop from the meeting at the first time. For
instance + if you travel abroad + or you are in the
market + or in a public place + either in the film +
or in a sporting activity + you see somebody whom
you like. In an attempt to make friendship with
him + you just cultivate an idea + and make some-
thing very + ... er + similar + or which he may
like. He may respond to that phenomenon + as a
result + you make friendship with him.

On the other hand + you may be seeing somebody
constantly at a meeting + maybe at the bus-stop +
or in the field house + or at the party. If you

take cognisance of his presence continually +
you may talk to him or her + thereby he may
decide to be your friend.

The importance of making friendship + ...
this is to make you be very + ... em + I mean +
this is somehow to make you friendly with him +
and not only that + to keep you out of isolation.
You may borrow something from him + or on the
other hand + you may decide to have things in
common with him or her.

But there are some disadvantages of making
friends. If you don't know to whom you are
making friends + you may get yourself in jail.
If your parents know there are some diseases in
the friend's house + the disease may be very
infectious + and you continue making friends with
him + you may get yourself contacted.

That's all right.

P6:   We make friendship in order to share + ...
in order to have someone to share our love + sorrows +
and joy with.

Also + it's good to be friendly. Say + I
travel abroad now + and if I'm not ready to take
people as they are over there + I must have + ...

I won't have and enjoy + ... I won't enjoy my
stay there.

Also + as a teacher + a teacher just has to
be friendly. Now + say in your class + your
pupil + ... just a pupil makes a mistake + you
just have to correct this pupil in love.

Also God said + we should all be friendly
with each other. If you are not friendly with
someone + then I think one will not be free with
one another. If say + I need something now + and
I know that this person I'm not friendly with him
or her + then how can I go to such a person to
have that particular thing + I've been in very
much need of.

So we must have + ... we must be friendly with
each other and also + I will also emphasise that
there is no friendship without love + ... is
nothing. And if you have love for one another +
you won't just be able to see mistakes of one
another + and if you see these mistakes + you'll
be + ... you will always correct yourself in love +
not harshly. Because I've done this thing for me +
I can't just take it like this + and you call your-
self a friend + or something of the sort. If you
know she's really a friend + or he's really a

friend + then you should be able to correct in love.

I don't have much to say.

APPENDIX C

TRANSCRIPT 2

P.G.D.E. Lagos University Students, Sub-group One.

Topic: Making Friends

P^1:   Making friends is + er + saying that the average

man + especially the teacher does to keep himself

happy + and to keep others happy.

You see + one can only be happy by making others

happy. You see + nobody needs insular existence ‑ ‑

$\underline{\big[}$ in isolation $\underline{\big]}$

P^1:   Er + we live in a community + we interact

with people + and thereby make our life worthwhile.

For a teacher + you see + making friends is a

very + very important aspect of his career.

You see + before you can successfully interact

with students + you must make yourself their friend.

Children speak freely, + they interact freely with

the teacher + when they feel that he is their friend.

One is able to speak one's mind + when one

speaks with confidence + and one can only speak with

confidence + and one can only speak with confidence +
when one feels that one is talking to a confidant ...
/k ʌ nfidǝnt_/ + that is somebody + ...

P²: /Confidently_/   /kʌ nfidǝntli_/

P¹: ... Well + confidant /kʌnfidǝnt_/. See + that is +
a person that one can trust. So + er + as I've said
earlier + to a teacher + making friends is a very +
very important thing + because + without cordial
relationship between the teacher and his student +
he cannot expect to be a successful teacher.

And you can only succeed as a teacher + when the
students are ready to learn under your guidance.
That is + when you teach + they listen to you + with
rapt attention + and they are ready to take in what
you teach.

Successful teaching depends on mutual agreement
+ and between the teacher and the students. So as
I say + that making friends is very + very important
for a teacher.

P²: It appears you are + ... thank you for what you
have been able to contribute so far. It appears we
are going to make more contributions almost immediately.

Making friends in this case is not confined to
teachers and students alone. In this case + it is
general. So it appears you have something to say.

P¹: I thought + er +.... the person who introduced
the topic to us was emphasising the importance of
making friends.

P²: Oh yes + that is one aspect of it + in the
teaching profession.

P¹: Well + in any profession + human relationship
you see + ... is very important. Whatever we do
in life + our interaction with members of the public
+ count very much + and the way we relate to people
+ the way we interact + if you are a salesman + the
way you attend to answers + goes a long way to
promote the business of + er + your establishment

If you are a policeman + see + the way you
interact with members of the public + the way you
help + em + the way you direct members of the public
does not only reflect on you as a successful police -
officer + it also reflects on your profession + that
is + the entire Police Force.

If you are a soldier + and you behave well to
the members of the public + then the members of the
public + will have a good view of the military as a
whole.

But if you are a soldier + and you behave rudely
to the members of the public + the general impression
of the public will be + that the Army is an indisciplined

body. And whatever they may say about discipline + people will not + er + trust.

Then + so + making friends in any profession is a vital + er + thing + for the success of the individual on the profession + and + er + the profession as a whole.

P^2:   Man by nature is a gregarious animal. No man is an island unto himself. These are general sayings.

We know that no one can exist by himself. There are two forms of friendship.

You have casual friends + then you have intimate friends. Casual friends are friends + who you meet + and you feel cheerful to one another. Whereas + mutual friends are friends + who are friends indeed. They are the friends you can say + are friends in need + and friends indeed.

We need to make friends + because we feel happy. Our friends keep us happy. And there are times when we depend on one another + for certain needs + which are best provided by our friends. I could remember an instance + where I have a friend + and we happen to have the same dress.

We give ourselves an appointment to meet at a particular day + without telling one another what to wear + or something like that. But it so happens + by co-incidence + that the two of us came in the same dress. Others admired this + they commended highly

how deep our friendship had gone + before we could

just come on that type of dress.

It is important to note that the type of friend

you keep + shows what nature you are + but particularly

+ if it is an intimate friend.

There have been cases of people who + who get

neurotic or psyhiatric + as a result of not making

friends.

You discover that when + er + you make friends +

and you have some difficulties + your problems are

easily solved than when you just remain + all by

yourself + there's nobody with whom you can confide.

p^3: Now making friends + er +... where is + er +

ideally speaking + just getting on with + er + other

people + because + er + you don't + er + make friends

with people that there's no way you can get near

them. You can make friends with very small boys +

you can make friends with very old men + you can make

friends with any category of people + it doesn't have

to be your own age group.

Er + just like the last speaker said + he quoted

the examples + ... er + then he mentioned his own

experiences.

So also you make friends with the other sex.

You know + by man and there is another woman

Erm + the act of making friendship takes several

people.

There are people who make friends by + er + by +... by having a sort of misunderstanding with them.

I'll give you a very small example. I was riding a car along with a driver. I just got to a point + I was asked to stop. I went on. The second day the man was there + he stopped me + I didn't stop. You know + I'm sorry + but I thought + maybe this man is an army officer or so. So the third day + he didn't stop me + so I stopped + I went down and came to him and said + Oga + yesterday + you stopped me + day before yesterday + you stopped me + is there any reason for stopping me or why ?

He said + Oga + I 'm +... he said +... nothing.

In any case + I said + I'm such and such + you know+I just introduced myself. So since then +... that day + we became friends. So + one of the ways by which + er + somebody can + er + make friends is to have + is to +... as a matter of fact + if you wanted something for yourself+you went there to talk to them + and go away +... is one of the ways by which you can make friends.

If you have a quarrel with somebody on the road + the next day you will become friends + and you are so friendly that you really wonder how + you know + this sort of relationship grows + develops + just on quarrelling.

P[4]:   . Well + making friends + is + er + er + well +
you make friends with your neighbours + with
colleagues + with + er + professionals + and in all
aspects of life. And + er + some + personally + some
enjoy making friends and in certain cases + they see
somebody they are very attracted to in the environment.

     You go anywhere + you make friends easily + you
easily interact with other people + as if you have
been living for such a long time there.

     And + well +... I personally feel making friends
makes you very + very happy.

     You make friends + you follow your friends +
probably   your friends may invite you to the next
town + to celebrate certain things in very many places.

     And + er + from that + you can help yourself +
and get to like them + play together.

     I think making friends makes somebody very + very
happy.

P[5]:   Yes + I think you have to know why you make
friends + really. Because if you make friends here
and make friends there + ...

     ... There must be a motive + the reason for making
friends. Because you can't just be doing it +
saying to everybody: hallo friends + hallo friends.
Then you have to ask yourself: Why do I make friends ?
Or why do you make friends ?

     You will see that there's a motive behind it.
You make friends with somebody who's attracted to

you + or you like something about him + or you're
looking for something from him + like a favour.

I know some people will make friends + and
they can't explain why they make friends. But if
you dig down in them + there is a reason. And that
is why they have made the friends they make .

And then + some friends +... they just come
under the real term "friends".

Friends are people or acquaintances + somebody
you call your friend may not be a friend + just an
acquaintance.

Somebody you see today + and may never see again
is gone for ever.

And then you have some attached friends + friends
whom you can't do without seeing. If you don't see
him + you have to write him. This friend in need
you call a friend.   The other one you just say +
hello to + and that's all.

These attached friends are +... one reason will
be + either because they have interest like you + or
somebody who likes to dress the way you do. Then you
become friends automatically + because you have
interest + or come in contact with each other.

That's all any point on making friends.

APPENDIX   C

<u>TRANSCRIPT 3</u>   N.C.E. 3, Lagos University Students,
Sub-group one.

Topic: Why We Dress The Way We Do.

p[1]:   We + at certain stage + cannot be going about

nakedly + I say at a certain stage because I mean

it's not in our nature + going out nakedly. Er +

now + some occasions or seasons or time give room

for these + er dresses we use + say + during our +

em + teenagers + we + to prevent us from suffering

from any cold + our mothers will just give us

thick dresses like "kijipa" + in the olden days +

and what you call sweater + and jacket nowadays.

To my own + thick kijipa or 'teru' + which is

worn because of cold.

And + em + during + ... when we grow up +

when we are going to school + we have another kind

of dress + may be + 'pademilejika' + em + (voices)

yes + yes + to cover the chest.

That is made with khaki or 'teru'. And

when we come from the school + well + em + things

are not so + ... '   ' developed like this +

we get some + em + shirts or dresses from our + ...

from our brothers + then we put on and be going

about.

Usually + em + em + teenagers use + em +

small pants as another dress + just to play about +

em + during the day. Then occasionally + it is

from the time when we have gorgeous or + ...

fine clothes + may be during the festivals + say +
when we want to make + em + any festivals for
our gods + I mean "Orisha" + in the family + then
we get special dresses + or if in the Christian
family + during the festival like 'Ikore' + or
during the Churches + we get good dresses bought
for us by our parents.

Or during Christmas or "Ileya" or "Itunu Awe +
if Moslems + then we get dresses + so that we will
buy.

Now + taking that from the start + now + the
civilisation begins to develop + I mean there is
started + and we see that when we grow up + em +
for occasions + special occasions in + er + our
native land + there is one special dress + we
called it 'Aso Oke' made with + em + eh + by the
natives + specially made in various colours. Aso
Oke is very thick and + er + is a cultural dress.

We sew it to make various types of dresses
and cap and we + ... use it for marriage ceremonies +
'Asa Igbeyawo ni ile Yoruba.' Or our elders + when
they want to do all these ceremonies + they wear
kind of that + er + beautiful dress called "Aso Oke".

Then + as + em + as development continues to
grow + now we change to these English dresses +
where we have cotton shirts + cotton cloths +
nylon and everything. Then we start to wear
trousers shirts + coats + and + er + er + jackets.

I mean + there are very many types + which
I think at times when we put it up + it may not
be congenial with our environment.

Because + I + I + I often see some people
putting on + em + coat + on + em + coat + tying
up in the very hot sun + without any any thought
or it he may be perspiring + wearing nylon shirts
which is not during + during...   and all
those things.

But only we have got imitation from + er +
other countries which is not congenial to a
climate like this.

P²: Well + I think + er + apart from the + er +
condition of time as we have other conditions
I think + er + we dress in this.   And on that
point I'd like to refer to most of the issues +
like putting on coat when it is very hot.

Some people + even majority of us in Nigeria
now + will believe that it is when we put on coat +
or may be three-piece suit that we please the
opposite sex + or we please those people we are
going to meet.

In really going for an interview + unless
you put on coat + they look at you as + er + a
mere person.

Whereas putting on coat or other gorgeous
dresses doesn't reveal your own character.

Now + apart from that + we dress to please

ourselves + too. Because + er + some people

usually dress + not because they put on a

particular type of dress + not because the +the

type of dress order fits their own environment.

Some people like to put this +what they call +

em + ankarah +for personal reasons + or 'Adire'

cloth + not because it's modern + or because + er +

they've not got enough money to buy these + er +

superior clothes + like laces + but because they

just want to please themselves with that type of

dress.

So + I think with those two points + I am

finished.

p^3:   Yes +Dele

I'd like to add more. Another thing why we

put on the type of dress we normally put is + as

a result of fashion.

Er + nowadays + we have not got a very + er +

stereotyped custom + because we have been mixing

on with Western education.

So + we wear at times + we see somebody

wearing a trouser over a buba + or wear some + ...

Let's take for an instance + you are going

for a bride price. And + er + we all go in

trousers and shirts. You know we will not be accorded recognition.

They'll say + look this +... are these the type of people to be given a bride ? But even if you don't have the agbada and buba + if you go and borrow or rent + and we go there + and then we assume we are someone + so + ... this is one of the reasons why I said it is customary.

And a place like Lagos also + we dress at times to deceive + for example + if you go to places like Tinubu + you see all these traders + roadside traders + may be the highest of their cloths they will wear.

Or you go to offices where they want to give contracts + I cannot go there now because of this dress + (points to his dress) you see + some will go a borrowing in order to buy lace or so + so that he can win a contract.

And as soon as the contract is won + then he lavishes the money. So + like Lagos here + we dress to deceive.

P[4]: In my own way of looking at dresses + and from my own point of view too + people dress to please themselves most.

Dressing to please themselves in one instance + and then dressing according to circumstance. So many people choose to go in for a particular dress + just the one they like.

Especially people who have a sort of firm character + and according to what they put on and their behaviour.

I cannot just imagine myself dressing to please anybody. Likewise + any stuff I put on just to + ... where I admire myself only.

You see + the stuff doesn't matter. And it is not the price that also matters. But I dress to please myself.

But I will also like to dress according to particular + ...   according to where I'm going to.

Because generally we have got customs in the country. And whichever dress you put on must suit the particular + er + er + place you're going to.

And this will lead me to cite two or three instances where + you know + people attach so much importance to dressing + and the type of dress they wear.

You going for marriage in particular. As for instance + they will dress gorgeously. People going for the Constituent Assembly + they will dress gorgeously + why ? because gorgeous dress will fit into that particular society.

And + going to the offices is another place where in the ideal world + people will not expect to dress gorgeously to the office.

But + because of the taste and development + people have come to attach so much importance to dressing. I think that's why.

There was a particular case at Holy Cross + sometime ago + where unless you are with your hood + you are with everything. In fact + if you're not with your tie + you won't be allowed to come in.

You know + but + another instance of where you're supposed to be dressed mildly is when somebody dies. You are supposed to put on a dress in order to indicate that you are mourning.

In other words + you know + dressing depicts so many things. It depicts personality + it depicts taste + and it depicts many things.

You see + there's a particular adage which says + show me your friends + and I'll tell you whom you are.

There are times when you dress not only for your personality + to show the type of person you are.

[... go on .]

In order to show the person whom you are + that's why I say + when you dress at times + it depicts character + when you are not actually dressed in some coats society + ... people believe you are a thug + and this will bring us to colours.

There are some colours that match + ...
some colours match and fit into a particular
society + whereas others do not match particular
persons + and to be current + ... this makes me
to refer to the Constituent Assembly + where Okeowo
appeared in red + and people attributed this to +
... that he has got some socialist concepts + some
revolutionary concepts.

And so + many look like at the colours of
dresses. In order words + they pay more importance
to the dresses + so also do they attach importance
to the colour.

P^1:   So + the changes that civilisation
in the country make everything to be + ...

P^4:   in the sort of + ... both the ways the
society is under-going a sort of transition +
so also our taste is also undergoing a
transition.

'In the sense that + you know + just
because you know + of the people who have
started to go against gorgeous dresses in
the society + people tended to think whoever
dresses is the man. There are times +
because one will have any distaste of the
dress is + ... by putting certain limit to
what the Federal Government is taking a
drastic measure against the people who are +...

whose taste is becoming so high in the society.

As it is + ok + stop wearing 'Wonyosi' + because if the Government +...

P[1] : Excuse me + I think you're trying to deviate from the topic.

P[4] : I'm not deviating from the topic.

P[1] : Why do you they choose to wear "Wonyosi and Organsa" + and expensive materials ?

P[4] : You see + dresses connote so many things.

P[1] : You have said all these things.

P[4] : I know the ins and outs of dressing must surely come.
You can't just divorce dressing from other traits of it. And it's an aspect.

When you talk of dressing + you talk of economy. When going you talk of dressing + you talk of so many things. You talk of taste and there's so many other things that come into dressing.

P[1] : But the point here is that why do we put on this kind of dressing ?

P[4] : Of dressing ? Yes. That's why + I'm not out of point.

I'm just within the context of dressing. For you can't just possess without buying it. Else + you'll be accused of stealing. And that will bring on so many other things. So what I was trying to say is that + with civilisation and transition among the elements + people have grown to hate people dressing gorgeously. Because dressing in that way + when you dress gorgeously + it can be attributed to stealing + to capitalism + and to all.

So we only hope + that with development effects + people will continue to grow mild taste for cheap materials + which after all is one of the essences which the Federal Government is trying to stop. But we believe that our dress depicts us. That's why I'm saying + dressing depicts wealth + depicts so many things + so that's what I'm going to say about dressing.

APPENDIX C.

TRANSCRIPT 4: P.G.D.E. Lagos University Students,

Sub-Group One.

Topic: How to Curb Inflation.

P[1]:

There are very many ways in which the Government can help to curb inflation.

I think + eh, + one of the reasons for the present high rate of inflation we have + is the + em + ban on + ... the Federal + ... the Government has imposed on the articles coming in.

Much as they appreciate the efforts of the Government in protecting the home industries + but I think when the home industry does not provide enough for everybody + what we can do is to supplement what can be produced at home from the imported ones.

And I think maybe + because + take the case of milk for instance + the imported milk + the Government is doing it half-heartedly. If the Government really wants to protect the home industry + I think what they should have started with is by banning everything + so that you don't have some coming in at a very expensive rate + and + eh + ... others + ... even though the home products do is not much cheaper than what we have + but if the ban is actually complete + and nothing comes in at all + then we are forced

to have + we are forced to take what we have
at home.

Then + everybody will abide by it. But
as long as some still come in + then people
would + because they have to pay more import
duty + because they have to take more risk in
getting it in + then the cost will of course be
high.

So this is in what way it's causing
inflation.

And I think + again the way you can curb
inflation is to make sure + you know + that we
have honest people who are in the price control
committee.

Because what you actually have is that
these people who are supposed to control price
are themselves + you know + helping the inflation
to rise.

Most of the people who trade complain that
once you know how to get your way around these
price control men + they will never trouble you.
Some of them go to the extent of asking for
bribery + and then you can sell at any price
you like.

p^2:   I think it was the introduction of the Price Control Men + that actually brought inflation.

If the Price Control Men are not there + then people will not+not have to bribe them. Of course + the + the + ... whatever amount they use to bribe them + they have to again spread on whatever they're going to sell. So in a way + the presence of the Price Control men has brought inflation.

But at the same time + if the Government has honest men + who are ready to do the job the way it should be done + I think + this idea of Price Control men is a way that inflation can be curbed.

Then + at the same time + I think our taste also is responsible for the inflation we have. Most of us want to eat what may not necessarily be good for our health on the longrun + but we want to be considered as having high taste. So in that way + You know + so + in that way + we ask for luxury + not necessity. And because the Government realises this + or because the shops also realise this + even what they find + ... that even from where they import them may not necessarily cost much + but because it is being brought into

the country + and because they know people who
have sophisticated taste would want them + they
put more than necessary + you know + to offset
their losses in other ways. I think if we can
moderate our tastes + you know + make use of
things we have locally + but + em + ... most of
the cookery books we have around and dieticians
are thinking of various ways we can use our + em +
local foodstuffs to create variety + ...

You know + we can make do with what we have +
rather than expect people to have what will have
to be imported.

So I think these are the ways we can curb
inflation.

P³: How to Curb Inflation.

The first reason we must understand + that
has brought about inflation is the craze for money.

The general public feel that there is oil
boom + and they feel that those who are wage-
earners already got their oil boom through Udoji.

And as a result they too put extra naira
on whatever they sell. It is this craze for
money that has brought about this high inflation +
which the country is now undergoing.

And + to be able to curb inflation + the
Government devised several methods by having

Price Control.

And this Price Control does not in any
way help + because many of them have connived
with the business enterprises + in such a way
that rather than the inflation going down + it
is escalating.

Take for example + those selling beer +
milk and so on + they devise ways and means of
selling this beer + some are by 6 o'clock in the
morning. All the market women and the others who
patronise them + they already agree that the
time to get this thing is 6 o'clock + when the
Price Control inspectors will not be around.

And you find that all of them will converge
at that time + and the market is done.

And when the Price Control + some of the
sensitive Price Control inspectors realise that
they were doing this + they felt like + er + some
of them feel like dong their job + they again
change. The market changes to 9 o'clock.

Take for example + this local market at +
er + Lagos + in central Lagos + business still
goes on at around 9 o'clock + when they feel
that + well + all the Price Control people are
no longer there.

The Government tried in a way + in order
to protect the foreign currency + to ban certain
items + like lace.

The ban is not total + as the last speaker
has said. But you find that even the + er +
ankrah + the so-called ankrah + which people feel
like having a low profile to wear now + the
ankrah is rising in cost.

I heard some women the other time discussing
that you can now buy some for ₦60 + and so on.

You'll see that as the government is trying
one way + to curb this inflation + but because
people want to + ... they want to have this money +
they go on + you know + increasing the prices of
articles.

At the time of Muritalah + when they were
able to control cement to ₦2.50 kobo + but you
find now that despite the government control + .
the + the price of a bag of cement has risen up
to + er + ₦5.

And with this ₦5 going on + those landlords
who have their houses + they + they + they +
charge for + let's say + a flat of three bedrooms +
you could pay as much as ₦240 naira a month.

These are the + you know + quarters + you
know + in the suburbs. Now + let's look at Ikoyi +

Victoria Island + and so on + if the big guns
who have houses there + they rent out their
houses for quite an exorbitant + er + amount +
ranging from ₦20,000 + or ₦50,000 in a house.

The ordinary people + they see that these
big guns are having more and more. So what
prevents them from putting more + ... adding one
or more naira to what they sell.

P⁴: The Control of inflation has to be done by
educating the general public. Those + these big
guns who have more than they could spend + and
they display the money by riding big Mercedes Benz
all over the place + they must be educated + that
rather than displaying this their + their wealth
to the public + they must invest this wealth in
other ways + in which others will get employment.

Take for example + even at University level +
people get frustrated. Lecturers are now getting
frustrated. After spending so many years to +
you know + to get + ... to become highly + er +
qualified and be able to lecture in a University +
you find that they don't stand anywhere. The
ordinary military mechanic + the ordinary beer-
seller all over the place + ... they are
displaying money all over the place.

So what do you think they too will do ?
They will find an avenue for making money + and
be able to fit into the society.

Unless the government mounts a real + ...

a high campaign to educate people that + well +

money does not mean everything + and people +

you know + get to understand this + the inflation

will continue.

Thank you.

P⁵: Before I discuss the measures to be taken

to curb inflation +   I will first discuss what

inflation itself is.

Inflation is + er + is too + too few goods

being chased by too much money.   In order words +

it takes too much money in circulation + relatively

compared with the volume of goods + which the

money in circulation is going to purchase.

And to curb this inflation + there are two

phases which can be applied.

One is + er + the one to be taken by

individuals + by citizens of this country.

And the other phase is what the government

can do.

APPENDIX C

London University,

College students,

Sub-group   one

Topic : Making Friends

P^1:   What about your friend + Barbara ? She doesn't
go out much.

P^2:   You've got to + know + meet people.

P^3:   I don't know.

P^1:   Just befriend them.

P^4:   So + as you   said + she probably gives up and
then revives.

P^3:   Do you think so ?

P^4:   Could be that.

P^2:   'Well + I sat next to 'er at dinner the other
night in the hall + and + you know + she doesn't say
anything at all +... speak to her   en' + you know +
she looked in her own world.

P^4:   She doesn't even try.
Some people will never make friends.   They are
just a few + you know +... have an aura about
them + it's almost as if they've been eating
garlic for a week.
(laughter) ... that's the feeling.

P^2:   But that's true. You actually see people in the
sub-way kind of thing + you know + coming up

from +... you see people + you can look at them + you can think + now + that person probably doesn't have very many friends + and I'm not + you know + I wouldn't be interested.

p3. You know + but she'll also join in this thing + won't she ? I mean if+if you say + come on now + let's go and have coffee + she never sort of comes along + and she just sort of hangs about.

p4. But the point is :
Can't she make friends + or doesn't she want to make friends ?

p2. Barbara + wasn't she at University with you for a year ?
Yes + she was + but she didn't seem to have many friends where either and I don't know her very well.
Doesn't she so like it ?
Some people are so self-contained they don't need friends + and you only notice + you notice that somebody doesn't have friends because you have a lot friends +...

p4. ⌐ Yah ⌐

p2. But then you know of other people who never seem to have friends + they never seem to demand to want friends either.

P³: No + I think + really + that if somebody wants
to make friends + they will have + at least + a few
friends.

P¹: Yer + mind + you're right.

P³: ... With a very small exception

P¹: ... Same for some physical + mental deformities
which makes it impossible for them to make friends.

P⁵: And she's worried about it because I think she's
very happy + that's all.

P²: Well+why don't we ask her to a party ?   There's
a party on Friday night in the hall.
We can do that then.

P⁵⁵: Yes.

P²: If someone's giving an adverse reaction + don't
you + people seem to try to make friends with her.
Why don't you speak to her Barbara + you know
her best?

P¹: If anyone does. (laughter).

P²: Here + OK.

P¹: Like a horrible American thing where you move
into town + and then have a sort of house-warming
party + before you're known by all other neighbours.
(laughter)

P²: But people come round and give ye something + a

kind of send-off + because it's a kind of friendship party.

P⁴: Well + I'll ask her for a start. I'm going to push myself further but I think she's tired of me + so + you do bring her along + and we'll see how she goes.

P³: OK. What about those who make friends easily ?

P¹: They'll be very outgoing people.

P²: I made lots of friends when I took a cricket game. You know + you meet people all the time + regularly + and whether you play badly as I do or not + doesn't make much difference. You meet people all the time.

P³: Obviously there's mutual interest.

P²: ⌐ That's right ⌐

P³: I'm sure if you show you're interested in other people + then you make friends that way.

P⁴: Isn't that a most important thing that you're interested in other people ?

P²: Yes.

P⁴: I mean + this is pretty true.
The crux is this.
Because even if you've got the same interest + you can still not be able to make friends.

P³: Could be an isolate .

P²: You'll always be a bulky person.

P³: Yes.

P⁴: But if you show you're interested in other
people + then they'll be interested in you.

P³: I agree with you.

P²: But then + there are some people that don't
need other people.

P⁵: Oh yes.

P³: That's going to another problem.

P²: There are friends at different levels+ you
know. Sometimes one has one friend + for years
and years and years. One good friend.
On the other hand sometimes you make friends
all the time + and they're superficial.

P¹: Yes.

P²: And then + you get all the different levels in-
between as well.

P³: I was keeping contact with friends by writing +
writing letters to people I haven't seem in ten
years. And I still write to them and they write to
me + perhaps once or twice a year. But not just a
note + real letters +... keeping contact.

P²: May be when you meet again after a long time +
you pickup from where you left off.

P³: That's right.

P²: On Monday lunch time + I dashed out of the

Tutorial to see a friend of mine + Juliine Treddawe.

He arranged to meet me here.

P²: He happened to do an M.A. and a T.F.L. here two

years ago. I knew him in Uganda and I last saw him

in Uganda + well + I mean + six + seven years ago.

P³: · Hmn.

P²: I haven't seen Juliene since then + but we've

kept in tentative contact for ten years now.

P¹: You write letters+...

P²:...by occasional letters + but just letters + just

keeping the contact there + and we met last time on

Monday + had a couple of drinks together + and said

+ OK + I'd see him work around. He's in touch with

another friend +... passes on + if you get into this

attitude of mind and this level of friendship.

I have friends in Hong Kong who I knew in Rome

+ who had previously been in Uganda.

P¹: You move in a circle + a sort of international

circle in a sense + and you keep in touch with 'em.

P²: In fact + you've got to keep in touch with them

+ and to keep up with friends + you've got to make

the effort to do it.

P¹: And also +... .

P³: ... One doesn't have to make the effort. Because

I know + I have some Spanish friends. If I go back

to Spain + I'd propably take up the friendship again.

But some of my friends are such terrible letter-
writers. It doesn't matter how many letters I
write + I mean + obviously in time.

P²: Yes + just surprising + you know.

P³: If I don't go back + the friendship +...

P²: ... I have a friend in Canada + he went out to
Uganda with me + so that goes back to the University days.

P²: That's a long time + about eight years ago + ¦
and + er + he subsequently went to Canada. He's a
terrible letter writer.

P¹: Hmm.

P²: And this year + I have a Christmas card and I
haven't heard from him for two years and I simply
got a Christmas card which said: ʿstill alive + here.ʾ

P²: And so + I would then write him a letter telling
him that I've met Juliene in London + and that he's
doing such and such + and that someone else is going
somewhere else + and he would then have all the
information. And I know he has it + and I know the
lines of communication are open even though he hasn't
replied.

P¹: Yes.

P²: And it can still work.

P³: Generally + that works + if you've really got
a pretty firm friendship from the start. But if
you've got a sort of tentative beginning of the

friendship + then it can survive a period of separa-
tion +...So long as people do write ...

P^2:   Yes + you get to a certain level of depth + the
interesting thing to see +...

P^3:   ... It can be kept on during periods of separa-
tion + if people do communicate by letters +...
even if only occasionally.

P^2:   And they can write letters that communicate.
That's another problem.

P^1:   Well.

P^2:   Some people like to write letters + and I don't
bother writing back to them + 'cause they haven't
told me anything.

P^3:   You must have a certain kind of content. It's
not just the message.

P^2:   I suppose they'd just talk about the weather +...

P^1: $\sqrt{\text{yer}\_7}$

P^2: and its lovely + and ve'had a nice time + not sort
of really informative . Does not communicate.

P^3:   You want to be elocutionarily reactionary here
(laughter)

P^2 I wonder if in five years' time + we will be in
touch with this kind of thing + just phoning + sitting
down +...

P^3:   It's tone + it's a kind of phatic communion +
isn't it ?

P²: Yes + but I'll tell you what will happen in

future. We will be in contact + if we happen to

cross again + because + if we happen to cross again

within ten +... as you said + ten to five years +

then it would then be your duty to pick up and

carry on + don't you ? You'll be able to carry on.

P³: Obviously + we'll establish a mini-Department

and we'll bring out a little chair + of course + you

know + (laughter).

P²: But I mean + if you never meet again + then

you don't + then that friendship is dead.

P³: Yes + kind of pass round our dresses before we

part. Like Tony here + we keep in sort of constant

touch.

P²: I think one thing we could do. We may all end

up in BangHock in ten year's time + have a party in

your house ! +   (laughter)

P³: OK. You're all welcome.

APPENDIX C

<u>TRANSCRIPT 6</u>:   Leeds University Students,

Sub-group one.

Topic: Why We Dress the Way We Do.

P[1]:   Well + I dress because I have to wear a

dress. (laughter)

P[2]:   What thus forms this idea about what you

have to wear + ...

P[1]:   ... well + ... I just want to wear clothes.

P[3]:   Anyway + ... it was just convenient really +

'rebel' clothes + ... to use + ...

P[1]:   ⌐what ?⌐

P[3]:   ... yeah + I + I + I think that that puts me

into hysterics when I first came into this place.

No break away from uniforms + you see + (laughter)

I'm maskering away + (laughter) to wear the jeans

...

P[2]:   Oh yes + I can remember it when it was sort of

really + ... uh + ... remember when the first

sort of pair of jeans was first + ... ⌐yes⌐

it's quite an occasion + ...

⌐... yes⌐

P[2]:   ... and it sort of suddenly took over + ...

four + three + or four years ago.

P[1]:   No + I'vn't much of my way + ... but to wear

a jean + ...

P³: ... it was + ... (laughter) sort of + ... tough !
It was six or seven + ... it sort of + ...

P¹: $\int$ oh yes $\rfloor$

P³: .. what d'u think of the price you paid on + ... ?
It sort of + ...

P²: I think + I think + I was really + ... I got a
good pair of angles from an army and navy store
for nine quids + and this should be about fourteen
in the shops + ... so + ...
$\int$ hmm $\rfloor$

P³: ... perhaps more practical than that ?

P²: (Thats' right + ... they are hard really.)
P¹: ($\int$ Well + they are. $\rfloor$)
P³: Yes + these may not be softer + but the harder
ones + ...
$\int$ they are + ... these are harder ones + ... $\rfloor$
you know it + ... yes + they are most + ...
for practical + ...

P¹: $\int$ but the ones that Ruth really wore to that
night club + ... $\int$ yes $\rfloor$ they're harder trousers + ... $\rfloor$

P²: $\int$ pardon ? $\rfloor$

P¹: ... people knew that they don't like the clothes
that are real. exp + ...
... you know $\int$ of course that wu'd cost quite a
few more quids all the same. $\int$ laughter $\rfloor$

P²: ... ha ha

P³: Now + I see + ⎣‾hu⫽hu_⎦ I find Daniel +

      (kind of classical rather + ...)

P²: (⎣‾haha + his first day here_⎦)

P³: ... because his wife's thick as + ...

P¹: ⎣‾huy + I shouldn't grease that way + ...

P³: quite + ... 'as far as I can see + somebody

      like him who goes a + ...

P²: ⎣‾ ha+ha+ha+ha_⎦

      ⎣‾hm_⎦

P¹: I think I'd rather like to dress + ...

      I most prefer to dress far + far more

      fashionably. But + see + it's a question of

      money. So + I + I + ...

      (⎣‾ yeah + yeah._⎦)

      (⎣‾so + of course ? is + ..._⎦)

P¹: ... just try to + erm + ... to end with a style

      of my own + as an individual.

P²: A cartoon I read in + ... is to see people

      wearing the same fashion that everybody else's

      wearing.

      ⎣‾yes + yes_⎦

      Well + honestly + I must feel + ... I'm sure

      they must see themselves gone backwards and forwards

      on the streets !

P³: ⎣‾yes_⎦

P¹: Those of us having all those things in fashion +
      ... I think of when it's over + especially if
      you buy yours at the beginning + ...
      ⎰yes⎱ ⎰or just one or two⎱

P²: (Yes ·   )
      (   )
P¹: (I honestly ask + ...)

P¹: Well + last week + I bought this + last week--
      end nobody else has the same material !
      ⎰yeah⎱ and this week everybody + ...
      ⎰yeah⎱ I was ex + ... oh !

P³: It's + ... isn't it ?

P²: Yes + I sort of + ... recently I decided + ... or
      I'd definitely turn my wardrobe + and wu'd buy
      three or four clothes + which aren't exactly
      fashionable + so me + ?   So + I thought + oh +
      well + why not + ?   I mean + do you really have
      to be fashion-conscious ?

P³: ⎰but of colours and clothes !⎱

P²: ...-not now + ... I did + when I'as working for one
      or two years. I just sort of co-ordinate +
      ⎰yes⎱ sort of + shoes with dresses and skirts
      and so on.

P¹: ...it just so happens that I take dressing not
      exactly as an art-form + but I love + ...
      ⎰I myself + ...⎱ to keep warm. ⎰that's very
      true⎱

P^2: No + I + I used to + I like + erm + clothes +
not as bits'v clothes + but anything of colour-
co-ordination +

P^3: whether it's + ... $\angle$red tights and + ...$\angle$
$\angle$yeah$\angle$ whether it's + ... $\angle$so do I do that + ··
say + ···

P^2: ···blue or black shirt.
What do'u mean + even if it's a rouge + or else
if its a cream anything. I really love colours + ···
so dressing to me is just a form of colour.

P^3: I find that in anything like linen for instance +
not in a way of dress.

P^1:, P^2: $\angle$Oh + that's interesting$\angle$ $\angle$hahaha$\angle$

P^2: I + I find that I'm usually + ... I + I was
probably my uncle's peculiar way + sort of
sensitive to colours.

P^3: $\angle$any way Dennis' is$\angle$

P^1: maybe that's why you're wearing brown jumper
on a tone of cream or brown shirt. Almost all
the clothes match.

PS: $\left\{\begin{array}{l}\angle\text{laughter}\angle \\ \text{they look a bit clean anyway !} \\ \angle\text{ha ha ha}\angle\end{array}\right\}$

P²: I did myself + well + I was talking about colours + colour-combinations I detested. An orange screaming on one of my friends. She was one of the school guys + ... was better known as Jean + and + er + I said screaming + ... of the colour combination of wine + green + and bright + ... rather pink. I was sort of + ... I detested that colour combination and she was sitting opposite me + I mean + I was being blind at the back + hu + she was sitting opposite me + but my house captain + ... wearing wine + green + and bridal pink + to say that she gave me a look that + ... you know + tall + ...

P¹: I dress + ... I used to survey + and feel how comfortable to suit the one or the opposite sex + ... ⌐Hm⌐ + see how + ...

P³: Oh + you dress the same way + to see yourself + ... to make yourself feel better. If you think you can feel better + ... ⌐mind you + if you're + ... since hurry-worry ⌐yeah⌐

P²: I + I'm dressed to suit me and to strike an image + and you know + ...

P¹: ⌐Ah + you're a conscious image-maker⌐ ... yeah + consciously or I just + ...

I find it very amusing to strike an image.

P³: Yes + I find it very helpful really.

P¹: /¯ha ha ha⏘(laughter)+well + there's nothing

hilarious about it. I've got really

scurffy clothes + /¯yes⏘ which is why I

usually wear this /¯yes + yes + yes⏘

the sort of thing I have on + but sometimes

I find I've got + ... nothing clean + which

is untidy !

/¯not untidy ! no.⏘+... which is scurffy too.

/¯oh⏘ which is exactly the sort of clothes we'u

been teased + when I've got on a tie and a jacket.

P²: Honestly + I used to have about er + three

actually in my wardrobe. I've my casual clothes

which me and my friends deride + ... not so

casual + because it's not along their interest +

and so I like the style anyway.

/¯do you ?⏘ ... and er + also + ...

/¯you know⏘ /¯er + very good⏘

(laughter) ... but no + erm + I did + ... erm+

casual clothes + small clothes + evening clothes

and clothes which I consider quite fashionable.

/¯oh !⏘+/¯how old is it ?⏘+/¯ha ha ha⏘

Yes + you find here especially + you'd a time

when you're sort of going to a party + you're

sort of wearing trousers or jeans + you just

don't get any occasion to 'dress up'.

P[1]: Oh you do + of course + you dressed up last week,
to go to a party + so you get clothes like + ...

P[2]: ⎡for heaven's + like + ...⎤

P[3]: I find that somebody must be + ... to wear
modern skirts. I start laughing. I call them + ...

P[2]: ⎡I said more yesterday + ...⎤

P[1]: ⎡they're funny + they're totally + ...⎤

P[3]: ... to take the fasteners off and put your legs
in + ⎡hm hm⎤

P[1]: I don't know + I'm usually more comfortable in
skirts. I ask + I'm just plain + I find it more
natural to dress fairly + ...

P[3]: ⎡you need to do that + don't you ?⎤
⎡wearing skirts ?⎤

P[1]: but even so + er + when I go to where I wear skirts
+ ... ⎡in Hong Kong⎤ in Hong Kong + get it +
now + it's so hot that you find you just wear a
skirt at noon. ⎡bright skirt⎤ + ⎡hm hm⎤
⎡miraculous⎤ + ⎡ha ha ha⎤

P[2]: It's + it's when I sort of had the summer
holidays + I just wore a skirt all the time +
whether it's really done me much worse.

P¹: Yes + true + people probably wear more skirts now.

Fair + well + why do'u not wear + ... your jacket ?

P³: ,., why do I not wear a tie and a jacket ?

+ ... well + it's for the same reason + ...

probably why you don't like wearing the skirt.

+ ... they're too restrictive ⌐yes⌐

I was saying that er + I don't know whether it's +

it's both + both of us + both my twin brother and

I. I always thought that I did a whole + ...

⌐don't cast all the blame on me ⌐ no + I'd

admit clothes + but he's always making colours

have a romantic + ... he's always in a hurry to

get enough to eat. But he's just as bad +

because he's always buying clothes. And he'd

just come in the week and said +   "Oh I've just

got a new suit !" And I said + "I'd better get

a jacket" + and he just went and bought me a

jacket. He's got more clothes than I have + and

he's got more + ... well + he's got more erm +

sort of these things + ... Not+ he's still a

student with me but + he's + he's more into +

he wears a lot of erm + ... he's not only + ...

he's got very smart looks + and then very

scurffy ones + well + lots + ... two scurffy ones

+ ... he's got lots of jeans.

P³: [does he wear 'em ?]

P²: ...em + he hates wearing them + but they weren't made like his suit.

P¹: [why is he then wearing 'em ?]

P:³   I just find that the two are tearing + ...
Well + I see that the two are over-worn so as to have to wear a suit or a + [uh] jacket for + ...

P²: ... I believe that jumpers for teachers are so reasonable.

P³: I + I never wear a jacket to the school. + not + really. [Hm]

P²: (Well + consciously dressing up + ...

P³: (I think it makes you more adult as well + ...

P¹: [yes + true] more like men + you + know.

I think + what + ... what sort of makes it so + so you don't really need to change + so you buy clothes that will be more effective to use. [yeah] and er + one's having not just time to change from the jeans and is a mistake from the start + ... put an end to the jeans and that was it.

P³: But you see + it's such a conscious effort to put on a suit + and at an interview + you must know how to get dressed. And yet they seem to expect + ...

⎣well + it's such a mark of respect, isn't it ?⎦ but I mean they know it that you're dressed about normally.

P²: I remember that sort of point + is it ?
It's you showing deference to others + ... to your prospective employers + to take the effort to dress up + whereas if you just sort of sloppy in jeans + ...

P¹: ... Did you wear a suit stroke jeans + whatever + when you came to the university + not interview + but that Open Day ?

P³: I didn't wear a suit + I wore a jacket.
⎣yeah⎦ + ⎣I was wondering if you wore a suit⎦

P²: I don't know why + just to be able to + ...

P³: I wore a suit to the last formal dinner in the hall.
But that one + I just thought + ... stupid wearing a suit.

P¹: ... yes + it was sort of too narrow + some skirts and clothes ...

P³: I think that it's an anachronism + this dressing up.
It's kind of throwing one back to pageantry and medieval days + ...

P²: ⎣don't you think it's gorgeous ?⎦

P³: Yes + but it's so inappropriate now.

P: $\begin{cases} \text{Oh + I think it's totally clean + ...} \\ \text{I just think it's unnecessary now + ...} \end{cases}$

P²: Actually + they're all faulty you mightn't even

like to wear 'em. I mean + something like topless

clinging gown + ... why haven't we got the whole

balance + you know ? They'd be only gaudy + not +

...

P¹: One + ... or dress + or so + ... like + you know +

... David was such half-forward when it was four

+ ... and you've all have to have coats of + ...

$\underline{\big/}$yes + coats and tails + and there's a robbin

in your + ...$\underline{\big/}$

Comes from the society. And they were dressed

up in coats and tails and bowler hat to top it

all + ... $\underline{\big/}$hahahaha$\underline{\big/}$ just to be there.

But it's gone for several decades + and

instead of being informal thing + it's now

the rebel thing + $\underline{\big/}$yes$\underline{\big/}$ because everybody's

wearing jeans.

P²: Your hair's too short + ...

P¹: I shall comb it + and I've got to be funny

because I'm assuming 'am a model. So + what

the hell to do with all my friends calling

me a model + ... $\underline{\big/}$scape-goat + not a model +

ha+ha+ha$\underline{\big/}$

P³: Yes + scape-goat + and I'd comb it out like a

rocker. Have you seen her hair wine green +
you know + with er + ... ⌐but it depends on
where you go + because where I went + er + they
sort of showed how it's going to be done + ...
before I said yes or no + ⌐yes⌐ + before they
did it⌐

P²: I hope so + ...

P¹: ⌐otherwise + if you start to say you'd have it
rightaway + then you just sort of + be customer +
but they usually ask + ask + before you have it
done.

P²: ...well +   whether you agree to have it done
like that much depends on you !

P³: Do you find it a new look + ... perhaps in
another way + ... have you changed your hair
from what it used to be ?

P²: No + I've got no choice + 've no choice + took
on my choice because I was born like this + so + ...
So + really + I just used to have it styled and
leave it.

P³: But that's very good too + ... that you inherit
it + ...

P¹: You know + you're supposed to wear it + ...
sort of cut down + ... you have a good cut + ...

P²:	... that's why I + I get annoyed at times with
	my hair cut + for the simple reason that no
	matter how it's cut + it grows up fast + it's
	just sort of uncurbed style.

P¹:	And that was a great + great change + and it
	doesn't really matter + so I felt + why pay
	anything + ... might have paid nothing !

P³:	Traditional norms and + ... mean + being three
	inch wide.

Pˢ:	 (Oh + it's very + ...)
	    (As for special now + ...) I take it to be
	ravishing + getting myself ten quid for nothing.
	⟦Hm⟧

P¹:	There of course + you can do that yourself + ...

P²:	... Another friend does it + ...
	So. Another topic's on.

APPENDIX C

Edinburgh University Students,

Sub-group one

Topic : How To Curb Inflation.

P[1]: Inflation. What's inflation ?

P[2]: It's the government + nearly always.

It's been another one springing up +... ⌈that's true ⌉

P[1]: but it's higher prices of commodities +...

⌈yeah ⌉ as people demand more in wages +...

⌈hmn ⌉+⌈yes ⌉ + and especially as commodities

get scarce +... ⌈yes ⌉+⌈yeah ⌉

Yes + it's also a very safe thing +...

⌈right ⌉ + erm + ⌈wages are very +... ⌉ as +...

like the cost of + er + imports +... ⌈imports and

exports ′ and all raw materials and things.⌉

P[3]: But what are they used for really ? All the

efforts of the Price Control +... er + limiting

wage increases and price increases. ⌈it doesn't

really work.⌉

P[1]: Er + well + it does + temporarily + the freezing

in prices + you know + ⌈really ⌉ price control.

I don't know what they've done since the previous

government left.

P[2]: What happened to the war-strained cash + perhaps

that seems itself massive temptation +... the spyral

thing. You know the war-strained cash ?

P[3]: Yes + that +...

P²: What exactly happens to +... something to do
with the farming community + there's a great big boom.
at that period + Erm + in farming + so the farmers
wanted more + and tracters and things +and the
industries produced them + and then suddenly the
prices dropped +... so many +... the production of
the +... ⎡the farmers +... ⏋ ⎡it's still in this
same decade isn't it ? ⏋+⎡Almost the same in the
thirties + anyway.⏋

P²: Real+real depression + ⎡world-wide depression ⏋
⎡yeah ⏋+⎡of course ⏋ because I think + mostly
affected are the +... hmn +... so is the world of
food and industries + and the whole thing crashed.

P¹: And then + we had to pay American investors +
and erm + got overseas things + you know +... ⎡the
fellows had a day +... ⏋

P²: What's happened to American dollars just now ?

P³: It's in a bad state.

P⁴: Is it going down again ?

P³: Yeah + ⎡really bad ⏋+⎡cleanning dollars ⏋

P³: all made the same American +... ⎡why is the Canadian
dollar always below the American ? I thought the
Canadian dollar used to be the solidest.⏋

P²: Yeahm + up to about eight months ago + it is
like +... worth three or four cents more + you know
+ it is like a hundred and four American + now it's
below ninety + more or less. You know + I cu'd've

made more money if I'd turned round and gone home +
$\overline{}$ hmmm $\overline{}$+it could've turned me a palace because if
I +...

P¹: $\overline{}$ how does that affect ordinary people + when
+... $\overline{}$

P²: You can't say +... change places with us.

P³: Erm + well + for people like me + it's all over
down + kits or cars + or whatever +... eventually +
er + something to do with imports   en' exports + and
with imports + you had to pay the more +... first
thing I cu'd observe is the cars.

P²: Then + $\overline{}$ that's inflation in there $\overline{}$ there's
+... things that it won't affect + well + Canada
kind of produces its own wheat +so it doesn't have
to buy an overseas wheat to make bread and things to
do that sort + so that wu'd be OK. $\overline{}$Hmn $\overline{}$ +...
There'd be other imports + things it cannot +...
$\overline{}$Cars are really the sort of imports they want to
get + you know + they want to restrict $\overline{}$ + $\overline{}$yeah +
that's true $\overline{}$ +... to control
   They've had a time solving it. Not much hope
really. Relative +... that important paper + minning
+ much of which is exported +... sorry + beans are
left or anything +...

P³: Tea and coffee +... our geography +... Was't
North America we +... ? We studied their economic
side +... $\overline{}$I' $\overline{}$Iconsider it + er + fifty six or
toward that now + precisely our heavy Canadian
industries and American +...

P[1]: Do you think the ten percent wage limit wu'd affect this country + wu'd help ?

P[2]: I don't really think。

P[1]: It's supposed to help last year! $\lfloor$hmn $\rfloor$

P[2]: Yes + but it's such a temporary thing + it just goes on and on。 $\lfloor$Yeah + that's what is wrong with it $\rfloor$

P[1]: And the six-pound increase + erm + I find on hospital heads + for instance + something to face to + or something that came + I don't know +...
$\lfloor$all these feasibilities are supposed to give everyone a six-pound increase in their wages + and all his men go to the management side $\rfloor$ I don't really get it get + but it's still +... you know + the second phase was coming through + until the next phase + and at least we haven't got these from the husbands + I don't understand +... (laughter)

P[2]: Teachers as well + they don't get anything + they take ages to get anything coming through.

P[3]: Oh , that kind of thing + you stay at home + it's probably that + because it's not the same + I mean + you just come on a group of theories and you try to apply them. But nothing ever really works.
$\lfloor$Hmn $\rfloor$ To me + they're not as really good as people claim + so no matter what you do to curb-inflation + there's always something that's really up against it.

P[4]: $\lfloor$ I'as going to talk about that$\rfloor$ + $\lfloor$Hmn$\rfloor$

P³: you know + .just a coincidence, ⎣Hmn⏋

P⁴: Just really guessing along with it.

P³: What ? can consumers help to curb inflation ?

Pˢ: ⎧Well +.... buy more +... ⎫
     ⎩No + I suppose᷄ you cu'd⎭produce more and employ

more people. ⎣Hmn⏋⎣that's true⏋ and then you +...

     You need the money to buy more + ⎣ yeah ⏋ so

you have to get more riches .⎣Hmn⏋

P²: But I mean + this is not on a large scale +

anyway ᷄+ it generally saves more money. So on the

whole + you're saving more money than you can get

thither.

P³: Yes + they claim that the more consumers spend +

the more +... the better the economy +... ⎣ yeah⏋

as opposed to +... ⎣yes ⏋ that's what they claim in

timing and in economy. ⎣Hmn ⏋

P²: There's no way to go so that they can make life

more comfortable for the less priviledge + but they

don't + because +... ⎣there's no money in⏋ unreason-

ably there's +...

⎣what's that called+obsolescent isn't it ?⏋

P¹: Yes. Ford can make cars that wud last more than

forty thousand miles easily + but they won't do it +

you know ?

P²: I suppose that's sensible really + its' keeping

people in jobs +... ⎣yeah ⏋

P³: But then + there must be a way + an answer or something ⌜ Hmn ⌟

P²: It doesn't sound quite right.

P⁴: No socialist in here !

P³: No. (laughter)

They go on very well.

Sweden has a pretty long history + I mean + its' got a long social system. ⌜ yeah ⌟

P²: I don't understand ways the Swedish government works. ⌜ They pay intolerable taxes ⌟ +⌜ Hmn ⌟ Somebody think$it's a very suicidal returns + isn't it ? (laughter)

P³: It's totally irrelevant. I'm sure there's something in those countries of the world + you know.

P²: I don't know.

Now that + erm + we're thinking the cost of living of Norway or Scandenavian countries in general is very high +... ⌜ yeah ⌟+because there was some relative of mine there + who was a miser +... so they called him there + so they went to the North and then they returned to Denmark and Poland + and they were advised not to go shore in Norway + or if they did go shore + not to spend anything + just to look + because + you know + it's going to cost them five pound for a cup of tea + you know + or things like that + it was really extortion.

P³: Yeah + it's a pound fifty or something like
that for a canned beer. I wudn't drink any there.
(laughter)

P²: But then + the Norwegians aren't always asking
they must have higher wages than the rest of us,
/ Hmn _7 + / still the same _7. Here back home +
places are higher + and lots of things back home
+... and wages are a lot higher as well + you know.
/ Hmn _7

P³: Do you notice much difference over-all being
here ?

P²: Mean wages are a lot more. / yeah _7
Food is expensive here. / food is pretty the same
here _7 I think cars perhaps cost more.

P¹: No + the cars women wear here is about the same
as at home.

P²: I wudn't have thought that.

P³: It's cheaper here + somethings + I think.

P²: But I think Americans make more +... / More
+... Hmn _7 you know.

P³: We make more + but how I always get more + I
don't know + you know.
        I think Australians make the best wages +
you know. They come here and their dollars are
really worth a whole lot.

P²: Well + I don't know. But + with the North Sea oil + you know + I think + you can pick up an awful lot + whereas back home + people are poor +....
⌐ it's poor back home + you know ,⌐

P¹: Is there too much money going around ?

P³: Well + do you see this thing about the students +... students getting too little money +... there's only about seventy four per cent of students getting about full grant. ⌐ Hmn ⌐ Because there's been a lot that a full grant cu'd do.

P²: And yet if you do + I found a full grant ⌐ really OK ⌐ +... with a full grant I'm holding enough money. ⌐ yeah ⌐

Because you'd have pretty jealous friends.
⌐ they'd think you're well off. ⌐
   ⌐ Yes. ⌐

I mean + your tuition will be paid + right +
⌐ Hmn ⌐ and they give you quite a bit +... food and 100 and ten+£100 after your fees.

P¹: How much ?

P³: Is that from what you pay your residence and all that?⌐ oh yes. ⌐

P²: Still + that's good.

P³: But that's +...

P²: That's a lot +... that's a lot of money.

P³: It depends on where you get your grants from
⌐ If your grant's not for holidays + it's not very
much then + it doesn't work out so well.⌐

P¹: But your grant's not supposed to do you for the
summer holidays. It's supposed to be from October
till the following June.

P²: Sorry + is there so much money going round for
students ?

P³: No. Because there's some people who don't actually
get +...   I don't know of any arms because they
wanted more of the grants + than for other things like
sports +... more of other things,

P²: They've got it. I mean + we're not doing anything
for the money. Look at the amount of what we do +...
⌐ then if we are anything like the average student⌐ +
⌐yeah ⌐
        It's really alarming because + I meant + I know
very well I have the money + and get on to live not
very happily + you know + I mean + well + just enough
+... ⌐maybe it's because we + we haven't contracted
any expense at all +... not yet + for example + I don't
drink or smoke,

P³: I tend to get at a mean +... ⌐hmn⌐ well + call
friends for a drink + erm + well + I get something
cheaper ⌐hmn ⌐+⌐oh yeah ⌐ because I just have about
six people + and about two pounds may be enough to buy

around a bottle tonight. You know + I just couldn't
spend money on what was n't. I was just tired of dis-
cussing fifty pounds on food.

P²: Oh + great !! It's so unfortunate food is so
expensive as well. I always buy second-hand clothes
for months + it's really the system that you can
pay the interest charge + then the four months + you
can pay up the rest but with an interest charge + or
for sixteen pounds +... that's ten per-cent of the
personal +... you can have it for another three months
+ at the end of eight months + if you pay up the rest
+ then with the interest charge + you can have it for
another full month for the sixteen pounds again at the
end of twelve months + you can pay up the rest. I
mean + every time you pay for the rent + it comes off
the price for which you eventually want to buy it.
⎾Oh+that's good ⏌ I mean + the interest rate + that's
quite convenient.

P³: Really it's just +... all the money you have or

P²: That's the thing + I'm broke all the time.
⎾Hmm ⏌ +... no money

P³: I think + erm + when younger + kids + you know
+ five upwards +... they get far too much money to
spend ⎾ oh yeah ⏌ I mean + what did you get when
you were a kid ? What did you get for pocket money ?

P²: I didn't. I didn't get pocket money till I was
fourteen ⎾ Really ? ⏌+⎾ Hmm ⏌

P³: I started getting pocket money when I was about eight and get three-pence.

P²: I used to + if I was sent off to the shops +... Γ but I can't remember what age now $\_\!\!\!\!/$ for a message + mummy said : 'Buy yourself a chocolate'. And you could get a lot + for a penny then Γ Yes $\_\!\!\!\!/$ it was an old penny + mummy.

You could get three times+well + you know sometimes you got + erm + two carmels for a half-penny and you could get four carmels for a penny. Γ hmn $\_\!\!\!\!/$

P⁴: You could get lollipops as well + remember? How much was three-pence worth ?

P³: Yeah ! + twice or thrice + certainty less. I don't know. That system had really ceased. Well + and this would be about ten years ago that we talked about. Γ yeah $\_\!\!\!\!/$

P²: Isn't it funny that we talked about being kids and buying things with the old money? Γ laughter $\_\!\!\!\!/$ + Γ yeah $\_\!\!\!\!/$

P³: One of my friends + his brother is +... erm + sixteen + and he can't really remember the old money +... Γ why did they change it ? $\_\!\!\!\!/$

P⁴: Because the old money was units of twelve + and they wanted twenty shillings to a pound Γ Hmn $\_\!\!\!\!/$ it's a lot much easier +... Γ hmn $\_\!\!\!\!/$ A lot of things determine it.

P^2:   Oh + we can't really complain of anything + is

there ?

A lot of us went through that and that was ten

years ago ?

P^3:   Well + I tend to change if you ask how much

something is costing +... Fifteen shillings !

$\sqrt{}$ laughter $\sqrt{}$ it sounds so much money +... it's

seventy-five pence +... $\sqrt{}$ Hmn $\sqrt{}$ and yet with shillings

and pence +... aren't really doing anything at all

now.

P^2:   It was after + erm + 1970 that things started to

get more and more expensive +... $\sqrt{}$ Hmn $\sqrt{}$

<u>APPENDIX C</u>

<u>TRANSCRIPT 8</u>:   Cambridge University students,

Sub-group one.

Topic: Making Friends.

P^1: Making friends + ... you have time to make

friends and you + ... /͞yes͞_/ (laughter).

Some of them you manage to keep + ... you know +

you meet somebody at the beginning of a term +

and then you're just so busy + with all these

studies to do + and great big essays to write +

that you couldn't really spare five or six

minutes or so + /͞hm͞_/. See + now of course +

you might have the best of intentions. /͞hm͞_/

P^2: D'u think it makes a difference whether you live

in college or not ?

P^3: I think it could make a difference + but perhaps

+ ... I + find + ... /͞well + ...͞_/

P^2: The same thing happens + I find I never find time

to see people in other colleges + there's a lot

of people in Gray's College that I see nearly

every-evening + so there's a good opportunity

to make friends with them. /͞yes + yes͞_/.

P^1: That's the same with people in other colleges.

I think they go out of their way to encourage's

to make friends + not only with other students +

but also with fathers and erm + ... and you
know + all kinds of people. And it's a very
great advantage at Cambridge than at any other
university.

P²: Apart from being insular + really it provides
ready-made sub-cultural use of + ... if your
interest is thrust upon ten thousand people +
at once. ⌒hm⌐ + ⌒yes⌐ + ⌒hm⌐

P¹: As you were saying yesterday + that you need
friends normally + and then on top of that +...
it sort of + ... so I think it would serve the
society the way itself makes it easy. ⌒hm⌐

P²: (Do you want to be going out alone ?   )
P.S   (But what of + ... ?   )
        (No + I don't want to be + ... Anyway)
+ I'm + I'm a bit shy + (laughter)
⌒well + yes + you got used to it⌐

P¹: Well + it makes an awful difference if you're an
extrovert and mix freely.

P²: By American standards I'm a model introvert +
I think by British standards + (laughter +
giggles) + I'm an extrovert. ⌒hm⌐

P⁴: Yes + well + I've got used to it now + I think
+ so + I don't miss anything. So + that's easy.

P^2: Excellent advantage + where there's a disadvantage. British society can never be quite as comforlistic as American society.

P^4: What d'u mean ?

P^2: Er + well + I don't feel like + ... anyhow + er + that I have to explain everything I do to the extent that I do in an American university + because + $\angle$I see$\overline{}$ people are more willing to leave you to yourself + $\angle$hm$\overline{}$ + $\angle$yes + yes$\overline{}$ + and the different attitude toward permissiveness.

P^4: ... same as in France. Both in France and in England + people are kind of + reserved + as opposed to the attitude in anywhere else + where in the States people are free to go to the pubs + $\angle$yes$\overline{}$ + and a child is free to go to the mother + nothing is too big + ... in this country + particularly in classes + there's a coldness + $\angle$yeah$\overline{}$ + and it's same as in France too. So it seems to be an old + er + liberal society.

P^3: No + but I think you should really have erm + friends + you don't have to be too + ...

P^4: Are those friendships you've made with people with whom you can communicate with easily because you have a lot in common.

P³: Yes + I'm thinking first of a friend + the chap in Friar's College who's interested in Theology and Electronics + both of which are pretty great interests of mine. ⎽⎺yes⎽⎹

P²: I think it's the same. But for me I think the people that I keep in touch with are the people who I met on the basis of their centre of interest ⎽⎺hmm⎽⎹ + ... and you know + they're in the ⎽⎺hm⎽⎹ majority.

P⁴: I don't do it too much. Here in Cambridge you're busy + ⎽⎺yeah⎽⎹ + two or three hours a week keeps you pretty awkward. ⎽⎺yes⎽⎹

P²: Is there very great difference in attitude in + reserve or so ?

P³: T'is easy to meet people and it's easy to talk to them + and you've got to try to know them and understand them + that's all.

P²: Yes + that's up to you + and + again + there's no hard and fast rule there + and there's + ...
⎽⎺hm⎽⎹

P³: On the basis of any interest +
(in common)
( ) ⎽⎺yes⎽⎹ There are friends at the
(in common)
University + one's married in Colchester + she's from these areas + I think so anyway + she studied in Britain + she never knew how to take

somebody and say: 'Come round + confident
to see you.' She learnt that after + ⎡right⎤

P⁴: Yes + I found there's a lot you have to do to
make friends and keep them + (laughter + giggles)

P²: I just say in college + this is not so much + ...
or I don't know + being rather shy now + because
I took to the system pretty well-off + now it's
kind of knowing when people are going to come
over before they come + ⎡yes + hmm⎤

P³: If you don't have telephones + and so it's not
an avenue + now that we have + ⎡hmm⎤.

P⁴: You're used to the telephones for this + you're
sort of taking it in strides.

P²: Actually in America + we visit over the telephone.

P⁴: Yes + you call and you talk for an hour and a
half ⎡hmm + (laughter)⎤ + because it's a distant
+ ... and a lot of people regardless of distance
+ ... ⎡but I hope + ...⎤

P²: I do not talk from that long long distance call +
I just put the rest + ... ⎡hmm⎤.

P⁵: Ah + ⎡have you just come ?⎤ how d'u know ?
⎡then you've just come⎤.

P³: Yes + I know. ⎡like how ?⎤+⎡how d'u know ?⎤

P[5]: I've got to see much already + ...

P[3]: Which department are you in ?

P[5]: Economics. ⎽‾oh !‾⎽

P[3]: Ahah + yeah + and we're just discussing the topic: how to make friends + and we're just making friends. (laughter + giggles)

P[5]: I've just come + ... All the arrangements about talking today + er + they have been + ...

P[4]: No + there's three that survive the shelf. Only about three of's come at half-past nine and discuss it.

P[5]: I see. Can somebody transfer + ... you know + when you want to transfer from the tape + if you've got too many + ... you can't sort of + er + know who's speaking at any given moment. But if you've got too few people + then it's much easier + (coughing)

P[3]: We're done + have been giving a lot of ideas on Making Friends + (laughter + giggles) + and + I think we're a little bit exhaused.

P[2]: D'u find that it's most easier to get to know people at certain parts of the academic year than at others ?

P³: Hmm + that brings us to Spring Madness. ⎣yes + giggles⎦.

P²: I've no experience of Spring Madness + you know + this being my first year at Cambridge. ⎣yes⎦ + ⎣it's also my first year⎦.

P⁴: I did notice that at Friar College + it's a much more convivial + right at the end of Michaelmas Fall term + and in the following week + lots of people were still up in a completely different atmosphere than in term + ... Like last week + we were talking of Christmas + it's Christmas term + it's an + ...

P³: Right + it tended to be + ... after 'em + ... nobody would miss them + ⎣yeah⎦ + I guess the Fall was last suppressed with work + ... ⎣that's pretty preserved now⎦

P²: And then + it was the same way at the very beginning of term before Fall term started. And suddenly + Fall term comes along and everybody retreats into the vaults. (laughter).

P^s:
    (It's making friendships   )
    (It's nice + isn't it ?   )
    (More like + ... it's everything)

APPENDIX· D

TRANSCRIPT 1:   Associateship Students,

Lagos University: Pre-Test.

Sub-Group One.

Topic: Who I Like Best in the

Village Headmaster.

P[1]:   The character + I so much like best is

Kabiyesi. When + whenever any matter is brought

to his palace + he takes up the matter in a calm

way. Because everybody in the palace is his

people + and when any of the chiefs want to

misbehave + he calls him or her to order +

especially + the Eleyinmi + most especially +

whenever any of the chiefs + wanted + or wants

to bring up any + controversy + especially a

person like Faderin + with his wonderful English· +

he corrects it in the modern way.

          Moreover + whenever + the houseboy or the

palace boy + fails to respect the chiefs + in

the traditional way as Chiefs + he calls him

to behave + most especially the man named

Gorimapa.

          The Kabiyesi laughs the way + ...

everybody who watches the programme will not

criticise him + because he knows he is the

most elderly person among them.   Moreover +

Kabiyesi + ... whenever he appears on the
programme + he comes with the right traditional
dresses + ... cap to fit + ... a big agbada +
and then + ...

Whenever he moves + he moves like an Oba
exactly. Kabiyesi is always very + very grateful.
He is kept busy now and then + but he never tires.
Either sleeping + he wakes up and listens to his
people + even if he is called out in the middle
of the night + he goes out. I shall say more
about Kabiyesi whenever the time comes.

P^2: In the programme + the village-headmaster + the
character that I like best is Araba himself +
the headmaster. Like + ... as an educated man +
and the village headmaster + he keeps the light
in the darkness in the village + but most of
the time + he does the reasoning for the people +
especially when they want to go astray + perhaps
when they are playing + ... He tends to bring
them to reason + ... to explain to them + that
what they have is the wrong notion. Now + he
helps the people so much to behave + like an
educator + and in the village + like the
teacher that he is teaching them the right and
the wrong. He is cool and calculated. He
never takes any decision + unless he reasons
properly + and the way he buries himself

amongst the people interests me. He is a

book-worm + and what he derives from concentra-

tion + he uses to the benefit of the village.

P³: The character I like best in the programme +

village headmaster is + erm + Mr Garuba +

Garuba himself. He is a very + eh + ...

He shows you what is really happening in the

+ eh + ... He shows you what is really

happening in the + eh + school today + because

he is able to adapt himself to any situation he

may see himself + see himself in.

When he speaks in the programme + he is

theoretically correct. He has a very good

control of talking in his + ... and he can

adapt himself to whatever situation he finds

himself. For example + let's take when Mr

Garuba and all of them are at the palm-wine +

eh + beer parlour + he drinks + he behaves like

a common man + but when he gets back to his

work at school + he behaves quite like a good

teacher + and he speaks well + and he has a

very good + erm + ... disciplinarian aspect.

P⁴: The character I like best in the programme +

the village headmaster is Amebo + named Ibidun

Allison. Besides supplying the people with +

er + ... with + er + ... news + she provides a

rotational venue for the villagers + (coughing)

through her palm-wine bar. Even outsiders +
for instance + eh + during the palm-wine +
erm + ... Ojetade came to vie for the crown
with the Kabiyesi. It was there that he first
of all went + and got himself two glasses of
palm-wine. It was there also that he called
his friends together to enlighten them on his
mission in the village.

P⁵: To my mind + the character I like best in the
programme + the village headmaster is that of
Bassey Okon. Though the English is not
standard + but yet you are able to understand
him + and er + ... the way he talks. His
ability to maintain the protection of his
people + as the local doctor was miraculous +
and er + ... everybody who + er + who may be
unhappy + by the way Bassey speaks and expresses
his + erm + ... was + ... will be able to +
at least cool down for the moment. It's quite
amazing to hear him or see him in the programme.
Now + he + he was not trained as a doctor + but
he is able to present the village with a sort
of + sort of + er + treatment which they
deserve at any time.

    Though he is much after money than
anything + in the way he puts off his behaviour +
and er + no matter the connection he may have

with anybody + I think what is his priority
is shown in all his erm + behaviour and erm +
attitude.

APPENDIX D

<u>TRANSCRIPT 2</u>:   Associateship Students,

Lagos University: Post-Test.

(Sub-Group One).

Topic: Amebo in the Village Headmaster.

P¹: The character I'm talking on + now + is
Amebo.   Amebo is one of the characters in the
Village Headmaster.   As you know + Amebo + she
is the livewire of Oja Community + ⌈she you
mean⌉ Ah + she is the livewire of Oja community.
What I mean by this is that + ah + she carries
news about.   She goes about + seeing people in
their + at their places of work + and be ready
to tell the tales +

P²: ... ⌈but I don't think it's tales + she's
telling ...⌉

                (What's she telling ?   )
                (   )
                (Hence there's no + there's no + newspaper)
                After all she's not employed for such a job +
                in Oja + there's no newspaper in Oja.   It's
                not + There's no newspaper but + ...
... so she's more or less serving as a + you
know + spitfire ...

P³: ... But do you know that Amebo is a + e + e + e +
... he tells lies + a + a + a + at times.

P⁴: She never tells lies + she only reports what
she sees + ...

P³: ... she says exactly what she has said and
without her + many of these programmes wouldn't
have ended the way they ended + you know.

P²: ... And er + but you should believe that she
pokenoses into other people's affairs.

P³: ⌐... what do you mean by pokenosing ?⌐

P²: ...No + she can be termed + Radio Oja +
...Radio Oja, ⌐hen hen⌐ + that's one of the
things + ⌐... now + she carries good news
sometimes⌐

... but + eh + in + ...

Pˢ:
(What are the good news ... ?   )
(Tell us one of the good news she carries.)

P¹: There was a + there was a day she told the
Oloja that + er + somebody was in town + and
that one made the er + the Oloja ready to
fight his enemy. That was + er + ⌐ehen⌐
er, + his brother + and without somebody like
that + and er + ⌐... you believe that er +
when you're telling what ... + instead of
keeping yourself + er + ...⌐

... but what do you mean by keeping ... +
if you see something that is + ...

P³: ... Do you know that that one can implicate

you the more ... + ⌐ ... It won't ...⌐

P²: Now + by virtue of Amebo's profession + ...

⌐ehen⌐ ... she's able to gather news + you

know + she's operating a bar + selling palmwine +

⌐yes⌐ and when people are drunk + so they

begin to say all sorts of things + even if they

have to die + ⌐okay⌐.

That is what + ... says Kabiyesi ⌐then you say

that that is freedom of speech ⌐baawa⌐ +

⌐people are infected + ...⌐

P³: Yes + it is true that that is freedom of speech +

but you must know that there is a limitation to

everything, ⌐many people were disgusted⌐.

Yes + if they want. You ought to know that +

er + there is a limitation to everything +

⌐to what ?⌐ ... to even this freedom of speech.

⌐telling somebody what the person + ...⌐

What the person would see later + ...

Pˢ
⎰ I mean + ...   ⎱
⎱ As far as I'm concerned + ... ⎰
  (If you say + ...   )

P⁴: To me + she is the most interesting character + ...

or do you ?

P²: If you happen to make a bad report of me to

other people + or to the er + er + and like

that + ... ⌐okay + give me an example of any

bad report she has given about one of + ...*⏌*

P⁴: Okay + he tries to see other people's domestic

er + ...

Pˢ: ⎧ No + no.   ⎫
     ⎪ Give examples.   ⎪
     ⎩ Right + in what way ?   ⎭

P⁴: Er + one example + one living example is the

recent one + the recent programme + ⎾which one ?⏌

... of er + this er + ⎾Rebecca⏌ +

... Rebecca who came back to + to Bassey Okon

⎾yes + yes⏌

⎾... but you have forgotten that Bassey Okon

has been deceiving Clara all along !⏌

... but er + I thought er + as a Christian er +

person is concerned + you're supposed to + ...

⎾but then ⎧ he wasn't directing + ...   ⎫
            ⎩ there was no religion + ... ⎭

But it is a fact that he was er + ... when

somebody reckons + ... defence + ... it is

er + ... of a king + ... you have to + ...

Pˢ: ⎧ reconcile with her + ...   ⎫
     ⎪ But when Chief Eleyinmi + ...   ⎪
     ⎩ ... it was Eleyinmi who said + ... ⎭

P⁴: When Clara says that why you have to come back ? +

Amebo ran to Bassey Okon + and there he met

Dr M. O. ⎾when was that ?⏌ ... who followed

Amebo.

_/_ Are you talking of the programme - or

you've introduced different programme ?_/_

P.⁴ _/_ No + it's the same + ... instances of Amebo's

er + usefulness !_/_

P³: Useful there + but it's very dangerous to other

people.

P.⁴ _/_ No + it's not + it's useful + it's useful.

It's one of the times. Do you know what

followed ?_/_

_/_ what followed ?_/_

If you watch the last programme _/_ what followed ?_/_

... you ought to know what followed. You know +

she came to carry the lamp + ...

_/_ oh + yes_/_ she used to go to + ...

Pˢ: (Both of them want to have it + ...)

(And it is because of Amebo + ... +)

(They can have it + ...   )

P³: She was helping her to carry the gun.

P²: Of course + what is her concern there ?

P³: Because she wouldn't want her friend to suffer.

P²: That is not for her to suffer _/_ then what

follows ?_/_

P³: That isn't correct about Clara.

Clara is + ...

P⁴: Put yourself in that position + ...

$\angle$ which position ?$\angle$ ... Clara's position.

You're now married to somebody + . . .

... and that somebody is living somewhere

else + and you just come over-night +

and somebody is taking your place + ...

P²: (Let her look for her own husband.

P³: (Will you not drive away that fellow ?

P²: Okay + mean + Rebecca should have the right +

she's the legal wife of er + $\angle$ do they ?$\angle$

P⁴: But look at it as any reasonable lady will.

She came and saluted them and went away.

When we talk of er + ... $\angle$ don't let us yap + ...$\angle$

P²: This is not what we are saying + you are going

outside our own point $\angle$ what is it ?$\angle$. Our

point is Amebo.

P³: Yes + Amebo. I'm speaking against Amebo +

because Amebo is a dangerous er + fellow to

the community.

Pˢ: (O ho !

     (Amebo is very useful to Oja)

P³: She talks too much $\angle$ ... not at all$\angle$

She wants to tell the + the er + the Oloja

himself. She might tend to go too far. She

carries fake rumours.

P⁴: But then + there is no + ... it's better to
have gone so far + rather than leaving somebody
in the dark + you know + ... and as to the
harm she's done + which is unfair + ...
Because all the time you've been saying:
'Amebo does this + Amebo does that +' and
you started with the last programme + ⟨yes⟩
where Amebo + ...

... but you know that Amebo did not go to
tell Clara anything !

P.S.
⎛ It wasn't Clara + ... Amebo + ··· ⎞
⎜ She was the + what's the name + ... ⎟
⎜ Of course + of course + what is that? ⎟
⎝ Bassey Okon's brother + er + ... ⎠

Bonny Face
Bonny Face.

P²: Where Amebo broke the news to them + Amebo
has used her role there to find out + ...

P¹: What is her concern there ?

P²: Her concern was that Bassey Okon was + ...
⟨what is her concern ?⟩ er + trying to
bring her friend about. ⟨Is following about ?⟩

P¹: But Clara + ... they don't settle their
quarrel + and Clara took him in confidence +
gave him ₦15.

P²: Clara knew + Clara knew that Bassey was

having a wife before + ⌜but Bassey never

came out to say he has⌟

She knows + she knows + ...

Bassey annoyed her at the party during his +

⌜yes⌟ life + er + title given in his honour +

⌜that er⌟+⌜ehen⌟ Bassey annoyed her +

er + Rebecca.

P²: Look +ᵢthere was one + you know + programme +

the last one was when er + Rebecca visited

Oja Village ⌜Oja Village⌟

Yes + Rebecca came ⌜and er +⌟

So you are + ... What do you mean ? ⌜No + no +

now + tell me ⌜okay⌟ + what are we talking

about ?⌟⌊Amebo now.⌋

P³: I have chance to + ... ⌜no + it wasn't⌟

⌜No + that is not + eh + eh + that is not a

game⌟

P⁴: Oh + oh + this is why we + ... ᵢ

Amebo is an + ... ⌜you better take Amebo.⌋

P²: We shall not say much about Amebo + Amebo is

+ ... ⌜no +⌟+⌜okay then + we agree with

you that Amebo is a bad person.⌟

P¹: You say + ... ⌜Amebo was already in Oja

Village +⌟. I agree that Amebo is bad + ...

Pˢ: ⌜I don't agree with you⌟.

She's not.

EXERCISES A - D

A. The Nigerian police have <u>discovered</u> new ways of
                              1
overcoming crime wave.   The need to <u>reduce</u> the
   2   3
number of incidents of armed robbery has arisen
daily.   A member of the House of Assembly was
waylaid in Lagos and his car <u>extorted</u> from him.
                                  4
The Nigerian government is determined to <u>eradicate</u>
                                              5
armed robbery at all costs.   We can no longer
<u>tolerate</u> insecurity to life and property of our
   6
citizens.

Change all the underlined one-word verbs
into phrasal verbs or verbs with prepositions.

1	discovered	:	found out
2	overcoming	:	getting rid of
3	reduce	:	cut down
4	extorted	:	snatched away
5	eradicate	:	wipe off
6	tolerate	:	put up with or
			allow to go on.

B. Replace all the phrasal verbs with one-word verbs:

A gentleman <u>came up</u> to the fruit stall and <u>pointing</u>
                  1   2
to a large pineapple said: "What a large pineapple !
How much is it ?"

"The pineapple is the last I have, Sir, and
though it looks very nice, it has a black spot
on it", said the boy, "it is over-ripe. "Pineapples
have <u>gone up</u> but you can take this for 20 kobo".
      3

"Is it business-like to <u>point out</u> the defects of
                                    4

your fruit to your customers"? he asked the boy.

"It is better than to be dishonest, sir", replied
the boy.

1 came up to   :   reached

2 pointing to   :   identifying or pin-

                            pointing

3 gone up   :   become expensive

4 point out   :   reveal

C. A verb can go with different prepositions to give
different meanings, e.g. make + prep.

        make a point of

        make friends with

        make fun of

        make sure of

        make way for

        make peace with

        make room for

        make too much of

        make oneself at home etc.

Substitute a one-word verb for each phrasal verb above, that has the closest meaning.

Other examples are:

bear out, bear with,

bear up with.

---

break in

break up

break away from

---

come in,

come across

come by

---

give in

give up

give away

give forth

---

look up

look down on

look forward to

look in

look into.

See Cowie, A. P., & Mackin, R., (1975), The Oxford Dictionary of Current Idiomatic English,(Oxford University Press), London, for more examples and practice.

D.   Here is a list of phrasal verbs and a .jumbled
     list of nouns. Try to abstract shared features
     of collocates in the two lists: e.g.

               prices   :   go up.
               prices   :   come down.

1.		2.	
cross out		a difficult person
toughen up		a situation
bear with		a mistake
put up with		an athlete
look into		a problem
break into		progress
make way for		a house
make peace with		an enemy or opponent.

                              * * *

Postscript to the Appendices

We apologise that, because of the space required, we are not able to include every transcript on each of the three topics of discourse by each of the sub-groups of participants.

In Appendix B, transcript one, we present the discourse by King's College boys on the topic, How to Make Schooling More Interesting. We think the boys' discourse is the most representative of all the second-language speakers' discourse under study. We also include the Holy Child College girls' discourse on the topic, How to Curb Inflation, as transcript two, Appendix B. The N.C.E. year three students' discourse on the topic, How to Make Schooling More Interesting is included, for comparison, as transcript three, Appendix B.

In Appendix C, we present the N.C.E. year three, Lagos University students' discourse on the two topics, Making Friends and Why We Dress the Way We Do, as transcripts one and three, respectively. We present the P.G.D.E. Lagos University students' discourse on the topics, Making Friends and How to Curb Inflation, as transcripts two and four, respectively. Our selection is representative of the clusters of features which are common to each of the three topics by each of the sub-groups of second-language speakers of English.

We also present the London University College students' discourse on the topic, Making Friends, as transcript five.

Transcript six is the Leeds' University students' discourse
on the topic, Why We Dress the Way We Do.

In transcripts seven and eight, Appendix C, we present
the Edinburgh University students' and Cambridge University
students' discourse on the topics, How to Curb Inflation
and Making Friends, respectively.

In Appendix D, we present the two transcripts of the
discourse spoken by the Associateship students of the
Faculty of Education, University of Lagos. Transcript one
is the Pre-test discourse on the topic, Who I Like Best
in the Village Headmaster. Transcript two is the Post-
test discourse on the topic, Amebo in the Village Head-
master.

We also present Exercises A to D on Phrasal Verbs
Versus Latinised One-Word Verbs in Appendix D.

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