Morpho-Syntactic 'Intraference' in Educated Nigerian English (ENE)

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Abstract

Interference is a major feature of English as a Second Language (ESL). Besides interference, there are 'the overgeneralization of linguistic materials and semantic features' in 'interlanguage' (Selinker, 1984, p.37), 'intralingual interference' or 'systemic intralingual errors' (Richards and Sampson, 1984, pp. 6-13) and 'the internal principle/factors of linguistic variability' (Labov, 1994, p.84). In this paper, 'Intraference' is used as a more economical term for these long terminologies. Library research, questionnaires and the record of live linguistic events by educated Nigerians were used to gather data to demonstrate *syntactic intraference* in ENE from 2006 to 2012. It is then shown that educated Nigerians produce syntactic intraference cases mainly in the use of noun and prepositional phrases, multiple verbs, non-finite verb and subordinate clauses, collocation and the repetition of structures. These features distinguish ENE from SBE. Intraference features are not necessarily vulgar errors, but the outcomes of the redeployment of English rules and items engendered by psycho-sociolinguistic factors.

Keywords: *intraference; syntactic intraference; ESL; interlanguage; educated Nigerian English*

1. Introduction

Syntax and Morphology are the major components of Grammar. While Syntax deals with the study of phrases, clauses, sentences and how they are coupled, Morphology is concerned with the study of individual words and word-formation processes. For instance, if we say that *disoriented* is a word derived from the combination of three morphemes *dis-+orient+-ed, w*e are stating the morphological components of the word and this analysis is done without reference to any other word. From the point that this word enters into a syntagmatic relation with other words, we leave the purview of morphology for syntax, e.g., a *disoriented military officer* is a combination of four words denoting a type of person. This is not *a* morphological but a syntactic structure. Morphosyntax is the convergence of Morphology and Syntax. As words pour into Syntax from Morphology to generate syntactic structures, certain morphological formations have both syntactic and morphological properties. Some examples are in the distinction of number, concord, verb aspects and moods, passive constructions, compound formations and so on (Crystal, 2009, p.315).

Morpho-syntactic *intraference* is the redeployment of morpho-syntactic rules, items and awareness of usage in the second language user's competence to generate variant syntactic structures similar to some others already established in SBE or native usage. Quirk, Greenbaum, Leech and Svartvic (1985) discuss nonce and hybrid formations which carry with them the memory of similar structures and meaning in the language. However, such variant structures formed by analogy in ENE may not be found in SBE, SAE and standard native dictionaries. So, they give Educated Nigerian English as a Second Language (ENESL) some distinguishing morpho-syntactic features.

This paper is divided into two parts: the theoretical part and the illustrative section. The theoretical part, largely intuitive, explains the concept/s on which this study is based: 'intralingualinterference'(Richards and Sampson, 1984),'the overgeneralization of linguistic materials and semantic features' (Selinker, 1984) and 'the internal principle of linguistic change' (Labov, 1994). These long terms have been lexicalized and conceptualized as 'intraference.' Ekundayo (2006, 2011) presented five major types of intraference: phonological, graphological, morphological, (morpho)syntactic and (lexico)semantic. This paper examines the morpho-syntactic type.

The syntax of ENE, also called Standard Nigerian English (SNE), is said to be similar or identical to SBE syntax (Banjo, 1996; Jowitt, 2008). However, this paper sets out to show that there are syntactic differences between ENE and

SBE and that these differences are not the results of interference. Rather, they are the outcomes of syntactic *intraference*: the redeployment and overgeneralization of English syntactic rules and items. The paper also deepens the framework of *intraference (*intralingual interference*)* for the description of the morpho-syntactic features of ENE. The second section provides answers to the questions that guided the research: Are there syntactic variations of intraference between ENE, on the one hand, and SBE and SAE, on the other hand? How and why do educated Nigerians redeploy syntactic rules and items to produce syntactic intraference variations?

1.1 Method of Research

Questionnaires, record of linguistic events, library research and the Internet were used from 2006 to 2012 to gather data from tertiary institution students and academic staff to substantiate the incidence of *intraference*. The questionnaire used consists of many syntactic structures cast in multiple choice questions with options **A** and **B** or **A** to **D**. Option **A** contains the **SBE** usage and meaning while option **B** contains the ENE meaning and use of each structure. The questions were validated by two professors of *English and Literature* and two professors of *Measurement and Evaluation* of the University of Benin, Benin City, Nigeria before they were administered to fifteen thousand (**15,000**) educated Nigerians in ten federal government universities in five major *geo-linguistic* zones of Nigeria: the Yoruba South-west, the multi-lingual South-South, the Hausa-Fulani North, the Igbo South-east and the multi-lingual Middle-belt. The universities are Ahmadu Bello University, Zaria, Bayero University, Kano (North); University of Lagos, Federal University of Technology, Akure (West); University of Nigeria, Enugu Campus, Nnamdi Azikiwe University, Awka (East); University of Ilorin, Ilorin, University of Abuja, Federal Capital Territory (Middle-belt); University of Benin, Benin City and University of Port Harcourt, Port Harcourt (South-South). The selection of these universities was informed by their strategic locations across Nigeria and the fact that they use a Nigerian Federal Government policy called 'Quota System' or 'Federal Character,' to admit students from 'catchment areas' and all the regions of Nigeria.

Subjects aged between 19 and 70 years were selected from professors, lecturers and final year students of English and Literature, Linguistics, Communication and other departments. These groups of Nigerians are considered to be, or should be, models of English use and usage in Nigeria. Ten thousand (**10,000**) of the questionnaire sheets were collated and analysed because the researcher had logistic and financial difficulties.

Focus was on widespread usage and educational status, not on age, sex and individual ranks of the educated people surveyed. Where 30 to 44% of the respondents chose an option, it was classified as an *emerging variant*. Less than 30% is treated as *isolated* cases in ENE. Where options A and B shared 45-50%, they were categorized as free variants in ENE. 51-59% cases were tagged *common,* 60-79% *widespread* and 80-100% *entrenched* or *institutionalized.* The distributions of responses are presented in simple percentile count in appendix 2. There are other examples from live linguistic events and published works cited and annotated alongside SBE and/or SAE forms.

The method of research is, therefore eclectic. It is both qualitative and quantitative. The qualitative method is used to describe and explain the variations gathered and their psycho-sociolinguistic underpinnings. Qualitative research is concerned with individual's own accounts of attitudes, motivations and behaviours. The qualitative approach is best suitable for exploratory, attitudinal, historical and linguistic studies that examine causal processes at the level of the intentional, self-directing and knowledgeable actor (Omorogiuwa, 2006, p. 45). However, the quantitative approach is used to present the statistics of responses in tables accounting for the specific frequency, ubiquity and percentage of the cases documented. These two methods are best for the intuitive nature and the psycho-sociolinguistic features of this study. They also enable readers to appreciate easily the data that substantiate, or can be used to justify, the claims and intuitive propositions made in this study.

1.2 Theoretical Background

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

Research in variationist approach, in contrast to research that seeks a single overarching explanation, assumes that **interlanguage variation**, like variation in any language, is likely to be subject to the influence of not one but multiple contextual influences. That is, variationist research, whether on native or non-native languages, adopts what Young

and Bayley (1996) have referred to as the principle of multiple causes (p.135).

(Bold emphasis mine).

The 'multiple contextual influences' that engender interlanguage variations are located in the linguistic dynamics of ESL and the psycho-sociolinguistics of a nonnative English setting. The syntactic features of ENESL are good examples; for naturally placed in a heterogeneous ESL environment that is far away from a native English setting, educated Nigerians manipulate the grammatical system of English to create structures whose meanings are already well-expressed in some other established structures in SBE.

In "Interlanguage," Selinker (1984) proposes that the investigator of second language learning should study "the processes that lead to the knowledge behind interlanguage" and "the factors that lead to the knowledge underlying interlanguage" (pp.31-54). Selinker expands "the processes" and "the factors" into five interrelated features: (1) language transfer, (2) transfer of training, (3) strategies of learning, (4) strategies of communication, (5) overgeneralization of linguistic materials and semantic features (1971, pp.35, 43; 1984, p.37). Indeed, if we analyse a given piece of performance or a text of interlanguage or ESL, we will realize the following linguistic features:

Table 1: A Schema of the Linguistic Features of ESL/ENE

Features	Linguistic Examples/Markers of Features
Interference	For example; 'The man *ate* the money and *lied on my head*'
	SBE: The man embezzled the money and lied against me.
	ENESL: (a) Her husband *disvirgined* her at 20. (b) She is *plumpy*.
Intraference	SBE: (a) (a) Her husband *deflowered* her at 20. (b) She is *plump*.
Socio-cultural linguistic markers	ENESL: *Spirit husband/wife, second burial,*
	SBE:?
Contextual features	ENESL: *Well done ma/sir* (greetings to someone at work)
	SBE: *Well done* is not used this way.
Borrowings	For example: *Amala, akara,* (foods), *wayo, shebi,* etc.
Lexical creativity and coinages	*Aristo babe, Nigerian factor, high table, Federal Character*, etc.
Vulgar Errors	'He did not *acknowledged* me, which caused me serious *embarrass*.'

These features may not always be present at once in a given ESL text. The last examples of vulgar errors are not common in ENE. Examples in column two (2) look perfect English. However, they have features of the overgeneralization of TL (target language) rules (*disvirgin* and *plumpy* for SBE *deflower* and *plump*. This aspect has been isolated, lexicalized and conceptualised as *intraference*. What then is interference?

1.2.1 The Concept of Intraference

Intraference is coined from a consideration of three morphemes: **inter-, intra** and **–ference** to denote intralingual variations and coinages. The coinage is intended as a counterpoint to *interference*, that is INTERFERENCE versus INTRAFERENCE (Ekundayo, 2011, pp.1-10). Etymologically, the well-established **interference** itself is an amalgam of two morphemes; *inter+ferire,* which means *for two things to strike (*Funk &Wagnalls, p. 339).

Intra has been combined with *ferire* to have **intraferire**. Analogically, *intra* (within) plus (+) *ferire* (to strike or contact) means to disturb, strike or make two things contact each other within an entity. So, the combination of *intra* and *ferire* will result in a clash or contact within a thing. In the context of this work, it is a contact within an entity, which is language. The -*ference* is the noun formation, meaning an internal contact or disturbance within, that is linguistic 'intraference.' The coinage is, therefore, in accordance with the rules of word formation. Quirk, *et al* (1985*)* have advised that 'neologism being an aspect of language use most open to prescriptive censure,' we should ask ourselves these questions when we come across a coinage: Is the new word well-formed in accordance with the morpho-phonemic rules of the language? Is the new word well-intended or motivated? Does it bring to mind the sounds and meanings of familiar words? (pp. 1532-3). The coinage *intraference* is well-formed in accordance with the morpho-phonemic rules of English. Also, it easily brings to mind similar words in the language, like *interference, interracial*, etc, and particularly *intrapreneur,* which is now a standard word used in social and management sciences and entered in some standard dictionaries like *Longman Dictionary* (p.854). Essentially, the need and desire to offer a more precise and economical term for the linguistic features that have been variously described in long terminologies motivated the coinage. Economy and precision of terms are usually preferred in linguistics.

In intraference, (nonnative) speakers redeploy the rules and tools of the language from sections where they are established and acceptably used to other sections of the language where they used not to operate. The deployment is

often necessitated and facilitated by psycho-sociolinguistic factors. The examples of the morpho-syntactic type in ENE are examined in this paper.

1.2.2 The Concept of (Educated) Nigerian English

Nigerian English (NE) is the variety used by educated Nigerians in Nigeria and outside Nigeria. 'Educated' describes Nigerians who are literate. Although all educated Nigerians do not speak in exactly the same way, the idiolects of **NE** share certain common features. Regions, formal education and sociolinguistic parameters are often used to classify Nigerian English varieties. In terms of regions, there exist different varieties of English in Nigeria: Hausa, Yoruba, Ibo, Efik, Urhobo and other *geo-linguistic* varieties. Each regional variety has its linguistic variations, on the one hand, and similarities to the others, on the other hand. Phonological features mainly distinguish regional varieties.

With formal education and linguistic features, several classifications have been made. Prominent among them are Brosnahan's (1958), Banjo's (1996), Odumuh's (1981) varieties I, II, III and IV and Adesanoye's (1974) written varieties I, II and III. Banjo's classification, which is the most popular, was done in the early 1970s and 1996. In Banjo's NE taxonomy, Variety I is the lowest, which reflects vulgar errors of grammar and broken structures often used by primary school pupils and those with half-baked formal education. Variety II is an improvement on variety I. This is the variety that secondary school students and school certificate holders use. Variety III is higher standard spoken by highly educated people, graduates, teachers, lecturers, etc. He proposes this model for Nigerian English. Lastly, Variety IV is identical to native English standard used by few Nigerians who were born in native English-speaking countries or have a parent of English origin and consequently acquired English as their first language and 'half-mother' tongue, so to speak (Banjo, 1996, pp.6-80).

On the sociolinguistic plane, three levels or *–lects* are often depicted: *basilect*, *mesolect* and *acrolect* (Ogbulogo, 2005, p.23). *Basilect* is the variety used by the majority of people at the base of the pyramid of NE, just like Banjo's variety I. *Mesolect* is in-between *basilect* and *acrolect*. The educated variety III of Banjo, which is also *acrolect* on the sociolinguistic pyramid, is often recommended or preferred as Nigerian standard. It is tagged *Standard Nigerian English* (SNE) or *Educated Nigerian English* (ENE), or loosely *Nigerian English* (NE). ENE/SNE is the variety used by undergraduates and graduates of higher institutions, scholars, the intelligentsia, high ranking army officers, the bar and the bench, top Nigerian preachers, broadcasters, children from sophisticated family background, experienced junior civil servants and senior civil servants, etc. This paper examines how these well-trained Nigerians, who have flushed out or minimized *interference/negative transfer* as much as possible in their competences and performances, creatively, competently and ignorantly redeploy the rules and tools of the language to produce syntactic variations.

2. Review of Related Scholarship

2.1 Lexis and Structure of Nigerian English

Some of the earliest studies of NE are L.F. Brosnahan's (1958) study of southern Nigerian English, and D.W. Grieve's under the aegis of the West African Examination Council (WAEC). Grieve submits that certain recurrent patterns abound in "Educated Nigeria English" (Jowitt, 1991, pp. 22–30). Odumuh (1981) identifies four levels of Nigerian English which he says are like Banjo's (1972, 1996). Variety three for Odumuh has the same analogous features with Banjo's type three. Odumuh tags variety three "Educated Nigerian English" and makes it his main focus. Although his work is not devotedly on intralingual interference, he admits that *interference* alone cannot account for variations in Nigerian English. He describes syntactic variation as "syllogism" and "false analogy" (pp. 65,158).

A landmark work in this area is Ubahakwe-edited (1979) *Varieties and Functions of Nigerian English.* But none of the eighteen articles in it is devoted to the role of "intralingual interference" in distinguishing NE. In the work, Adetugbo (1979), however, cites some inadequate instances of morphological *intraference* though he does not tag them as such:

Nigerian English morphology shows some differences when compared with native English. We have 'furnitures', 'home works' and 'equipments' when in native English these nouns are treated as mass and uncountable. Our syntax also shows deviations from native English syntax. We have 'if I am to do that' --- where native English subjunctive form of the verb would be used (p.176).

The question is what, for instance, is the interference in a nonnative speaker using *furnitures* instead of *furniture* or *homeworks* instead of *homework*?

Schmied (1991) observes correctly that 'from today's perspective, mother tongue influence seems to have been overestimated in this case.' He shows clearly how written English largely influences spoken forms, and that African

users of English 'tend to reproduce characteristics of written English even in the spoken form' (p.61). Awonusi (2007, 2009) corroborates this habit and cites additional cases of spelling-induced variations and pronunciations. This paper substantiates their claims and further shows how ESL users produce syntactic variations, which hitherto have not been documented and annotated en bloc.

Kujore (1985) and Jowitt (1991) also give many instances of what some grammarians will judge as errors in a glossary of "notable variations" and "Popular Nigerian English"respectively. Although they do not call them variations of *intraference*, some examples of syntactic *intraference* are in their glossaries. Chime (2006) states that "deviations in the syntax of Nigerian English vary according to educational attainment," that Nigerian English has "some coinages based on the English rules of word formation," and that the fact that some linguists take these features as errors does not obliterate their existence and flourish in **NE** (p.14). Several other scholars support this view (Onose2003; Ogbulogo 2005; Igene1992).

Dadzie and Awonusi-edited (2009) work has no section devoted to *intraference* and its role in distinguishing NE. As the work is entitled *Nigeria English Influences and Characteristics*, then the role of *intraference* should have been included in it in a distinct way under appropriate titles because *intraference* is a major influence and characteristic of **NE**. However, several articles in the work have some variations of syntactic *intraference* which are not so tagged, but are presented as deviant structures that should be rejected or accepted as **NE**. Dadzie's article in the collection is commendably devoted to the syntactic features of **NE**. Although he does not call them, 'syntactic intraference,' many of his examples can be explained and justified by the concept of syntactic *intraference*. But Dadzie does not provide clear and sufficient psycho-sociolinguistic bases and explanations for his examples. Okoro's contribution in the same work has excellent cases of morpho-syntactic *intraference*, not so tagged though. He argues that most of them should **not** be accepted as **NE,** no matter how widespread they may be:

Thus, for an expression to be accepted as Nigerian English syntax, it should not violate any rule of English grammar, no matter how illogical or subtle. (This, however, is not without prejudice to the characteristics of spoken language which often include 'incomplete' or ungrammatical 'expressions'). Instances of violation, no matter how widespread, should be viewed as breaches of the code rather than as characterizing a legitimate variety of the language (p.173).

This canon is impracticably insisting that **NE** must be like **SBE**, no matter what. It sounds contradictory because it recognizes constraints at the level of phonology but not in morphosyntax. It does not also acknowledge the extenuating linguistically heterogeneous settings in which Nigerians learn and use English and the roles of socio-cultural forces in language variation. It is equally questionable to argue that what is widespread is not a defining characteristic. If users of dialect **B** of a language are known to use some structures in a widespread manner, as against the way users of dialect **A**, the parent language, use the same structures, then it can be argued that the way variety **B** users use the structures is a defining characteristic of variety **B.** To argue that users of variety **B** most conform to variety **A**'s patterns is being too prescriptive. A dialect usually starts from deviating in a number of ways from a parent language while still retaining common core features. As the deviations spread and get widely used, they become (accepted as) veritable variations. Okoro's position leads him to condemn many structures that are otherwise logical **NE** and even some that **SBE** has recently accepted. He argues as follows:

For instance, in the expressions below, 'make' has the same meaning as 'compel' and they are both verbs, but, while the first three sentences are grammatical, the last is not, even though it has the same syntactic structure (both surface and underlying) as the third, and the contrasting lexical items have the same meaning. These are:

He was compelled to do it. (passive)

He was made to do it. (passive)

John compelled him to do it. (active)

*John made him to do it. (active)

The correct form of the last sentence is 'John made him do it.' Usage here demands that the verb 'make' should not take a *to-infinitive* verb except when used in the passive, and, to be grammatical, we must be sensitive to this restriction, along with others (p.173).

The structure that Okoro asterisked as wrong is a very good example of syntactic *intraference*. The way Okoro arranges the examples themselves shows that the educated user followed a pattern in the language to produce the structure asterisked as wrong. It is wrong only because it is not **SBE**. Yet, it applies the rule of the *marked infinitive*. Similar instances exist in the language that inform the use of *make to do*. In ENE, *make do* and *make to do* are free variants. Okoro further condemns such expression as *The dowry is high* and corrects it as *The bride price is high*.

However, a recent standard native dictionary accepts the use of *dowry* as *bride price.* (See 'dowry' in *Oxford Advanced Learner's Dictionary,* p. 351). Further, Okoro condemns the use of kinship terms which are entrenched in **NE**: "The misuse of kinship terms, though widespread among Nigerians, should not be accepted as standard Nigerian English." What Okoro is saying here is that school children who call their teachers and older people *aunties* and *uncles* and adults who address their kinsmen as *brothers*, *sisters*, *uncles*, *aunties*, etc in Nigeria, should not use such terms because that is not the way **SBE** uses them and so grammarians should take it upon themselves to correct these entrenched features? Even in **SBE**, the use of *auntie* by children to denote their mother's friend is allowed. (See 'auntie'/'aunty' in *Longman Dictionary,* p.84).

A more scientific position is to acknowledge widespread usage, for 'widespreadness' is a basic parameter. Linguistic features, whether errors, so called, or variations, that are widespread, condoned, accepted and generally used in a variety (by educated Nigerians) ought to be set down as its defining characteristics. We should not command a(n) **NE** of our prescriptive thinking and of absolutely **SBE** syntax to be. Empirical studies and documentation of what educated Nigerians widely use should be the yardsticks. Fair enough, ENE syntax is very close, sometimes identical, to SBE syntax because interference and other vulgar deviations are not as common in ENE syntax as in the other lower varieties. For this reason, syntactic *intraference* cases are the fewest of all the *intraference* types that have been identified in a major work on *intraference* (Ekundayo, 2006, 2011). Nevertheless, there are some cases which are either emerging syntactic trends or already established features in **ENE**.

Syntactic *intraference* by educated Nigerians manifests mainly in the mix-ups of noun phrases, prepositional phrases, the use of multiple verbs, non-finite verb/subordinate adverbial clauses, collocation, repetition of structures and words, among others. These features betray the *Nigerianness* of ENE syntax.

3. Presentation of Data

3.1 Intraference of Phrases

In intraference of phrases, a user is influenced by a well established phrase in the language to form and use a similar other in a different or closely related context. This mostly occurs in analogical noun phrase fabrication, overgeneralization and omission of articles in noun phrases and prepositional misuse. Prepositional intraference manifests in analogical prepositional group formations, wrong choice of a preposition, unnecessary intrusion of a preposition and non-use of a necessary preposition.

3.2 Analogical Phrase Formations

In this group we have noun phrases, prepositional groups and some minor others:

Next tomorrow

> 'I will see you next tomorrow.'

In the use of *next* to describe periods of time, only *next tomorrow* is not used in SBE; but ENE has it. So, it seems logical to have *next tomorrow*, as we have *next day, next time, next year*, etc. However, SBE uses 'the day after tomorrow,' not 'next tomorrow.'

I am in **a haste**

Both SBE and ENE use the phrase *in a hurry,* which informs the use of *in a haste*, a synonymous structure. But **SBE** uses *in a hurry* and *in haste.*

'It is all **in shambles'/It is in a shamble**

Shambles looks/sounds plural to nonnative speakers. As the indefinite articles *a* and *an* are usually not used to premodify plural nouns, the *a* in the perceived plural is dropped, or the 's' in 'shambles' is dropped if the *a* has to be used. This is the overgeneralization of the plural rule and the use of the indefinite article *a*. In SBE, the expression constantly retains the 'a' and the 's': 'It is all in a shambles.'

'Let's be patient **for the now'** (Imafidon, 2010)

It is an emerging popular usage, similar to SBE and ENE f*or the moment/at the moment. For the now* is un-SBE. The established structure is *for now.*

'Week in week out'(Adeneye, 2010)

A phrase similar to the well established *day in day out* in SBE. In this context, SBE might be 'week after week.'

Talk less of…(also spelt as **talkless of…**)

'He can't speak *talkless of* standing up from bed.' *Talkless of* evokes the memory of SBE structures like *say less, much less, far less*. However, SBE would be *let alone/not to mention:* 'He can't talk, let alone stand up.'

Motor accident

'There is too much of **motor accidents** on Nigerian roads.' Similar phrases in SBE are *motor park, motor break, motor car, etc* hence *motor accident* in ENE where SBE is *motoring accident:* 'There is the rising incidence of motoring accident on Nigerian roads.'

Of recent ('I haven't seen them **of recent')**

It means *recently*, *of late*, *lately* and *in recent times* in ENE. *Lately* and *recently* are synonymous. Since *of late* exists in SBE, then *of recent* is a logical syntactic intraference *of late.*

For the main time/mean time

A structure like SBE *for the time being,* it means *for the time being* or *in the mean time* in SBE.

'All at alert'(Makonjuola, 2010).

As in *at ease/at large*, etc in SBE. Where ENE uses 'at alert,' SBE uses 'on the alert.'

For your interest

As in *for your use, for what purpose? for your information,* etc in SBE. 'The Igbo will always rally around a person…ready to fight *for their interest*' (Nwosu, 2012, p.18). SBE is *in your interest: fight in their interest.*

Send forth…

 "A befitting **send-forth** was organized for our Principal' (Ekundayo, 2009, p.43).

SBE is 'a befitting send-**off** was organized for our principal'. Educated Nigerians often use *send-forth,* even when they know that *send off* is the correct form, to avoid sending the negative meaning of *send off,* as in sending a player off the field of play. Using *send-forth* gives the impression that the person is not being *sent off* for good. So, one hears a speaker in a send-off occasion saying, 'well, actually, we are not *sending you off*, but we are *sending you forth.'*

Move with…

 'I don't like moving with bad girls.'

As in SBE *go with, live with, see with, etc.* SBE is *keep company with:* I don't like *keeping company with...*

To be too much

 "You are too much!" You deserve to win. "You are just too much!"

SBE is "You are great, wonderful…!"

To be with something

"My note book *is with one of my classmates*." **Speaker A:** "What of your daughter?" **Speaker B:** "My daughter is with my mother-in-law."

This is used in ENE to indicate that something/someone is in the custody/possession of somebody/something else. SBE may be "One of my classmates has my note book"/"My daughter is at my mother-in-law's house" or "My daughter has gone to visit my mother-n-law," as the case may be.

3.3 Wrong Choice and Unnecessary Use of Preposition

Congratulation for …

'Let me begin by congratulating Tony Egbulefu for his attempt… (David-West, 2012, p.24).

"On behalf of the Vice Chancellor, please accept our warm congratulations for your academic performance…" (*University of Benin..,* 2011, p.1*).* SBE is 'congratulations on'

He graduated in flying colours.

SBE is *with flying colours*, not *in flying colours. In flying colours* is entrenched in ENE.

'**Emphasize on'** (Jonathan; Moses, 2012): 'We are emphasizing on security and health.'

A Phrasal verb like *call on, put on, switch on,* etc. SBE is we are *emphasizing* security and health.

Where to…

'Where are you going to', instead of *where are you going?* which is more often used in SBE.

What of if…

'What **of if** you go away to avoid trouble?' (Ekundayo, 2009, p.45). SBE is 'What if you go…

Comprise of…

'The formal corpus comprises of**…** data collected…' (Odumuh, 1981, p.11).

An analogy with *consist of, made of,* etc in SBE.

'Make to…'

'Question… such as these ones cannot but *make one to earn a sobriquet...'*(Afejuku, 2011, p.18).

SBE structure uses zero *to infinitive,* or omits *to* after *make*: *Make do, make one earn a sobriquet*

Leave to…

*"*She is leaving Lagos to London this night." SBE uses *leave for*: "She is leaving Lagos for London this night."

3.4 Omission of Necessary Preposition

Condole…for

'First Lady condoles IGP on wife's death' (Maduagbunam). SBE is '…condoles with IGP…'

Check ^me…

'Check me at home tomorrow,' as in 'see me at home', 'watch me,' etc.

SBE is 'Check me up at home tomorrow'.

Allow me…, enable me…

'She did not allow me ^do it and that would have enabled me^ know how to do it.'

SBE: 'He did not allow me to do it and that would have enabled me to know how to do it.'

The infinitival expression: the bare *to-infinitive* (such as *make him do*, *let him go,* etc) and the marked *to-infinitive* (like …enable him to do it, …*allow him to go,* etc) often *intrafere* with one another.

Reply^…

Where SBE uses *reply to*, ENE uses *reply;* for example, 'She did not reply my letter.*'*

SBE: 'She did not reply to my letter.*'*

3.5 Mix-ups of Prepositional and Phrasal Verbs

Because multiple verbs are many and confusing, they tend to *intrafere* with one another.

Round up…

Please, round up, your time is up. Instead of **round off,** *round up,* a close homonym is used here.

Ask after…

'I came to your place to ask after you.'

SBE differentiates between *ask after* and *ask for. Ask after* often carries stronger meaning indicating that the person being visited may be ill, sick, bereaved or so, otherwise *I came to your place to look for, ask for you,* or *to see you*, etc may be used in SBE.

Check on…

'He will check on you later.' In SBE, c*heck on* does not mean *visit* but *to examine*, *inspect*, *look into* or *investigate* something or somebody. So, SBE will be 'He will check me up later.'

In the night…

'I don't like travelling in the night.'

SBE is *I don't like travelling by night.* 'In the night,'*'*at night' and 'by night' are used differently in SBE. But in ENE, 'in the night' is often generally deployed for SBE *at night* and *by night.*

Adjourn to…

'The meeting was adjourned to the 24th of July, 2006.' SBE is 'The meeting was adjourned till…'

From the grapevine

'…information from the grapevine indicated that you are planning a drastic tax cut…'(Edo Rescue, 2012, p. 9). SBE is '…information on the grapevine…'

3.6 Subordinate Clause Intraference

'**Being that** information is vital…'

Here, regular participial use of *being* is redeployed. In this context, SBE will be 'For the fact that information is vital', or 'Because information is vital…' (University Exam Script, 2010).

'Had it been you told me…'   as in *had I known.* SBE is 'If you had told me…'

'If not because/if not for you, my name would have been dropped.'

This is an overgeneralization of *if* and *because* for conditional clauses. SBE is 'but for you…'

3.7 Passivization Intraference

This manifests in the overstretching of passive structures to contexts in which they do not operate in SBE, as in the following examples:

*Fertile soil would be lacking…

'Without the process of denudation, fertile soil would be lacking for agriculture' (Public Service Examination, 2006, p.2).

SBE: 'Without the process of denudation, there would be lack of fertile soil for agriculture.'

Soil was made reference to…

'Soil was made reference to as organism' (Public Service Examination, 2006, p.2).

SBE: *Reference was made to soil... or soil was referred to as organism.*

*'**The ignorant visitor was made a fool of.**' SBE**:** *They made a fool of the ignorant visitor.* The ones asterisked are not yet widespread or entrenched in ENE.

3.8 Collocation Intraference

In this type, words are arbitrarily selected from a list of hyponyms or synonyms and yoked together in structures where they do not really collocate or express their fine differences of meaning in SBE. For example, *do, write, perform, achieve, accomplish*, etc are verbs that denote different types of performances and actions and *run, rush, gush, ooze, leak, flood, flow,* etc are used to denote nuances of movement related to liquids. However, they often *intrafere* with one another in the competences and performances of educated Nigerians. Some examples are given below:

A task that must be done

'To keep Nigerian one is a task that must be done.' This is often credited to General Yakubu Gowon during the Nigerian Civil War (1967-1970). In SBE, a task is *accomplished*.

Tap…flowing

'The water tap is not flowing.' SBE will select *run* in this context: *The water tap is not running*.

Spray perfume

'Nigerians often spray perfumes and wear expensive clothes to parties.'

SBE uses *wear* for both perfume and clothes: 'Nigerians wear perfumes and expensive clothes to parties.'

Effective leaders

'Our boss is not an effective manager.' SBE is *Our boss is not an efficient manager.*

3.9 Repetition Intraference

Sometimes, lexical meanings and structures that have identical or similar meanings are yoked together. Some have become established in the language; for example, *join together, tail end, extreme end, raise up, "linked together," etc (*Jowitt, 2008, p.1*).* Many of these analogical types are used in ENE:

Doctorate degree

This phrase is entrenched in ENE and the source of this intraference is in similar structures like *Bachelor's degree, Master's degree*; so, *doctorate degree* is logical. In SBE, it is Ph.D., *Doctorate,* or a *Doctoral degree.*

Sabbatical leave

'The Professor is on sabbatical leave.'

As in *French leave, annual leave* and *maternity leave.* SBE is 'The Professor is on sabbatical.'

White in colour, blue in colour, round in shape, rectangular in shape, short in size, etc

'The stolen car is white in colour.' The phrases *in colour, in shape, in size, etc* are often added to the description of colours, size and shape in ENE: 'short in size,' square in shape, etc.

Gather together

'I never gave it a serious thought until 1995 when I started gathering materials together.' (Ogunbameru, 2005, p.14). SBE: '… I started gathering material.'

Orphanage home

Many orphans' settlements/homes have this inscription in Nigeria. This use is reminiscent of phrases like *Guest House, Government House*, *Remand Centre/Home,* etc.

SBE is *orphanage,* or *orphans home.*

Cannot be able

'I don't think I can be able to do it.'

Similar uses in SBE are *will be able, should be able, may be able*, etc.

SBE uses either *able* or *can*: *I don't think I can do it,* or *I don't think I will be able to do it.*

Some certain things

Some and *certain* are synonymous, but they are often yoked together in ENE: 'There are some certain things you should know.' SBE: 'There are some things you should know, or '…certain things…'

Night vigil

'I am going for night vigil in my church.' SBE is *I am going for a vigil in my church.*

Be rest assured

'Be rest assured that the goods will be delivered.' This is similar to 'be sure that', 'be convinced that,' 'be informed that…',etc. SBE**: '**Rest assured that the goods will be delivered.'

3.10 Other Examples

To be blamed

"If you try that nonsense, yo will have yourself to be blamed." In ENE, the verb *be* in the infinitival constrction *to be* often intrudes when it is complemented with the verb *blame.* SBE often drops the *be:* "If try that nonsense, you will have yourself to blame."

To use to do something

"We use to see each other every day."

To use to in ENE means *regularly, usually, habitually*, etc: *He doesn't use to eat after 7.p.m* means that he does not or will not eat any time after 7.p.m. The well known SBE variant is *used to* which is like the opposite in meaning to ENE *use to.* In SBE, *used to* is used to denote something one has stopped doing; for example, *we used to see each other every day* means that in the past we saw each other daily, but now we don't see each other daily any more. It is this SBE structure that educated Nigerians have nativized by deleting the past tense marker *(-d)* from *used* to turn it to an active structure in the present, in SBE *we do see…, I do see him every day*, etc.

The more reason why…

The gradabe adjective **more** is often redeployed in this popular structure to function as an intensifier or adverbial like *very*, *exactly, precisely, etc:* "The man is very rich and kind. He is also handsome. That is the more reason I fell for him."

Come what may

 "Come what may, he will marry me if God says he is my husband."

SBE : No matter what,…..

Come again!

It is used in ENE as a polite request to someone talking or teaching to repeat what he/she has just said in a context SBE uses *Pardon? Excuse me?*

4. Conclusion

Syntactic intraference features flourish in ESL/ENE. The examples here are by no means exhaustive of the syntactic intraference in ENE, let alone the ones in other lower NE varieties. This study discovered that educated Nigerians, who are far away from native English settings and speakers, often (re)deploy their knowledge of the operations of English syntactic dynamics to form analogical structures. The examples cited in this paper are widespread in ENE and they distinguish ENE syntax from SBE syntax. However, there are few Nigerians who prefer and use the SBE forms.

For the purpose of English language teaching and learning, it is proposed that the ones that are widespread and entrenched like *of recent, congratulation for, if not because of you, if not for you, doctorate degree, come on time* instead of *come in time, from the grapevine* instead of SBE *on the grapevine, adjourn to* instead of *adjourn till*, etc should be treated as variations, not errors. All considered, such syntactic differences also flourish between **SBE** and **SAE**; for example, SBE uses *on behalf of,* where American English uses *in behalf of, different from* as against American *different than,* SBE 'at present' where SAE uses 'presently,' etc.

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Appendix 1: Questionnaire Used for this paper

Dear respondent,

I would like you to do me a favour by answering the questions below which are designed to generate data for a research work on the syntax of **Educated Nigerian English** (**ENE**). Kindly **shade, ring** or **tick** any of the sets of expressions (**A** or **B** mainly**, and** sometimes **C** and **D**) that you use regularly when you speak or write, with particular reference to the italicized *structures.* Be fair and truthful with your answers. The issue is **NOT** whether the option that you regularly use is right or wrong but whether you use it regularly or more regularly than the other. If you use both variants, then tick twice the one that you use more often.

Sex------.Age------.Qualification/rank----------School/Place of work-------------------------

Department---------------------------Native language------------------Date-------------------

1. (**A**) Come back the *day after tomorrow*. (**B**) Come back *next tomorrow*.
2. (**A**) I am in *haste.* (**B**)I am in *a haste*
3. (**A**) It is all *in a shambles.*(**B**) It is all *in shambles.*
4. (**A**) He is here *for now*. (**B**) He is here *for the now*.
5. (**A**) She visited him *week after week.* (**B**) She visited him *week in week out.*
6. I don't have five naira *let alone* twenty. (**B**) I don't have five naira *talkless* of twenty naira.
7. (**A**) Have you seen them *recently?* (B) Have you seen them *of recent*?
8. (**A**) They are *in Abuja in the mean time/for the time being*. (**B**) They are in Abuja *for the main/mean time.*
9. (**A**) They were all *on the alert*. (**B**) They were all *at alert/on alert*.
10. (**A**) *In the end,* he still died. (**B**) *At the end,* he still died.
11. We are doing it *in your interest.* (**B**) We are doing it *for your interest*.
12. (**A**) The *send-off party* was okay. (**B**)The *send-forth* party was okay.
13. (**A**) Congratulations *on your success.* (**B**) Congratulation *for your success.*
14. (**A**) He graduated *with flying colours*. (B) He graduated *in flying   colours*
15. (**A**) The preacher *emphasized* holiness. (B) The preacher *emphasized on* holiness.
16. (**A**) *Where are you going?* (B) *Where are you going to*?
17. (**A**) The panel *comprises* nine members. (B)The panel *comprises of* nine members.
18. (**A**) Will you *check me up* at home later? (**B.**) Will you *check me* at home later?
19. (**A**) I *replied to* her letters. (**B**) I *replied* her letters.
20. (**A**) We --- the lecture and left school. (A) rounded off. (B) rounded up.
21. The meeting was adjourned ----24th May. (**A**) till (**B**) to.
22. (**A**) I gathered *on the grapevine.* (**B**) I gathered *from* the grapevine.
23. (**A**) *But for you,* she might have died. (**B**)*If not because of you /if not for you*, she might have died.
24. (**A**) This is a task that must be *accomplished.* (**B**) This is a task that must be *done.*
25. (**A**) The tap is *running*. (**B**)The tap is *flowing*.
26. (**A**) She likes *wearing* perfumes. (**B**) She likes *spraying* perfume.
27. (**A**) He has a *Doctorate* (**B**) He has a *Doctorate degree.*
28. (**A**) Prof. Ayo is on *Sabbatical*. (**B**) Prof. Ayo is on *Sabbatical leave.*
29. (**A**) We visited the *orphanage*. (**B**) We visited the *orphanage home*.
30. (**A**) They went for *vigil* in the church. (**B**) They went for *night vigil* in the church.

Appendix 2:   **A Table of Responses for the above Questions on Syntactic Intraference**

Qst	Professors/Lecturers		Under/graduates		Sum total : 10,000		Percentages		Comments
	A	B	A	B	A	B	A	B	
1	400	600	2,600	6,400	3,000	7,000	30%	70%	Widespread
2	200	800	4,000	5,000	4,200	5,800	42%	58%	Common
3	350	650	1,500	7,500	1,850	8,150	18.5%	81.5%	Entrenched
4	1,000	----	5,000	4,000	6,000	4,000	60%	40%	Emerging
5	700	300	4,200	4,800	4,900	5,100	49%	51%	Variant
6	540	460	4,600	4,400	5,140	4,860	51.4%	48.6%	Variant
7	600	400	4,700	5,300	5,300	4,700	53%	47%	Variant
8	600	400	4,400	4,600	5,000	5,000	50%	50%	Variant --
9	400	600	2,700	6,300	3,100	6,900	31%	69%	Common --
10	400	600	4,600	4,400	5,000	5,000	50%	50%	Variant
11	450	550	3,600	5,400	4,050	5,950	40.5%	59.5%	Common
12	800	200	4,000	5,200	4,800	5,200	48%	52%	Variant
13	100	900	1,000	8,000	1,100	8,900	11%	89%	Entrenched
14	770	230	2,000	7,000	2,770	7,230	27.7%	72.3%	Widespread
15	600	400	4,800	4,200	5,400	4,600	54%	46%	Variant
16	200	800	2,000	7,000	2,200	7,800	22%	78%	Widespread
17	300	700	3,000	6,000	3,300	6,700	33%	67%	Common
18	300	700	2,000	7,000	2,300	7,700	23%	77%	Widespread
19	350	650	2,700	6,300	3,050	6,750	30.5%	67.5%	Common
20	300	700	3,000	6,000	3,300	6,700	33%	67%	Common
21	310	690	3,000	6,000	3,310	6,690	33.1%	66.9%	Common
22	150	850	1,000	8,000	1,150	8,850	11.5%	88.5%	Entrenched
23	700	300	4,000	5,000	4,700	5,300	47%	53%	Variant
24	200	800	4,000	6,000	4,200	6,800	42%	68%	Common
25	700	300	4,300	4,700	4,500	5,500	45%	55%	Variant
26	200	800	1,500	7,500	1,700	8,300	17%	83%	Entrenched
27	100	900	900	8,000	1,000	9,000	10%	90%	Entrenched
28	800	200	3,000	6,000	3,800	6,200	38%	62%	Common
29	300	700	3,700	5,300	4,000	6,000	40%	60%	Common
30	580	420	4,000	5,000	4,580	5,420	45%	54%	Variant