***LANGUAGE AND LITERATURE IN A DEVELOPING COUNTRY***

***ESSAYS IN HONOUR OF PROFESSOR BENSON O. A. OLUIKPE***

**Syntactic – Semantic Interface: Contribution of B. O. Oluikpe to Semantic Theory**

***by***

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**Abstract**

This article is an account of the interface, which is here posited, between syntax and semantics. It main thrust is to enunciate why a sentence may or may not be grammatical. It also postulates that syntax and semantics play an important role in the grammaticality or acceptability of a sentence. Syntax and semantic criteria act jointly or severally under the principle of interface to nullify sense and render a linguistic construct ungrammatical or unacceptable. But if this formulation is stated in converse or reverse, the implication may be that for a construct to be grammatical or acceptable, both syntactic and semantic criteria are irretrievably interwoven to make a linguistic structure grammatical or acceptable. It is in the light of the above principle of interface that the contribution of Oluikpe to semantic theory becomes pertinent. Oluikpe’s theory is in focus in this discussion because he has tried to account for how a hearer-speaker of a language comes about the meaning he attaches to different grammatical structures as either acceptable based on both syntax and semantics, acceptable but ungrammatical or unacceptable altogether. To highlight the comprehensiveness of Oluikpe’s theory, his theory is related to that of Fodor and Katz. Though all the theorists appear to have the same notion about the semantic structure of language, they differ radically in terms of methodology. The paper does not, therefore, lay any claim to originality as to the formulation of the semantic structure. It has, however, striven to compare and contrast these two major semantic theories and has tried to reduce what appears to be an abstraction to some readable or simplified account of the semantic theory.

**Erroneous Assumptions in the Description of some Aspects of Indigenous Nigerian Languages: The Case of the Unspecified Pronominal Element in Igbo**

***by***

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**Abstract**

The study presents a syntactic and to some extent a semantic-pragmatic behaviour of the element a/e used in unspecified subject position in certain constructions but which had hitherto been regarded as the impersonal pronoun. The analysis shows that it is better to talk of the empty category NP subject verb form rather than talk of ‘e/a’ followed by a verb as referring to an impersonal pronoun. The only observable impersonal NP used in Igbo construction is ‘mmadu’ (sing) and ‘ndi mmadu’ (plu). Its equivalent in English is ‘someone’ (sing) or somebody (sing) and people or some people (plu). In discussing the so-called impersonal pronoun in Igbo, we have drawn attention to the indistinguishable tone pattern between it and the ‘A’ prefix. In the absence of a distinctive tone pattern, specific syntactic occurrence and a clear cut morphological behaviour. The paper concludes that the element hitherto described as impersonal pronoun in Igbo, could be, as is the case with the ‘A’ prefix, a remnant of the nominaliser or the nominal marker associated with the Niger-Congo group of languages to which Igbo belongs.

**Consonant Clusters in Igbo: Preliminary Notes and discussions**

***by***

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**Abstract**

Language development of part of the socio-economic and cultural development of society involves us in both corpus planning and status planning. Corpus planning or development for Igbo might involve, at the phonological level, the recognition and incorporation of the schwa (Nwachukwu, 1983; Ohiri-Anitche, 1985) in its varieties, the wide range of labial and dental sounds, checked syllables and consonant clusters which yield a richer grammar and preserve value for a richer oral literary tradition and art. In this paper, we provide notes and discussions on the phenomenon of consonant clusters using synchronic evidence drawn from dialect samples and suggest that consonant clustering might be intrinsic in Igbo language contrary to earlier assumption.

**Elision in Oba Igbo: A Synchronic Study**

***by***

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**Abstract**

The study is a careful examination of the phonological feature ‘elision’ in Oba dialect of Igbo language. This paper is borne from the observation that some speech sounds change in connected speech. In Oba, it has been noticed that elision could be syncope or aphesis. In syncope, some speech sounds, which occur in the middle of a word, get elided. Aphesis does not occur as commonly as syncope in Oba. In the dialect, for aphesis to take place, vowel lengthening or assimilation must be involved. Apocope is not a feature of Oba dialect and perhaps other dialects of the Igbo language. The paper identifies another interesting aspect of elision in the dialect, which involves both elision and vowel raising. Conclusively, elision as a phonological process occurs in the dialect even more than has been reported and described in the emerging standard.

**Lexicostratigraphy, Historical Linguistics and Historiography**

***by***

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**Abstract**

Although historical linguistics usually focuses on written language, an investigation on two Nigerian languages outside this category seems to indicate that much may be gained in this subspecialty by including analyses on unwritten languages. The two languages being studied are Igbo with about 20 million speakers and a relatively short written history and Korring spoken by the neighbouring Orring that number less than one million, and which hitherto is not written. The two belong to different families within the Niger-Congo phylum: Igbo, Kwa; and Korring, Benue-Congo. Since colonisation by Britain, the geopolitical location of the Orring has been a source of great puzzlement to scholars and modern administrators trying to trace their origin. A strategy for which the name lexicostratigraphy has been suggested is employed in a manner that calls to mind an analogous principle in geology. But it is not related to the better-known formulation by Morris Swadesh, namely lexicostatistics or glottochronology. Lexicostratigraphy aims to investigate varieties that either were originally the same language or had always been different from the origin of their contact whereas lexicostatistics seeks to determine at what temporal point related varieties, which were once one language, separated. Lexicostatistics limits its data to the basic vocabularies of the, usually, two varieties. Lexicostratigraphy uses two categories of data: (1) samples of the lexicons of the varieties involved irrespective of their age; and (2) facts from lores of societies in question. Lexicostatistics dates only the point of diversion of the language concerned, using extralinguistic evidence in the society. Lexicostratigraphy aims to try to estimate the dates when groups of lexical items entered a language. Other than interest in dating there are no other important similarities between the two formulations. As will be elaborated upon in the text, lexicostratigraphy has more affinity to the strategy in palaeoanthropology employing a parallel principle from geology than anything that is already tried in linguistics or the sociological sciences.

**Decorum in Igbo Written Poetry**

***by***

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**and**

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**Abstract**

The term ‘decorum’ derives from the Latin word ‘decorus’ and by broad definition means appropriateness or propriety of conduct. Literarily, however, it means the harmonious adaptation of poetic means to poetic ends. Decorum raises fundamental questions with regard to language of poetry and poetic semantics, criteria for judgement of Literature, and even questions involving the philosophy of language. In relation to Igbo written poetry, the poets in their bid to observe the principle of decorum try to model after the poetry evolved. While it has been observed that Igbo written poems are yet very few, it has also been observed that some of them are not founded on decorum.

**Text, Performance and Theatricality: A Stage Director’s Evaluation of Contemporary Igbo Literary Drama**

***by***

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**Abstract**

Having directed quite a number of plays written in the Igbo language, the problems and challenges, which they present in performance, are quite familiar. These problems border mainly on structure, form and dramaturgy. Sadly, very few of these plays exhibit fluid and performative structures that yield easily to stage. As a result, most directors would prefer to leave them to the closet which it would appear most of them were written for, and go for plays in the English Language. This paper is an attempt to examine critically this anomaly. It will also highlight those dramaturgical defects, which have often made the staging of plays written in the Igbo Language unattractive to the modern professional director and also suggest solutions.

**The Literature of the People: A Critical Appraisal of Selected Plays since Nigerian Independence**

***by***

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**Abstract**

Literature is no doubt one of the greatest achievements of human thinking or knowledge, which assumes in a society, a very powerful role in making and shaping the society, which produces it. As a form of knowledge, it has proved to be a decisive factor in the relationship between man and his society. Humanity as a whole benefits from it particularly if such a literature is produced and is effectively utilised for the betterment of the society that produces it. It is an instrument for molding and shaping people’s attitude towards their society. Hence, it gives people an understanding of their life and society to which they belong. It is a social phenomenon, constantly sensitive to and expressing new aspects of life, current demands and hope giving rise to new social attitude and relationships, which were hitherto unnoticed. At times, it is used as a tool to coerce and integrate the masses into a particular ideological mainstream. It is against this background that this paper takes a critical appraisal of selected plays of Nigerian dramatists since independence. The reason is to ascertain whether these works were meant for social emancipation or a mere documentation of the Nigeriansocio-political and economic conflicts and contradictions of posterity. A dialectical materialist approach is adopted in its appraisal.

**The Clouds are Thickening: Nigerian Languages and Literatures in Natural Development**

***by***

**Chidi T. Maduka**

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**Abstract**

The fight which has been waged over the years for the recognition of Nigerian languages (and their literatures) as valid tools of civilization has been won and some progress made on the thorny issue of according a respectable presence to these languages in the struggle for Nigerian cultural identity and national development. Evidence of this modicum of success can be found in the Nigerian Constitution, National Policy on Education and the establishment of the National Institute for Nigerian Languages at Aba. What seems to be uppermost in the minds of most linguists and other scholars in the area of research is the wish for the emergence of national leaders with the political will to vigorously translate the gains into action and fervently initiate further programmes that will probably lead to the use of Nigerian languages (and the literatures in them) for laying the foundation of Nigerian nationhood which is currently very fragile. The study places the problems of not reversing the past gains of language planning, the prejudice that African languages are primitive and therefore cannot serve as vehicles of literary expression within the broad cultural context of the debilitating experience of colonialism which has virtually scorched life out of the cultural development of the country. This enables us to diachronically cast a look into the past in order to perceive the underlying ideological current running through the processes that shape the character of the problem and to synchronically place it within the framework of similar experiences in other parts of the world with a view to suggesting solutions for the future. The reflections follow a four-partite movement: the first focuses on the implications for Nigerian languages and literatures of the impact of the colonial experience on the ecology of Nigerian cultural life; the second, on the parallel experiences in other parts of the world; the third, on nationhood and languages studies; and the fourth, on recommendations for future action.

**Scientific Study of Language for National Development**

***by***

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**Abstract**

Language plays a major role in the development of a nation. It contributes a lot to individual and societal development, which are prerequisite for national development. Scientific and technological development cannot be achieved without language. This paper therefore focuses on how the process of scientific and technological development can be enhanced through a planned study of language- indigenous and foreign languages. We have agreed that enhancing the study of indigenous Nigerian languages and following a carefully-planned approach to the study of the English language will help us to develop our indigenous technology, enhance the transfer of Western technology and yield rapid national development.

**Indigenous Languages for Science and Technology**

***by***

**P. A. Ezikeojiaku**

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**Abstract**

The paper examines the role of Nigerian languages in enhancing the development of science education in Nigeria. The study emphasises the importance of indigenous languages, stating that whether they are for liberal or scientific education of the Nigerian child, they should be imperative and not only desired. The paper observes that all the Nigerian languages are geared towards development but a few should be selected for science education. Using the mother-tongue in the kindergarten and nursery classes; making indigenous languages media of instruction for courses in Nigerian languages in the universities and university-types; making the use of Nigerian languages compulsory in commercial and technical schools in the country, etc. are rich grounds pointed out in the study for proper implementation of the use of the indigenous languages in science education.

**The Nigerian Linguist and Some Challenging Issues**

***by***

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**Abstract**

The fact that linguistic science has made rapid and remarkable progress in the study of Nigerian languages in recent times notwithstanding, the study of linguistics in Nigeria still leaves much to be desired. With its introduction in Nigeria in the late 1950s, the major indigenous Nigerian languages (Igbo, Hausa, Yoruba) and a few other privileged dominant state languages like Fulfulde in Borno, Nupe in Niger, Efik, Edo, Ijaw, etc., received a boost in scholarship. Linguistics as a discipline quickly began to gain recognition, popularity and acceptance in the country. This feat, however, could not escape distractions as it is confronted with certain limitations and challenges. This paper, therefore, examines and/or evaluates the present state of the discipline in Nigeria and its overall effect on the Nigerian linguist especially as it relates to the issue of survival, nation building, linguistic theories, language attitude, and so on. The study commences with a brief history of linguistics in Nigeria as well as the progress made so far in the art with respect to the indigenous Nigerian languages. The paper goes further to outline the challenges facing the Nigerian linguist and proffers solutions.

**Igbo Standardisation and the Problem of Synthesis**

***by***

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**Abstract**

That a lot of achievement has been made in the Igbo standardisation effort is not contested. However, much of this achievement is in the areas of graphisation and lexical expansion rather than in the core issue: choice of the standard variety. Isuama Igbo died a natural death because it was an imported dialect. Union and Central Igbo were not saved from the fate of Isuama because they were each synthesized from a number of dialects and so were artificial. The current standard form is still dogged by the same problem of synthesis. Language being primarily spoken, a variety cannot survive if propagated only in the written mode. A living dialect is normally identified with a speech community.

**French language, African Literature: A perspective in Education for National Development**

***by***

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**Abstract**

Since the colonial times, African literature has grown in force and impact to become an expression of African culture, identity, dreams, values and political will.

Its major language is either French or English, a reflection of the influence of the two most dominant colonial powers that inherited the continent after partitioning it in late nineteenth century. Consequently, English and French have continued to serve as a medium for research development, teaching and education for most Africans in the various geopolitical zones. It is in the domain of education, especially in literature, that French or English has served most to express African world and lives through the writings of various national and African novelists. Literature has contributed immensely and most profitably to education and development. Learning French/English has helped the African to unfold himself, analyse his dreams and aspirations, implement his visions and project his image and personality using literature as a stage.

The study of French as a medium of learning has since the “negritude” strengthened Africa’s quest for development, identity and fulfillment. In this way, the language like English has proved to be a catalyst of nationalist aspirations with literature serving as vector of these aspirations. However, African Francophone world is an entity of particular socio-political experiences, which do not compare in force with those in the English brings Francophones and Anglophones closer, in sharing of experiences as they narrate their lives through literature. Nigeria, surrounded by Francophone countries, has a lot to learn by its wholesale policy to make French a second national language.

It is therefore, evident that African literature in whatever language it has been written has continued to educate its people, teaching them their duties to themselves and their part in the reordering of a new world humanism which is the world universal civilisation.

**Metamimesis and Metatextuality: The Raft and Another Raft**

***by***

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**Abstract**

The study examines Osofisan’s Another Raft, pinpointing certain fundamental prerequisites for development in Nigeria. These are: “the elimination of belief in the supernatural to facilitate the development of science and technology: the relevance of the leadership of the working class, the need for hard work and productivity, and the importance of unity and solidarity among the people of Nigeria. On the importance of unity, the paper notes that unity can be achieved only through combined efforts. The Nigerian people of all tribes and tongues must work and pull their resources together for the development of the country.

**Poetry of Social Advocacy as a Tool for National Development**

***by***

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This paper intends to examine the concepts of social advocacy and the mode of advocacy employed by two Nigerian poets- Tanure Ojaide and Niyi Osundare – for a more harmonious society. By Advocacy, we refer to works in which the writer social vision is concerned with the shortcomings of the common man by the leadership and with a persistent moral campaign against social ills.

These poets are known to have been nurtured under very harsh economic and political conditions of the nineteen seventies and eighties, the years of mind- boggling corruption and exploitation of the people by politicians and fascistic military dictators. The resultant consequence was a high degree of political, social, economic and moral degeneration of the polity.

It is under these depressing conditions that Olajide and Osundare began the advocacy fo a change in the nation, for an end to corruption and oppression failing which the masses should forcibly intervene. We have chosen poetry because it is a genre that has been most fruitfully appropriated for the prosecution of revolutionary struggles.

In summary, we note that contemporary Nigerian poets have successfully played the role of participating in offering solutions to the socio-political and moral problems of the nation through their advocacy.

**Folklore and National Identity: A Lesson for Nigeria**

***by***

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**Abstract**

This paper focuses on those aspects of our oral tradition (the literature) whosenpromotion could enhance our national identity. If the Nigerian nation hopes to help Nigeria to “regain belief in itself and put away the complexes of the years of denigration and self-abasenent” (Achebe, 1973:8). If the leadership hopes to develop and sustain awareness of nationhood and a sense of national pride based on the cultural heritage of the ethnic groups in Nigeria, it must enable Nigerians to imbibe the fact that they “did not hear of culture for the first time from European; the their societies were not mindless and primitive, but had a philosophy of great depth, and value beauty; that they had poetry above all, that they had dignity” (Achebe, 1973;8). To do this it must look back to its folklore, for as an oku proverb rightly states: “ A person who does not know where he comes from can hardly know where he is going.”

It is natural for one generation to pass on its stock of symbols, images and thoughts to another, but tis natural order has been disrupted in Nigeria and most developing nations. Their life is still to a large extent oriented towards the study of western art and models, to the extent that they are most like ‘albinos who are neither black nor white’. If nothing is done to arrest the situation Elliot’s (1964:14) assertion that “a people who ceases to care for its literary heritage becomes barbaric, ceases to move in thought and sensibility,” will soon come true for Nigeria this cannot be done through collecting and preserving folklore for posterity, or teaching folklore in the universities or secondary schools but by making folklore the business of everyday communication. This is, because preserving folklore is not like putting a carcass in a deep freezer.

**Rhetoric in Igbo hunting poetry**

***by***

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**Abstract**

The paper discuses those aspects of Igbo hunters’ poetry that “function to highlight, emphasize and foreground certain elements within it and the network of relation created by different types of patterning”. In other words, the paper shows how rhetorical features pattern the themes, pattern the evaluation of the theme and link the evaluative language to the theme evaluated. We have examined the rhetorical for used at the levels of self- praise, epithets and value- judgment. We attempted the analysis and the description of the role of the evaluative language in relation to the rest of the text. The study shows that rhetorical value judgment is closely related to issues such as moral metaphor and literature. Moral metaphors are seen in themes like good and bad government, while literature has to do with the ornamental and persuasive language of the text.

**Innovational Approaches and Methods in Language Teaching: Is Nigeria Abreast of the Times?**

***By***

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**Abstract**

Language has come a long way right from creation. It is as old as man, who is endowed with the faculty for communication. Ab initio, man has a single language until the biblical tower of babel episode that gave rise to multiplicity of languages in the world today. To contend with the language barriers created among people of the world, it became necessary to teach and learn the languages of others and even improve upon our own for effective global communication. Many current issues in language teaching are therefore not particularly new but keep on changing and improving. Approaches and methods are examples of such issues. Improvement of language teaching gadget as a result of science and technology at a particular stage of civilization is responsible for the innovations. Language teaching therefore, has gone beyond the simple use of chalk and chalkboard through audio-visual to the present day sophistication of computer aided programmes in language teaching.it is the innovation in language teaching that agitate the curiosity of the presenter as to whether Nigeria is keeping abreast of the times. International and intranational contact with publishers and promoters of communicative approach to modern language teaching were suggested among others.

**Basic Methods, Considerations and Strategies in Language Teaching**

***by***

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**Abstract**

Basically, language teachers need to be abreast of the different methods and techniques of language teaching, including their strength and weaknesses. From Plato to Chomsky, linguistic scholars have witnessed the birth and growth of mulfarious methods of analysing languages. Such various technique employed in teaching language emanated from various theoretical background/views about the nature of language.

These methods which are categorised into two sub themes (behaviourist/structuralist) and (mentalist/cognitive) are; grammar translation method, direct method, audiolingual method, cognitive code learning method, communicative competence method, eclectic/integrated method newer methods and discretional methods.

Desirous to contribute to the already existing methods of language teaching, this paper proposes newer methods. The purpose is to involve more people in a learning and awareness process. To enable them to make rational decisions on issues relating to language teaching and learning. However, for any method to be effective in the context of the current times, it has to be flexible and utilitarian.

Since not all method are appropriate to all learning situations, teachers have to be innovative in making their choices and devising their lesson procedures which will appropriately suit their students’ interest, purposes and specific situations.

**Learner-Feature Oriented Approach to Learning Strategies: Features and Limits**

***by***

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**Abstract**

Learning strategy has been a remotely explored area in the field of applied linguistics. Worst still, due to sparse output in the area, literature has been discordant on the nature of the phenomenon throwing the concept into more ambiguity and obscurity. In this paper a strand of the many conceptualisations of it- the learner- feature oriented approach- is discussed to examine its features and appraise the strength of the arguments of its proponents in its favour.

**Enhancing the Use of L1 In Education: Method/Strategies**

***by***

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**Abstract**

In recent times, there have been sharp decline in teaching and reading in l1 (particularly when the l1 is not English, but an indigenous Nigerian language. This is as a result of the attitude of both parent and the pupils themselves towards indigenous languages. But, the loss of one’s l1 is also as a loss of the culture that goes with it. This paper, therefore, attempts to discuss education in l1 and suggest methods and strategies that can be adopted to rekindle interest in it.

We are not unaware of the fact that l1 refers to any language in which a child first learns to express his or her ideas about himself or herself. And bout the world in which he or she lives. In this paper, we shall use the term l1 and mother tongue to refer to any indigenous Nigerian language which a Nigerian child acquires first. To this extent English which can be acquired as the l1by some Nigerian children from the elites class in Nigeria is excluded.

**Towards A Communicative Teaching of Igbo As An Alternate (AL)**

***by***

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**ABSTRACT**

Sociolinguistically, the Igbo language is popular and share with Hausa and Yoruba the highest statue of official languages. These official language status gives Igbo a place in the degree and NCE programmes of federal and most state’ owned higher institutions of learning and make its learning variable among non-Igbo speaker who must in one way or the other need to use the language.

Compared to the other two official languages, Igbo is considered a more difficult language to learn. Learners of Igbo as an alternate are often heard complaining about the difficulty of the language.

In this paper attempt is made to explore the resourcefulness of communicative language teaching and how it can lead to maximum rate of achievement in the teaching and learning of Igbo as an alternate language giving skilled and devoted teachers who will use relevant instructional strategies to make the Igbo languages attractive to the learners.

**Teaching of “Tenses”: Current Concepts and Methods that Impede the Learning of Verb Usage**

***by***

**Benson Ibe**

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**ABSTRACT**

The usage of verbs is one area where the performance of students (up t the tertiary institution) in this country is rather woeful and continues to get more so. This paper supposes that a contributory factor is that the teaching of “tenses” in schools features certain concepts that confuse rather than clarify the grammar of the verb.

The paper re-examines the concept of “tense” in traditional grammar and amendments thereto effected in modern (mainly structural) grammar. The author notes errors in this area in both grammatical perspectives in such matters as:

(a) The meaning of tense

(b) The divisions (opposition) of tense

(c) The descriptions (nomenclature) of tense

(d) The presentation of tense

1. On (a), the paper shows that tense currently has interpretaions which confound learners, making it difficult for them to follow lessons on “tense” easily. There is an evaluation of these diverse interpretations and an opinion on the correct one.

2. On (b), the author refutes the structuralist’s claim of a binary opposition of tense and espouse rather the traditional account of a three-term tense system.

3. On (c), the author criticies all current designations of finite verbs called “tenses”.

4. Finally, the author ties up all the issues raised in the paper and suggest better ways of presenting the subject matter to students.

**Communicative competence in Expository Writing: Entry Behaviour of Education (Arts/Science) of the Use of English, University of Nigeria**

***by***

**Esther N. Oluikpe**

***University of Nigeria Nsukka***

**Abstract**

This paper examined the communicative competence entry behavoiur of 110 Education (Art/Csience) students in expository writing to determine their ability to cope with the demands from students of 2000/2001 academic year offering te Use of English course.

A writing task was administered to the group. The tasks were scored at the three levels of communicative competence model- sociolinguist, discourse, and grammatical levels. The scoring guide was Oluikpe (In press) Communication Assessment Parameter (CAP) specially designed for the assessment of writing.

The scores were analysed using mean scores to determine general achievement levels, and the effects of using variables-gender and subject specialisation.

The findings revealed a general low achievement rate at all levels of competence, especially grammatical competence. It also showed that the variables affected the achievement rate of the population. Consequently, it was concluded that the population is inadequately equipped to cope with the demands of an EAP-based writing programme.

**Syntactic Variations in Engineering discourse: A Deficiency Analysis of Students’ Expository Writing**

***by***

**Chinyere L. Ngonebu**

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**Abstract**

This paper examines the structural patterns of engineering discourse exhibited by engineering students. For this study, we examined the expository writings of this category of students over a period of three years. The purpose is to which engineering students are able to use those structures in their writing. In the end the paper examines the lacks of these students n the use of these strategies and the implication in the language-learning continuum.

**Critical Issues and Trends in the Teaching and Learning of Grammar in Nigerian Educational Institutions: Insight from English**

***by***

**Emmanuel O. Okwor**

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**Abstract**

It has now come to be appreciated that the mastery of grammar can no longer be relegated to the background if the products of our educational institutions- primary to tertiary- are to develop into effective users of the English language, which today in Nigeria is the hallmark of functional education. The relevance of this paper thus derives from the writer’s discovery in his more than two decades of teaching the Use of English course to first year undergraduate students that language learners in Nigeria generally have not yet been brought fully abreast of current global developments in the grammar of the English Language such that most of them still cling obsolete notions, especially in regard to parts of speech.

The major thrust of this paper is, therefore, to critically c-ray some currents issues and trends in the modern teaching of grammar in order to bring into proper focus today’s rating of grammar and how this rating can help Nigerian teachers develop in their pupils and students current relevant skills in the English language usage and also erase any obsolete an erroneous notions about grammar occasioned by their belated exposure to the dynamism of growth of English language contemporary grammar.

**Pragmatic of Intonation**

***by***

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**Abstract**

The concept of intonation brings to mind, the idea of variations in the pitch of the voice when we speak. As a universal phonological phenomenon, the concept carries obvious grammatical and attitudinal functions. Recently, elaboration of the attitudinal functions began to involve considerations of pragmatic competence in language use as an important aspect of intonation. Apart from the knowledge of the structural rules of a language required to generate acceptable sentences, there is also the need for pragmatic competence, which brings into play the role of nonlinguistic cues in actual use and interpretation of language.

This paper, therefore, examines the concept of pragmatics and how it aligns with intonation to implicate an indirect illocutionary force in communication.

**Foreign Language Acquisition and Cultural Momentum in Nigeria**

***by***

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**Abstract**

The terms ‘cuture’ and ‘language’ are too much familiar terms to all of us. They occur in everyday usage from figurative expressions to literary denotations. Their definitions range from abstractions from the layman’s standpoint to clear terms by experts in different fields of endeavours. Such definitions tend to level up in general to the terms: ‘culture’ as ‘all learned and shred human ‘behaviour’ and ‘language’ as ‘a means of communicating our ideas, feelings and sentiments to others’.

Foreign language is considered as a major instrument of culture change. It is a carrier of culture from one geographical boundary to the other. In this way, a foreign language, as a system, plays the same role as education without which growth through acquisition of new culture patterns may be utterly impossible. Foreign language acquisition is facilitated by purely a process of education.

From the above, and for the purpose of the purpose of a general study of cultural processes, we shall, in this paper, attempt to focus on the impact of foreign language acquisition on cultural change in a developing country like Nigeria.

**Functionalist Approach to Language Teaching: The Role of Sociolinguistics**

***by***

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**Abstract**

Until quite recently, grammarians have primarily been concerned with exploring the nature of the language code as a monolithic and invariable system. This asocial approach to linguistic theorisations and descriptions perhaps explains he heavy reliance theorisations and descriptions perhaps explains the heavy reliance of language teachers on the grammarian to provide the description of language from which the content of language teaching courses can be drawn. The implication is that such descriptions have not yielded the kind of communicative content required until the recent theoretical shift of emphasis in language pedagogy that favours a type of syllabus which makes ample provision for the learning of communicative competence.

Our aim in this paper is to demonstrate the crucial role which sociolinguistics stands to play in the current trend in linguistic description towards what might be called *commicative functionalism.* Given that the teaching of language as a social behaviour involves an understanding of just how language is used to communicate in the society whose language is being taught, it stands to reason to suppose that it falls within the theoretical outline of sociolinguistics to provide this kind of understanding. This kind of understanding, in our opinion, can hardly derive from the grammarian’s type of idealization, which presupposes an imposition of standardization on his own data, and which is further reduced through the process of decontextualisation. Although we acknowledge the fact that a knowledge of the grammatical rules as provided by the grammarian has served as a basis for the development of approaches to the teaching of language as a system, our position in this paper is that communicative approach to LT can equally develop from an awareness of the many ways language functions in the contexts of social use.