

## THE GLOBALIZATION OF THE WORLD ENGLISHES: AN ENDORSEMENT FOR THE REGULATIONS OF THE NIGERIAN ENGLISH VARIETY FOR COSMOPOLITAN INTELLIGIBILITY AND COMMUNICATION

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### Abstract

*This study investigates the globalization of the world Englishes: an endorsement for the regulations of the Nigerian English variety for cosmopolitan intelligibility and communication. The Standard Nigerian English is a new variety of the world Englishes which also needs to be globalized. To achieve this purpose, this study is fixed within the frame work of Contrastive Analysis Hypothesis which enables the juxtaposition of the structures of two varieties of English syntactically, orthographically and semantically in order to ascertain their similarities and differences. The findings show that the two varieties of the world Englishes differ a great deal in the three components while the degree similarities is very insignificant. Based on the above findings, conclusion is drawn that since the two varieties of English do not have much in common, but differ when compared on the ran scale syntax, phonology and semantics, what constitute the differences should serve as a warrant for the Nigerian variety of the English to be standardized and globalized so that it would serve to close the communication gap and solve a number problems in the national language questions,*

**Keywords: Globalization, World Englishes, Regulation, Nigerian English Variety, Global Inelligibility, Communication.**

### Introduction

#### A Historical Sketch of the English Usage in Nigeria

The usage of English Language in Nigeria has been traced by Alabi (1994) and Ebam (1990) cited in Enang et al (2013) to “pre-Atlantic slave trade era, specifically in 1553 when some British were said to have paid what scholars have described as “very brief visits to the Nigerian coasts especially the ports of Benin and of the Old Calabar”. At the initial stage, the medium of communication between the English men and the natives was a kind of English-based pidgin. Therefore, the candidature of English language in Nigeria as a language that was to be chosen and or embraced for use as a tool for communication and transaction could be said to have been purely circumstantial. This is because Nigeria is a multilingual nation.

According to Eka (2000:59)

*The history of the use of English in Nigeria maybe traced to the first part of the 19th century, though English-based pidgin is known to have been in use as far back as the*

*16<sup>th</sup> century. That was the time of the great influx of colonizers, missionaries, even undisguised exploiters to the coast of West Africa. A specific instance here may be cited of Missionaries who arrived in Badagary in 1842.*

The author further posits that during the period under review, it was naturally authentic that no known Nigerian could speak English acceptable to any users, whether native or nonnative; whatsoever (audience) of English. Secondly, it is an established fact that the only varieties of English for communication at that time were “Broken English”, “Minimal Pidgin” and “Middle Arts” English which dominated Nigerians’ daily communicative traffic. From the foregoing, it has to be agreed that English has come to Nigeria and has co-existed in Nigeria with its background languages as far back as 19th century. It follows that the number of years by which English coexisted with Nigerian indigenous languages and its consistent use in representing every Nigerian experience and situation has led to the development of prototypes which have actually identified and recognized it as a divergent variety of the world Englishes.

As would have been expected, the European imperialists to the coast of West Africa were confronted with some problems which included the difficulties of communicating with the large groups of indigenous speakers of West African languages (Enang, 60). The first obstacle confronted by the visitors was communication barrier between the natives and the English men. Therefore, there was then a pressing need to dislodge this obstruction, hence the need to use the teaching of Basic English to the locally sourced interpreters for communication, business transaction, missionary activities and for the other official functions. It could be explained from the foregoing that the cornerstone of the British introduction and use of English language in Nigeria was not based on evolution of an “accepted” English but on the emergence of a fairly communicative English largely because the traders, colonial administrators were not willing to learn the indigenous language(s). This is why English language had to be imposed and taught in order to train clerks, interpreters, stewards and messengers to help white men in administrative and domestic activities. It is with this humble beginning of English language usage in Nigeria since the 16th century that has enabled it (English) to settle down, co-exist with a large corpus of uncounted background languages to this day.

### **Theoretical Framework**

This study is fixed within the framework of Contrastive Analysis Hypothesis (CAH) which enables the juxtaposition of the structures of two varieties of English syntactically, orthographically and semantically in order to ascertain their similarities and differences. This framework suits this study because the standard Nigerian English possesses some characteristic devices that differ from those of the Standard British English Usage which call for a careful sorting out and painstakingly accounting for them.

### **The Nigerian Multilingual Posture**

Some scholars believe that Nigeria is a mere geographical expression with overt cultural, social and linguistic diversity. As was seen earlier on, Nigeria as a nation came into existence in 1914 following the colonial policy which arbitrarily amalgamated the then Southern and

Southern Protectorates to meet their designs; a singular action that changed the course of the country's history forever. This act too, has engendered what is today called Nigeria, a country that is obviously a conglomeration of cultural philosophies, ideological and linguistic differences with a wave of the hand or with impunity. According to Eka (2000:17):

*It has been a difficult assignment for the linguist and the language specialist to state convincingly the exact number of languages in Nigeria...Elugbe (1990:17) puts the figure between 394 and 400 and states that the number of languages we indicate for Nigeria may depend on the extent to which our use of the term language is elastic...Bamgbose (1977:65) put the figure (in a note) at 513. One tends to be persuaded that this number (513), while still (perhaps) conservative, appeals to the reader as a possible minimum.*

Other estimates place the number of languages in Nigeria as over 400. This assertion may not accurately be justifiable but Nigeria is definitely a nation which has over 250 ethno-linguistic communities characterized by multiple dialectical variations that most of the times are without mutual intelligibility. In view of this problematic language situation, Nigeria then faces complex ethnic grouping with very perplexing national linguistic problems which must be solved nationally (Enang and Edem, 2022).

In fact, in a multilingual environment like Nigeria where there is a burning desire for a national language to be chosen from one of the so called three major indigenous languages, Hausa, Ibo and Yoruba, there is an obvious reason however, that while some Nigerians (mostly from the three major language-based tribes) have advanced the need for a national language other than English, only very negligible few ever contemplate or are convinced of the need to select a language which is not their own as *lingua franca* for Nigeria.

### **Nigerian English Variety and the New Englishes**

Language is considered as an abstraction deriving from a number of features that are characteristics of it and which make it a unique human trait. Nativization can be treated in the context of the New Englishes as a process in itself containing many other processes. In the first hand, Nativization could be seen as a process through which a language which is foreign or nonnative to an environment acclimatizes or adapts itself to the socio-linguistic conditions of the community which uses it as an additional language, but which still carries many of its features (native speaker's norms). Technically, Standard British English (SBE) can be said to operate as a point of departure while the New Englishes (Nativized Englishes) mark the direction of movement or point of deviation from the native speakers' variety.

One of the major proceeds from the nativization of nonnative varieties of English is the emergence of New Englishes. It is a term used for all subsets of English globally. According to Enang (2013):

*New Englishes are those emergent varieties of English localized in nonnative environments, having common core features with native varieties of English and used for general communication. Among the well known New Englishes are Indian English, Philippine English, Singapore English, Ghanaian English and Nigerian English.*

A further distinction could also be made from the native varieties which exist outside the British enclave. The explanation is that American English, Australian English, New Zealand English, Canadian English and South American English are new Englishes in those places were transported from Britain. But since the inhabitants of America, Canada, and Australia have always spoken English, their varieties may more appropriately be called the second subset of native Englishes.

### **Standard English versus Received Pronunciation**

The terms Standard English and Received Pronunciation are generally used to indicate a way of using English which conforms to the natural or acquired habits of educated people whose speech gives no indication of their regional origins. Neither Standard English (SE) nor Received Pronunciation (RP) can have any absolute values, since every individual speaker of a language uses that language in a way unique to himself, even within Standard or Received Pronunciation (Udofot, 1999).

There are enough variations to enable us to identify an individual from his speech or even his writing. There is a certain boy of relatively homogeneous usage which marks the speech of a number of educated people as alike, and which is referred to as Received Pronunciation in reference to sounds, and Standard English in reference to word usage and grammatical forms. Standard English is spoken today by only a very small minority of the world's English speakers. This is because such other Englishes diverge to a greater or lesser extent from Standard British English. At the extremes, there may be problems of mutual intelligibility between say, a Nigerian English speaker and an Indian English speaker, especially, if such speakers have any marked idiosyncratic form of speech over and above nation's variations. Linguists will not regard R.P or SBE as being better and requires any respect to it than to any other regional or national subsets. It is simply another dialect or variation whose description, analysis and or recognition could be in the same way as those of others, though its peculiar social and educational status may cause it to be studied more often and in a greater depth than other varieties (Englishes).

The question of better or good speech generally is a social and not a linguistic question. Anyone who does not speak nativized or regionally localized English speaks Standard English with a regional accent-meaning that his grammar and vocabulary are standard but his pronunciation bears some marks of nativization which, as we shall see, cut across all the levels of linguistic analysis: phonology, syntax, morphology, semantics and pragmatics.

### **Aspects of Nativization of Nigerian English Variety**

The notable aspects of nativization of English operate at three levels: linguistic, pragmatic and creative. In phonology, for instance, it is the aspect of linguistic nativization that is often described. This includes the substitution of Nigerian language vowels and consonants for English ones. Replacement of stress by tone, pluralization of some non-count nouns and introduction of culture-based vocabularies into English list of specific items, semantic shift, different verb-position combinations and the application of some Nigerian L1 induced syntactic structures and these various elements are necessarily characteristic of every

nativized variety and contribute in no small degree towards making it a recognized variety. Such is the case with the Nigerian English variety under discussion.

The second aspect of Nativization is the pragmatic use of English in a second language situation. The rules of language use typical of English in native situations have been modified under pressure from the cultural practices of the Nigerian environment. As a result, Nigerian English replicates numerous indigenous greetings such as: *Welcome, Well done, Sorry, Thank you for yesterday, Thank you very much and or Thank you very seriously, Safe journey, Till tomorrow, Go to come back, See you and How? Etc.* Modes of address are formalized to reflect social status and age, with the result that it becomes an offence or insult if multiple titles such as “Alhaji, Honourable, Chief, Dr...” are abridged. Again, someone addressed as ‘My dear father, senior man’, may not be more than an elder in one’s village, and not in the least bit related to the speaker. These are some of the instances of how Nigerian culture has infringed upon language use (Robert 2004:17) and (Enang and Edem (2022)). Still on pragmatics, this study also reveals that reference to kinship terms is also extended to reflect the structure of the Nigerian environment and the size of families. This culminates in words like: father, mother, brother, sister, cousin, aunty and big aunty.

Creativity or Innovation is the third aspect of Nativization. According to Eka (2000:79):

*A creative usage refers to diction that is uncommon, sometimes unknown, in educated communication in English, but which signals a lot of good sense. Such choices, patterning and use of words are also highly productive and are opened to a lot acceptable interpretations.*

The implication is that creative usage will depart from standard or educated usage but will stimulate interest and even respect for the originator. Expressions are coined to reflect the Nigerian experience or world view. Such creative expressions include: ‘to take in’ for (to become pregnant), ‘several’ for (many), ‘delayance’ for (delay), ‘trickish’ for (tricky), ‘been to’ (one who has travelled abroad, particularly to England), ‘go slow’ for (traffic jam or traffic hold up), ‘friendshipness’ for (friendship), ‘round up’ for (round off), ‘wrongfully’ for (wrongly) and ‘muchly’ for (much), *tolonto* for (academic dishonesty), *Nairacracy* for (rule by rich-owners of the Nigerian currency, the Naira), to put sand in one’s *garri* for (to spoil one’s chances) and or to eat one’s egg and have it for (to have one’s egg and eat it), etc.

### **Methods of Nativization of the English Language in Nigeria**

Nativization, according to Udofot (2003:43):

*Refers to two processes: (i) a process by which a language, foreign to Nigeria, acquires some characteristics not present originally in the language as used by native speakers and (ii), the process by which English begins to carry a sizeable functional load for the purpose of intra-group communication.*

The first process affects the form of the language and takes place at all the levels of linguistic analysis. The new variety which emerges is therefore different from both the native variety and other varieties. Many of the distinguishing characteristics result from the influence of the

mother tongues in Nigeria and the socio-cultural profiles on English, a phenomenon often referred to by linguists as linguistic interference, influence and or transliteration.

The second process has to do with the functional load apportioned to the new language to make it operational in the spheres of education, business and administration as well as the language of 'record-keeping' and communication between relatives and friends (Banjo 1996:68). The multilingual posture of Nigeria is further appreciated by the citizenry and as a result, the present constitution approves the use of Hausa, Igbo and Yoruba, the three larger ethnic group languages in Nigeria as additional languages of official proceedings (even in the federal legislature) to English language. In Nigeria's school system, English serves as the language of instruction beginning from the fourth year primary syllabus of the first six years in the 6-3-3-4 system of education to the tertiary level. English, in addition to the above arrangement is one of the school subjects taught from Primary One.

Again, English enjoys an unusual pride in the pages of The National Policy on Education (1977) as well as in the revised edition of 1981 because the policy contains the recommendation of the legislature that English be taught right from the first year of primary school. Above all, every subject, except the vernacular, taught in the primary school is written in English language, thus making English to stand out as a tool of national unity among Nigerian citizens.

Another process of nativization which could possibly be added to the first two named above, is what Bamgbose (1997:16-17) describes:

*The process of nativization by which nonnative varieties of English emerge consists in innovations in language form and language use. If innovation refers to a dynamic and systematic process involving not only language form but also culturally determined as well as creative use of English....rather than deviations which are considered "institutionalized errors" in Jowitt (1991:47), then innovation is a process can be identified and illustrated in the nativization of English in Nigeria.*

Therefore, in consideration of the three processes, it will be useful to sort out each of them differently and also account for them accordingly.

### **Processes on Interference, Influence and or Transliteration**

The Nigerian bilingual mostly speaks English as a second language (L2) with errors from the (L1) or background language. This is because the Nigerian child who is out to learn a new language, according to Lado (1957):

*Tends to transfer the sentence forms, modification devices, the number, gender and case patterns of his background language owing perchance, to psychological and subconscious memorization of his MT or the markedly absence of some core features or properties of the background language into English language.*

In demonstration of the display of this process in relation to word order at the level of syntax, the following illustrations from British English usage and Anaang language word order in sentences using English as a target language were found, as in:

1a. Which candidate are you supporting?

1 2 3 4 5

1b. Agwo ablobolo anyeake ke afo awire? (with syntactic Variation)

2 3 1 4 5

2a. That man's wife 2b. Nwuan ete ade

1 2 3 3 2 1

As can be seen from here, the explication is that the English sentences above begin with an adverbial element 'which' and ends with a verbal element 'supporting' whereas the Anaang sentence begins with a pronominal element 'Agwo Abolobolo' and ends with an adverbial element 'awire'. This further explains that an Anaang learner of English at the early stages, following the disparity in the word order of the two languages is most likely to transliterate from the mother tongue into such a structure as:

3a. You going where? 3b. Afo aka uke? even in a formal situation.

In the second example, Enang (2013) shows that the English word sentence as

4a. That man's car. 4b. Amuto agwo ade

1 2 3 3 2 1

Sentence no. 4 above also contains word order disparity from the Anaang sentence. Here, while the English phrase begins with a demonstrative element 'that' and ends with a nominal one 'car', the Anaang phrase structure begins with the nominal element 'Amuto' and ends with a demonstrative element 'ade' (a direct opposite of the English sentence).

Therefore, with this illustration, we can conclude that an Anaang learner of English at the early stages, going by the word order in his mother tongue and many other inadequacies that are peculiar to his source language which also lack congruence with those of the target language, would end up constructing sentences such as:

5a Car person that or Car that person.

Amuto agwo ade or Amuto ade agwo

These types of expressions are not peculiar to Anaang, but also cut across the other Nigerian languages with a very negligible percentage that are likely to maintain the structure without the mother tongue interference on the English word order. This postulation by Eka (2000) on the mother tongue interference on the word order of the English sentence by an Anaang learner of English is very relevant to this study because it will help other works of this nature greatly to analyze cases of direct transliteration from other background languages into the English syntactic structure (cf. Enang et al (2013))

Secondly, there are cases of pluralization of uncountable and or invariable nouns such as: Equity(-ies), equilibrium(s), equipment(s), fidelity(-ies), furniture(s) and a conscious contraction or amalgamation of words as in: 'in fact' as '*in fact*', 'more so', as '*moreso*', 'in spite of' as '*inspite of*', 'after all' as '*afterall*'. We also notice the use of reflexive pronouns in the place of reciprocating ones such as (one another, themselves, and each other). The omission of the definite article 'the' before the singular nouns as in 'My sister will come to village' and, of course, the use of transitive verb intransitively as in: "He picked up the bell and rang" are all instances of direct transliteration which are creations for the replacement of those features that are markedly absent in the background languages.

### Phonological level

Nativization has also been identified in different forms. The following instances provide required explanations:

- (i) The indigenization of pronunciation can be noticed in the substitution of MT phonemes for English as in the case of dental fricatives /θ, ð/ which do not exist in Nigerian languages and also the central vowels /ə, ɜ/ with the closest phonemes from the sound register of the background languages (MT) of the speaker. For instance, many Nigerians tend to replace /θ/ with /t/, / ð/ with /d/ and / ə,ɜ/ with /e/.
- (ii) Many Nigerians, by reason of the differences in the syllable structure of Nigerian languages and that of English, almost always introduce epenthetic vowels into the vowel clusters of English in order to recapture the CV-CV syllable structure.
- (iii) There is also the monothongization of diphthongs and triphthongs (treatment of the diphthongs and the triphthongs as though they are monothongs), as in: essay /esei/ being articulated as /ese/, gate /geit/ being realized as /get/, power/pauə/ being realized as /pawa/ and or hours /auəz/ realized as /a:s/
- (iv) Speakers experience the simplification of final consonant cluster in a word as in 'documentaries' /dokjumentəriz/ realized as /dokjumentoris/, 'breeze' /bri:z/ realized as /bris/, 'child' /tʃaɪld/ realized as /tʃail/, 'brilliant' /brɪljənt/ realized as /brilian/, 'presence' /prezns/ realized as /presens/
- (v) Devoicing of the final consonants (making a voiced consonant voiceless) in a word as in the words: eyes /aɪz/ realized as /ais/, alive /əlaɪv/ articulated as /alaɪf/, was /wəz/ treated as /wəs/, Udofot (2002).

### Non-segmental level

There are cases where the syllable timed rhythm of the background languages in Nigeria are imposed on English thus vowels are spoken as reduced vowels leading to uncontrollable proliferation of accented syllables. A form of Semantic Shift as in the extension of meaning of verb of perception like 'hear' to include the meaning of Understand, smell and feel as in: We hear a very bad odour (Perceive).

They hear cool sensation running down their spines (feel). Can you hear my language? (Udofot, 1999:106).

Other instances of wrong stress positioning which occur in certain words are also observable in educated Nigerian English usage such as in: '**madam** realized as *ma 'dam*; '**calender**



pronounced as *ca* 'lender and 'salary realized as *sa* 'lary (forward shift of the stress) while words like *suc* 'cess and *em* 'barrass have their stress shifted backward to 'success and 'embarrass respectively.

### **Nigerian English Variety should be standardized with functional ethno-linguistic Considerations**

Wardhaugh (1992:30) views standardization as a process by which a language has been codified. He indicates that this process involves the development of some aspects of language such as grammars, spelling books, dictionaries and literature.

Moreover, he pointed out that standardization involves the agreement of all the study groups and dialects of that language. The standardization of a language variety makes the language tenable for teaching. The Standard Nigerian English variety can only be standardized if the developers consensually choose a variety among the existing varieties, not losing sight and consciousness of the fact that any variety that is the same with the language(s) of the immediate environment will not make it a Nigerian English variety but something else.

Pride and Holmes (1972:68) points out that certain step must be followed if one variety of a language is to become the standard form of that language. These conditions, according to him, are that there must be grammars and dictionaries for that variety in addition to what he regards as the "formal matters" of codification and elaboration. The development of the structure of this language will be reflected in its usage in literature, the court, education, administration and commerce. He says that a convention of choosing a standard language must be resolved because neither codification nor elaboration will help in the standardization of a language if the community cannot agree on the model to guarantee the norm of the variety. This standard variety is possible what will become the idealized variety.

Standardization, according to him, may be a difficult task because any variety chosen as the standard norm becomes the symbol and power of that society likewise the status of the user of the variety. Therefore, all the users of the different varieties would want their variety to serve as the norm.

He adds that the process of selecting a standard variety should be carefully done because it may bring about unity or controversy.

Communication involves the patterning of individual lexical items of the various background languages into larger meaningful and standardized stretches for easy utilization by every user/learner. To know and to obey the ordering restrictions on words are just as important to the language user as to acquire the lexical items with less difficulty.

No two Nigerian background languages have the same structure and whenever two languages are in contact, contrastive studies show that there are differences in the structure and functions of the lexical items. This research, though based on the Standard Nigerian English variety, it is confined only to the contrastive analysis of the Standard English variety. But references to other contrastive studies are made and fully accounted for where necessary.

This readily satisfies one of the major conditions for using contrastive analysis as prescribed by Headbloom (1972:27):

*The basic practice of contrastive analysis is to first write a description of particular subset of each language to be compared (i.e. descriptions of phonology, morphology or syntax). One then compares these two subsets noting the differences and similarities. From this comparison, a prediction is made as to what the learner will find difficult or easy to learn.*

Language is an outstanding identification mark of a people. It is also through language that differences could be drawn between two or more people no matter how linearly close they may be and or how mutually intelligible the languages they speak may be. The new variety should offer its Nigerian bilinguals from the various background languages the possibility of using it as native or near native speakers

It is a known fact that the native speakers are those who have a language as their first language. They were born into the language and the society and they acquire the language naturally and effortlessly from birth. But a language learner is one who has already acquired his L<sub>1</sub> and is now learning another language different from his first language. When he learns such a new language, it becomes his L<sub>2</sub> (second language) Enang et al (2013c).

In a multilingual situation such as Nigeria, there are indications that complements of lexical heads in English are selected in a random fashion, creating patterns which differ from those found in standard usages, thereby posing problems of intelligibility. These nonstandard complement patterns in speech and in writing have tended to pose serious communication problems both in a second language setting (like Nigeria) and in a first language setting (like Britain/America).

With the growing profile of English as a world language coupled with its functional load in Nigeria, a high level of proficiency in the language has become an important criterion in determining admission into schools, offer of employment, upward mobility on the job ladder, membership of social classes, etc. The problems which result from deviant complement patterns, do quite often lead to structural ambiguity, misunderstanding and deviant sentence structures, culminating in meaningless jumble of words. This problem is critical in the performance of some Anaang L<sub>2</sub> speakers of English, and so should not be glossed over.

Mother tongue is not congenital; hence, it is not inheritable. It has to be learnt through imitation and selective judgement. Every normal child learns to speak the language of his home environment, be it Efik, Hausa, Yoruba, etc. To the child, it is a way of having all his needs met, a way of “getting by”. Children therefore, learn better and achieve more cognitively when they use their mother tongue (L<sub>1</sub>) as a medium of learning or instruction.

A speaker of a second language (L<sub>2</sub>) lives in a country where the language (L<sub>2</sub>) is not the native language or in a country where the second language is the lingua franca like Nigeria. However, the second language is used in the country as a means of communication among

different speakers who also have their native languages (their own indigenous languages) and as the language of a particular activity such as education, commerce and or politics, Enang et al (2013c) and Okpara (2005:17).

### **A Spur for the Globalization of the Standard Nigerian English**

Based on the findings and the conclusions in this study, the following recommendations were made.

#### **Nigerian English teachers should be trained**

The government of the Federal Republic of Nigeria must rise up from its slumber and meet the demands that are necessary for the provision of answers to its national language question. This is possible through the training Nigerian of specialist in Nigerian English in all the three levels of our school system, home and abroad, who will in turn be spread round our primary and secondary schools as well as our tertiary institutions to teach this variety of English our students.

#### **Inclusion of Nigerian English in Nigerian School Certificate Syllabuses**

The government as a matter urgent importance should put together a panel of curriculum planners, development and implementation to execute the aspect of adding the Nigerian English curriculum to the syllabuses of the three levels of our school system. The primary, secondary and tertiary school system should be kept abreast with the new curriculum to be broken down to match the schools' schemes of work.

#### **Awarding and Issuing of Certificates in Nigerian English**

Just as we have an award of certificate in English language at all levels of our school system where a candidate is said to have made a pass, for instance, at a distinction, credit, merit and pass levels in the nursery, primary, secondary school levels, the Nigerian certificate can also be awarded to deserving candidates who would write an examination and pass at any levels of grading in our school system.

The award and issuance of such a certificate to Nigerian candidates would attract other nationals to come and register and sit for the Nigerian English Certificate (NEC). This would be a step in the right direction where the spread towards globalization should commence from the national to regional (taking care of West African States) and from regional to continental (covering African nations) and from such level to full globalization.

#### **Preparing the minds for positive response by way of Sensitization**

Every man, woman, boy, girl has a mind. It is the mind that harbors attitude. Once a man's mind is prepared positively towards the use the Nigerian English variety of the world Englishes, the type of attitude inherent in that mind will reflect positivity. Therefore, there is the need to sensitize the young Nigerian mind through laudable programmes in order to cultivate positive attitudes in their minds, positive response will be realized.

## Giving Incentives to Specialist Teachers of Nigerian English

It is the specialist teachers in Nigerian English that will teach the Nigerian bilinguals. They are to inculcate the right techniques in the learning and acquisition of the new variety. They should be given adequate incentives in the form of allowances, in-service training, and attendances at conference. This would further boost the ego in them to put in more for optimum realization of the aims and objectives of standardizing and globalizing the Nigerian English variety of the world Englishes.

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