| **RESEARCH ARTICLE**

# Sociolinguistic Analysis of Lexical Reduplication in Undergraduates' Utterances in Lead City University, Ibadan

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| **ABSTRACT**

Reduplication is a product of interference, a major phenomenon in the interlingual study. Lexical Reduplication deals with a situation whereby a particular lexical item is repeated side-by-side in a sentence to express the speaker's feelings or thoughts. Reduplication, often occasioned by interference, occurs mostly among speakers of English as a Second Language (ESL or L2), irrespective of their level of education, status and proficiency in the English Language. This paper, under the purview of socio-semantics, undertook to analyze lexical reduplication in Nigerian English in the utterances of Lead City University, Ibadan undergraduates. Using Alsamadani and Taibah's framework of the typology and functions of reduplication, data were collected from two (2) departments, each across five (5) faculties. Using a voice recorder, structured interviews and focused group discussions of Ten (10) students were sampled from the selected departments. The findings show the occurrence of full reduplication in the forty-four (44) transcribed utterances where lexical reduplication was realized. Words, groups and clauses were reduplicated for emphasis/iteration purposes 6 times (54.55%), for pluralisation purposes 4 times (36.36%) and 1 time (9.09) for nominalisation purposes. There was, however, no instance of reduplication for the function of the distribution. Furthermore, asides from the functions identified by the framework guiding this study, the data analysis shows that educated speakers of Nigerian English also use reduplication for the purposes of hesitation, affirmation and disapproval.

| **KEYWORDS**

Lexical Reduplication, Interference, Nigerian English, Alsamadani and Taibah's framework

## 1. Introduction

Human society depends on language to achieve a number of purposes, ranging from communication to the purpose of passing on their cultural values from one generation to another. Awonusi, in Dadzie and Awonusi (Eds.) (2004), posits that language does not only mean either words or grammatical structures but also extends to the language used for the expression of intentions, revealing presuppositions and other pragmatic elements. He also opines that language has a way of suggesting meanings beyond its lexical representation. This opinion has made a lot of individuals revolt against the use of English in the conduct of different activities in Nigeria, mostly at the national level. In addition, language is explained to be a form of social behaviour that shows variations such as dialect, idiolect, occupation (register), mode (written or spoken), as well as time. Nigeria is a country where many rule-governed indigenous languages exist; these languages serve their communicative purposes, reflecting varying cultures, religions and world views. The English language came to Nigeria first as a language of trade before it later became the language of instruction or education; as time went by, it was accepted alongside the indigenous languages and eventually became a language of prestige as well as an official language.

In recent times, Nigerian English has been considered one of the acceptable varieties of the English language, which is coloured with Nigerian indigenous languages at the levels of phonology, morphology, syntax and semantics, capturing Nigerian culture, ways of life and world view. Olajide and Olaniyi (2013) posit that while Nigerian English is the variety of English which reflects

second language interference on the standard target form of English, Standard Nigerian English is the variety of Nigerian English used by educated Nigerians within and outside Nigeria. Relevant to this study is the variation in the form of lexical reduplication exhibited by Nigerian speakers.

Reduplication explains a situation whereby a particular lexical item is repeated side-by-side in a sentence to express the speaker's feelings or thoughts or gives instances of Nigerian expressions in which lexical items with similar or semantic implications are used together in a sentence or an utterance. Reduplication has also been described as a word-formation process that involves the repetition of some part or whole of a root word. While the term "reduplicant" is used for the part of a word which is copied, the term "root" or "base" is used for the main (original) word to which the reduplication process applies. Sometimes, linguists refer to it as a tautology. Directly from Medieval Latin *reduplicationem* (normative reduplication), the noun of action from the past-participle stem of *reduplicare* means "to redouble, re- back or again" Words like "very very", "wee wee", "so, therefore", "return back", "easy-peasy", are examples of full and partial reduplication respectively. Generally, reduplication is considered to be the systematic repetition of phonological materials within a word for semantic or grammatical purposes. In morphology and syntax, reduplication is seen as a related phenomenon in that, though their domains of application are different, they both imply the reduplication of some kind of linguistic element, which makes it so difficult sometimes to draw a line between the two.

However, lexical reduplication is a form of full reduplication where an entire word is reduplicated. Rossi (2011) sees lexical reduplication as an intentional repetition of a word which is used to convey either content which differs from the basic meaning of a word by involving intensification, narrowing or expansion or an affective content that results from the evaluation of the state of affairs at hand. Abbi (1992) asserts that lexical reduplication, which he refers to as complete lexical reduplication, is one constituted of two identical words. Also, Priya and Vishal (2020) posit that word reduplication, as it is referred to, is the repetition of the base of the word or of the stem in which the meaning of the reduplicated word is different from its non-reduplicated counterpart.

## 1.1 The Nigerian English (NE) Phenomenon
Ajani (2007) highlights different designations used to portray the new varieties of the English language sprouting throughout the world. These include new Englishes, modern Englishes, international Englishes, world Englishes, South African English, Australian English and Indian English.

Ogu (1992) cited Walsh as one of the first set of scholars who drew people's attention to Nigerian English. In a similar vein, he said that despite the variations marked by locations, among Nigerian users of English, there are enough similar features to connect all of these varieties under the variety called Nigerian English.

Bokamba (1982), in his understanding of what Nigerian English is, grouped it under the concept of "West African Vernacular English" (WAVE). Similarly, Jibril (1982) suggests that Nigerian English is a part of the continuum of "West African English." In Akere (1982)'s view, the emergence of Standard Nigerian English is highlighted. For Odumuh, Nigerian English is seen as one of the new Englishes which existed at the time as a superordinate variety of Standard English in Nigeria.

In furtherance, Bamgbose (1982) also identifies Nigerian English to be one of the varieties of English that has gained ground, not only nationally but also internationally. In "Standard Nigerian English: Issues of Identification", he identifies and analyses Nigerian English to be one which reflects Nigerian peculiarities or features.

## 1.2 Interference Phenomenon
Language interference (also known as L1 interference, linguistic interference, cross-linguistic interference or transfer) could be said to be the negative use of linguistic elements of one language in another. In other words, it is the improper use of elements of one language, that is, the carryover of one's Mother Tongue (L1) patterns into the Target language (L2). The concept of Mother Tongue Interference is viewed as any linguistic transfer that either positively or negatively affects the learning of the target language. In other words, more often than none, learners of a second or foreign language produce or commit some *errors* in the learning process, especially in the English language. As such, the features of the dominant language are transferred to the subordinate or target languages at all language levels – phonology, lexis, grammar and discourse. In the same vein, reduplication and extension are a part of the notable *errors* caused by mother tongue interference and which this work solely looks into. In so doing, the language interference in reduplication accounts for the repetition of a lexical item in an utterance.

Akindele and Adegbite (2005) explore different levels of interference, such as phonic, morphological, syntactic and lexical levels. Interference at the phonic level explores the transfer of the rules guiding the production of sounds in the mother tongue or first language of a bilingual speaker into the second or target language. Linguistic transfer at this level looks into not only the phonemes but also stress and intonation.

Interference is predominantly significant at the level of phonemes for a number of reasons. First, using the English language in the Nigerian linguistic society, some of the sounds in English do not exist in Nigerian languages, so the sounds are often replaced by similar sounds. For instance, a Yoruba English speaker tends to pronounce /S/ as /s/ and realise /*pus/* instead of /*pus̲h̲/*; for Hausa English speaker tends would pronounce /f/ for /p/ and realize /*fif̲l̲*/ instead of /p̲i:p̲l/. Secondly, some of the sounds in the target language seem difficult to pronounce, and as a result, a mispronunciation is recorded. At the level of a syllable, one notable transfer happens as a result of the absence of consonant clusters in most Nigerian languages. Therefore, every consonant sound is followed by a vowel sound. For instance, words like *little* and *bottle* are pronounced as /*litu*/ and /*botu*/. Also, there are noticeable interference features at the levels of stress and intonation. Nigerian languages, being tonal while English is stress-timed, bring about another phonemic interference here. Therefore, a Yoruba English speaker will stress all the syllables in every English word he pronounces.

At the Morphological level, interference in the formation of a word in a language, when the word absorbs the affixes of another language, results in the occurrence of morphological interference. In other words, morphological interference occurs when one's first language affix is used in the second or target language. In a similar vein, syntactic interference occurs when the rules that govern the speaker's mother tongue interrupt the target language because the learner's incompetence in the language is involved. Sentences like "I am not hearing you" and "I am coming (when the speaker is going)", a direct transliteration from the Yoruba Language, could be heard from pupils in primary and/or secondary schools. Whereas a student of an institution is possible to opt for "I can't hear you"; and "I will be right back", respectively.

Lexical interference is grouped in two forms – one traced to linguistic factors and the other traced to cultural factors. It is said that while the interference that falls under linguistic factors is considered an error, those that fall under cultural factors are identified as ones which express the local flavour of socially recognized phenomena. Lexical interference is further explained under the sub-divisions of semantic contrast, semantic extension, semantic transfer and coinages (loan creation).

### 1.3 Reduplication as Interference

Bernhard (2005) opines that in linguistics, reduplication is a morphological process in which the root or stem of a word, part of a word or even the whole word is repeated exactly or with a slight change. The classic observation on the semantics of reduplication is Edward Sapir's "generally employed, with self-evident symbolism, to indicate such concepts as distribution, plurality, repetition, customary activity, an increase of prize, added intensity, and continuance".

Robino (2005) posits that in many languages, like English and Arabic, reduplication is used to convey grammatical functions such as repetition, emphasis, intensity, onomatopoeia, contempt, affection, plurality, non-uniformity, instability, nonsense, spread out, scatter, movement, contrast, continuity, completion, lack of control and to create new words through lexical derivations. Reduplication is often used when a speaker adopts a tone more expressive or figurative than ordinary speech and is also often, but not exclusively, iconic in meaning. It is posited that the reduplication of items belongs to various word classes. For instance, some English words are often reduplicated or repeated consecutively, either for emphasis, pluralisation or to create new meanings.

Similarly, some previous studies explain reduplication to be a repetition which results in constructing a new word often influenced by the MT. This kind of repetition usually takes place with a change in a vowel or consonant. Therefore, Katamba, in his observation, defines reduplication as a process which adds a morpheme to the beginning, middle and end of a root or base word to form a new word. This process is called affixation. Also, Ibrahim considers that duplication of one letter, word, or sentence implies several linguistic functions. In the body of work, some synonymous terms such as repetition, duplication, doubling, and cloning are often used as an equivalent to reduplication.

As proposed by Carl Rubino, reduplication is the repetition of phonological properties within a word for semantic or grammatical purposes. In a very close sense, Sapir postulates that reduplication is the repetition of the radical element either fully or partially. To Sapir, reduplications indicate such concepts as distribution, plurality, repetition, customary activity, an increase in size, added intensity and continuance. It is now well known from the foregoing that reduplication is a widely used morphological device in human languages. In line with language typology research, a large amount of data has been obtained from languages in almost the whole world. Therefore, it is found that a cross language approach to reduplication is possible and necessary.

### 1.4 Mardheya Alsamadani and Samar Taibah's Framework on Reduplication

In Mardheya Alsamadani and Samar Taibah's work, it is said that both reduplication and affixation are productive, and in other cases, affixation must apply prior to reduplication. According to the framework, reduplication is classified into productive and fossilized reduplication. While productive reduplication is subdivided into full reduplication and reduplication + affixation, fossilized reduplication is divided into partial and rhyming reduplication.

Reduplication

Types
Functions
a. Pluralisation

Productive
Full Reduplication
Reduplication + Affixation

Fossilized
Partial Reduplication
Rhyming Reduplication

b. Iteration
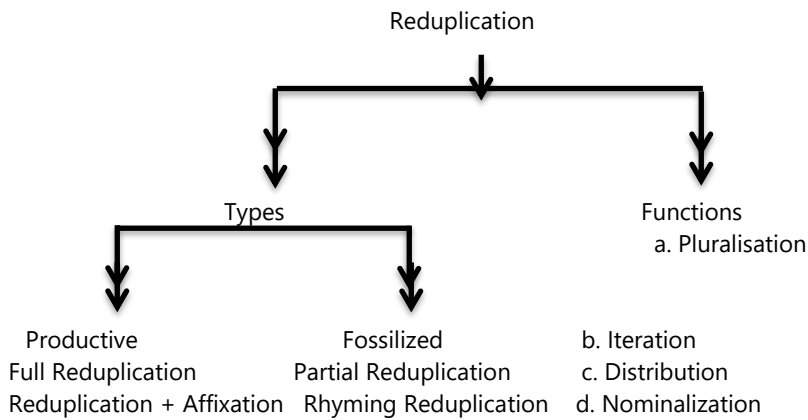c. Distribution
d. Nominalization

Figure 1 Typology and Functions of Reduplication

Mardheya Alsamadani and Samar Taibah (2019), whose typology and functions form an important part of the framework for reduplication in this study, note that there are two types of reduplication which are productive and fossilized. While productive reduplication is said to include full reduplication, reduplication, plus affixation, fossilized reduplication includes partial reduplication and rhyming reduplication.

### 1.5 Full Reduplication
Full reduplication is one of the most common types of reduplication in Nigerian English. Word classes like verbs, adjectives, adverbs and interjections undergo full reduplication, performing distinct functions.
In Nigerian English, verbs undergo full reduplication to express disapproval and the degree to which an action is performed. The following expressions give instances of verbs being repeated.

    a.    I *ate*, *ate* and *ate* until I was satisfied.
    b.    I *waited* and *waited* under the tree till evening.
    c.    The woman *shouted* and *shouted,* but nobody came to her rescue.
    d.    The girl *read* and *read* before he could pass the exam.
    e.    The boys *play* and *play* for the rest of the day.

For adjectives to be repeated in expressions of Nigerian speakers of the English language, the speaker must have the intention of putting emphasis and/or pluralisation. The following expressions give instances of adjectives being repeated, as noted by a scholar.

    a.    The early buyers have selected all the *big big* parcels.
    b.    Everywhere in his compound are *new new* cars.
    c.    The priest spoke to those *fine, fine* ladies with long, long hair.
    d.    The manager wants to see you *now now*.
    e.    Those small small children won't go unless you give them money.

An adverb is another word class that undergoes full reduplication for emphasis to show how long an action has been performed and the state of satisfaction. The following expressions give instances of adverbs being repeated.

    a.    The man is *very, very* good at sewing.
    b.    The principal wants every student to converge *now now*.
    c.    It has been *so so* long we saw each other.
    d.    I can remember your face *well well*.
    e.    I *later later* left the place yesterday.

### 1.6 Reduplication with Affixation
Reduplication with affixation is another type of productive reduplication which exists in the English language. While reduplication has expatriated in the foregoing, affixation is a morphological process in which a morpheme or more is added to the beginning or end of a base or root word for derivational purposes. Reduplication with affixation, therefore, deals with the reduplication of pairs of words which has a part of the pairs being affixed. In other words, a pair of reduplicated word is influenced by affixes. Thus,

interference is recorded. The following show instances of reduplicated words which are being affixed as marked out in Nigerian English.

   a.   The child was beaten because she *pooh poohed* in her pant.
   b.   The children *wee-weed* as they cried.
   c.   The school boys *bye-byes* one another after the class.
   d.   Everyone danced as Dele *tom-tommed* the drums.
   e.   He *chop-chops* the tobacco to an Italian man.

### 1.7 Fossilized Reduplication
As marked out above, fossilized reduplication is another type of reduplication which can either be partial or rhyming reduplication.

### 1.8 Partial Reduplication
Unlike full reduplication, which presents compound words that are completely identical in nature, partial reduplication has to do with reduplicating part of the word. Many a time, partial reduplication is interested in playing on phonological elements in a pair of words. This may be in different forms, ranging from the doubling of the consonant to the lengthening of vowel sounds and sometimes from ablaut. There are lots of partially reduplicated lexical items in the English language. These examples include helter-skelter, willy-nilly, riff-raff, tick-tock, tip-top, see-saw, and so on. The following show instances of partially reduplicated words.

   a.   We shall *see-saw*.
   b.   The man ran *helter-skelter* to save his wife.
   c.   Some people behave like *riff-raff*.
   d.   The thieves *tip-toed* in and out of the house.
   e.   Mr. Wilson's way is not pure; he is a *zig-zag* man.

### 1.9 Rhyming Reduplication
Rhyming reduplication is another type of reduplication in which the second word in a pair rhymes with the first word. Rhyming reduplication, which is also known as imitative reduplication, is said to be a reduplication that copies the root word but with a change in one or two elements like consonants, syllables, or vowels to achieve rhymes in pronunciation. MacDonald marked it out that in using this type of reduplication to create new words, some impossibilities set in because the changes that are applicable to this kind of root words are unpredictable. However, scholars have researched how rhyming reduplications are formed in Malay. Their findings revealed that the changes in consonant and vowel sounds of the reduplicated items are limited by some constraints. The semantic functions of rhyming reduplication

The following sentences show the instances of rhyming reduplicated in Nigerian English.

   a.   *Betty botter* bought some butter.
   b.   I suspect some *hanky-panky* in his actions.
   c.   Learning the English language is not *easy peasy*.
   d.   The *hokey pokey* is so delicious.
   e.   Sandra danced to the *boogie-woogie*.

Scholars like Okoro (2000) and Gleitman (1969) opined that reduplication had been marked out as an area of the markers or characteristics of Nigerian English. Okoro (2000) highlights phonological, grammatical and semantic reduplications.

### 1.10 Lexical Reduplication
Lexical reduplication, according to Abbi (1990), presents a situation whereby a root word or a syllabic unit of a root word reoccurs in an utterance. Lexical reduplication occurs when identical lexical elements are paired in a sentence. In other words, reduplication at the level of lexis deals with placing a lexical word side by side in a sentence. In addition, if any of the phonological units of a word is repeated in a pair, lexical reduplication occurs. Some examples of Standard British English alongside its Nigerian variant, as presented by Okoro, are shown below:

Table 1: Standard British English vs Nigerian English

| Standard British English (BrE) | Nigerian English (NE) |
|---|---|
| (i) The early buyers have selected all the big parcels. | The early buyers have selected all the *big big* parcels. |
| (ii) Everywhere in his compound are new cars. | Everywhere in his compound are *new new* cars. |
| (iii) The priest spoke to those fine ladies with long hair. | The priest spoke to those *fine, fine* ladies with *long long* hair. |
| (iv) The manager wants to see you now. | The manager wants to see you *now now*. |

It is worthy of note that the sentences under the Standard British English present the standard rules which should be followed in English expressions, while the sentences under Nigerian English present the Nigerian variety of the English language, where certain lexical items are reduplicated for certain purposes. Some of the reasons for lexical reduplication include laying emphasis on the size of the parcels, the newness of the cars, the beauty of the ladies and the length of their hair and the urgency of the message.

Lexical reduplication in Alsamadani and Taibah's (2019) typology is classified and analysed under productive and fossilized reduplication. Baro, who carried out a study in the Bodo language, records that lexical reduplication is one of the most important and productive types of reduplication used in creating new lexemes. Though their work studies reduplication in Bodo, lexical and semantic reduplication are most common and productive in the English language as used by Nigerian speakers.

### 1.11 Studies on Reduplication
Scholarly attempt to assess the national and international intelligibility of lexical peculiarities in Popular Nigerian English (PNE) and also determines the factors responsible for the peculiarities. The study undertakes to analyze lexical deviations in PNE, using Adesanoye's Varieties One and Two exponents. According to Adesanoye (1973), Variety One, on the one hand, is the form used by Primary School graduates. Speakers of this variety exponent exhibit L1- prompted features at the lexical level and syntactic deviations at the level of syntax. On the other hand, exponents of Variety Two are Secondary School graduates, many on Year One and Two university undergraduates, as well as magistrates and journalists. Although their works are closely related to this thesis as they examine the lexical anomaly in the use of English, they are different because this particular work focuses solely on Variety Three, which has to do with only students of Nigerian universities, excluding years one and two students, going by Adesanoye's (1973) classification.

While this study examines lexical variations among Nigerian university undergraduates, another examines the morphological errors in the English usage of some senior secondary school pupils who use English as a second language (ESL) in both the spoken and written English of some in Nigeria. Having observed that, in spite of the fact that these pupils are exposed to English as a medium of instruction right from the 'later' part of primary school (cf. National policy on Education 1998), and despite the fact that English is one of the core subjects they must take and pass; their grammatical competence in the English language generally and in the morphology of English specifically is very low. The scholar focuses, particularly, on the morphological errors of the Senior Secondary School Two (SSS 2) pupils.

In Masini and Mattiola (2022), where syntactic discontinuous reduplication with antonomic pairs is examined, instead of the most popular theoretical and typological studies, the focus is on one of the special types of reduplication such as echo reduplication or automatic reduplication, specifically, discontinuous reduplication (DR). DR, in the study, is defined as a kind of reduplication "where other morphological materials may appear between the reduplicant and the base. More specifically, the article aims at giving a comprehensive account of specific instances of DR attested in the Italian language, which they dub Syntactic Discontinuous Reduplication with Antonymic Pairs (SDRA). In their methodology, they base the analysis of SDRA on a dataset which is composed of naturally occurring data extracted from *itTenTen16,* which has a very large corpus of about 4.9 million words, the largest available as of the time of the study. The study finds that SDRA conveys a general value of plurality and develops a network of sub-constructions that express more specific functions, which include distributivity, related variety, and dispersion. Also, by virtue of its idiosyncratic properties, they analyse SDRA as a construction in the sense of Construction Grammar. They also propose that SDRA is a multiple source construction which has its origin in a blend of two independent constructions, which are syntactic reduplication and antonomic adverbs.

Jin and Fang (2019) carried out a comparative study which looked at reduplication in English and Chinese. In the study, reduplication is perceived as a pervasive phenomenon across human languages that are often regarded as a morphological process of complete or partial repetition of a stem, which has been an area of significant interest to linguists. The study compared

reduplicates in English and Chinese from aspects of morphological structure, semantic properties and pragmatic functions, aiming to provide suggestions for second language learning and teaching. The study revealed that the categories of reduplication in English and Chinese are different. While reduplication in English can be divided into three typical categories, including rhymes, ablauts and echoes, reduplication in Chinese can be subdivided into different forms based on the syllables. On semantic properties, both English and Chinese reduplicate are created from onomatopoeic words. For emotional meaning, the reduplicates in Chinese and English can strengthen mood, enhance emotional meaning and make the language more vivid. Also, in terms of stylistic meaning, while reduplicates in Chinese can express intimate and informal meanings, English reduplicates are informal in most cases. In terms of pragmatic function, reduplicates in Chinese are comparatively single, while English reduplicates are various. Reduplicates in Chinese are mainly nouns, adjectives and verbs, while reduplicates in English are mainly nouns.

The list of similar research works which have been carried out is unexhausted. This has to be established in order to show that reduplication and semantic extension are areas in which a number of researches have been carried out. For reiteration, it should be noted that this study is about the sociolinguistic analysis of reduplication in the utterances of Undergraduates of Lead City University.

The aim of this study was to examine the socio-semantic characteristics of Educated Nigerian English (ENE) reduplication in the utterances of undergraduates of Lead City University, Ibadan. The specific objectives of the study were to identify the instances, functions and types of lexical reduplication in the utterances of Lead City University's undergraduates in an attempt to provide a list of reduplicated lexical items in the English language as often used among Lead City University undergraduates. It also affirms the sociolinguistic realities of Nigerian people in the way they use the English language. To achieve this, the following research questions have been generated:

### *1.12 Research Questions*
i. What are the instances of lexical reduplication in the utterances of Lead City University undergraduates?

ii. What are the sociolinguistic features (types and functions) of lexical reduplication in the utterances of Lead City University undergraduates?

## 2. Methodology
The research design adopted for this study was mixed methods, involving survey and textual analysis. The subjects for this study were selected from five (5) faculties of Lead City University, Ibadan. From each faculty, two (2) departments were selected, and five (5) students were sampled from each of the selected departments. A voice recorder was used as the instrument during different interview sessions for the study. This instrument was used to record structured interviews and focused group discussions. The interviews were conducted, and the recordings were made. The data collected through the research instrument (voice recorder) were transcribed, and the instances of reduplication were identified, extracted and subjected to qualitative descriptive analysis using Mardheya Alsamadani and Samar Taibah's classifications. It should be noted here that all focused group discussions and interviews conducted among Lead City University Undergraduates were conducted in a semi-formal context.

**Table 2: Distribution of Participants of FGD by Departments**

| Faculties | Departments | Group Discourse | Interview | Total G/D | Total Interview |
|---|---|---|---|---|---|
| Arts and Education | English and Lit. Studies | 5 | 2 | 10 | 4 |
| | Performing Arts | 5 | 2 | | |
| Law | Business Law | 5 | 2 | 10 | 4 |
| | Criminal Law | 5 | 2 | | |
| Basic Medical Sciences | Medical Lab Sciences | 5 | 2 | 10 | 4 |
| | Psychology | 5 | 2 | | |
| Communication and Information Sciences | Mass Communication | 5 | 2 | 10 | 4 |

| | Public Relations | 5 | 2 | | |
|---|---|---|---|---|---|
| Public Health | Human Nutrition & Diet. | 5 | 2 | 10 | 4 |
| | Community Health | 5 | 2 | | |

## 3. Presentation of Data

The main focus of this work is to identify the instances, types and functions of lexical reduplication in the utterances of Lead City University undergraduates. It should be reiterated that the discovery of this language phenomenon is not seen as an error or deviation but as a variation, thus, a feature of Nigerian English.

**Table 3:  Instances of Lexical Reduplication**

1 ...when I entered, I was like God, **like like,** what's going on?
2. **...but now that I'm leaving, but now that I'm leaving...**
3. Theatre Art **is not joke, is not joke** at all.
4. **Yes, yes, yes**.
5. Mine is a **very very** long story.
6. Ever since **I was, I was** at my young age...
7. **No, no, no,** what me I'm saying is...
8. **I want to, I want to** go for my masters.
9 ...**let's let's let's** try it.
10. **Yeah, yeah**...
11. **It depends, it depends** on you.
12. It's just **their, their** rule.
13 ...obviously, it's going to have a **very very** good impact on me.
14. It works for me **very very** well.
15. **It, it, it,** goes beyond reading and cramming.
16. Sometimes, law can be **very very** complicated.
17. **Yes yes**
18. ...the Bible says **this this this**, and then you open another verse that contradicts what was
    said.
19. ...these northerners, and we all know these Muslims tend to take their religion **very very**
     seriously
20. ...the moment they killed her, at that point, **they they** already crossed the line.
21. ...even though she's wrong, we know that **normal normal**, it is not right...
22. Sir, **the goal, the goal** is bigger...
23. **No no**
24. **Yes yes**, people see her like she's strict.
25. **She is always, she is always** keeping to whatever she says.
26. **Yes yes**
27. **I think, I think** tailoring...
28. **Yes yes**, you can make money...
29. Now, it is two on **each each** brain...
30. **Yes yes**, they are polygamous.
31. They cannot stick to one thing, a particular person in a **very very** long time.
32. I'll collect **every every** last dime of his money...
33. Yes, there is a part of natural endowment, but **it's not sufficient, it's not sufficient**.
34. Sir, I am **really really** happy.
35. **Wait wait**, can you inject?
36. ...look at how big her **bom bom** is...
37. Nooo, **it does, it does**.
38. ...how can we attend to you now, no gloves, **nothing nothing**...
39. Some they pick dirty, **they they they** don't develop mentally...
40. Sure, **very very** proud of it!
41. **Well, well, well**, I'll focus on malnutrition...
42. ...maybe like every **three three** months...

43. It's **has** been recently discovered…
44. **No no no** 10, 15 *bawo*?

(Source Field: 2022)

**Table 4: Types of Lexical Reduplication**

| Types | Frequency | Percentage (100%) |
|---|---|---|
| Full Reduplication | 44 | 100 |
| Reduplication + Affixation | 00 | 00 |
| Partial Reduplication | 00 | 00 |
| Rhyming Reduplication | 00 | 00 |
| **Total** | **44** | **100** |

(Source Field: 2022)

Mardheya Alsamadani and Samar Taibah highlight four types of reduplication in their work, *Types and Functions of Reduplication of Palembang,* which form the framework for analysing reduplication in this study. The four types are Full Reduplication, Reduplication + Affixation, Partial Reduplication and Rhyming Reduplication. Among these types, only full reduplication was in the utterances of Lead City University undergraduates, who are mostly Yoruba-English bilinguals.

The table also shows the frequency of the types of reduplication used by Lead City University undergraduates, as in the transcribed data. Of the types of reduplication aforementioned, full reduplication was used 44 times (100%). Among the instances of full reduplication accounted for in the data, not only are words repeated but some word groups and clauses are also repeated times for emphasis, disapproval, exaggeration, etc. purposes.

**Table 5: Functions of Lexical Reduplication**

| Lexical Reduplication | Functions |
|---|---|
| 1. Mine is a **very very** long story. | Emphasis/Iteration |
| 2. Sometimes, law can be **very very** complicated. | Emphasis/Iteration |
| 3. …even though she's wrong, we know that **normal normal**… | Emphasis/Iteration |
| 4. Sir, I am **really really** happy. | Emphasis/Iteration |
| 5. …how can we attend to you now, no gloves, **nothing nothing**… | Emphasis/Iteration |
| 6. Sure, **very very** proud of it. | Emphasis/Iteration |
| 7. Now, it is two on **each each** brain… | Pluralisation |
| 8. They cannot stick to one thing, a particular person , in a **very very** long time. | Pluralisation |
| 9. I'll collect **every every** last dime of his money… | Pluralisation |
| 10. …maybe like every **three three** months… | Pluralisation |
| 11…look at how big her **bom bom** is… | Nominalization |

(Source Field: 2022)

Mardheya Alsamadani and Samar Taibah, in the same work, *Types and Functions of Reduplication of Palembang,* mention four functions of reduplication, which are Pluralisation, Emphasis/Iteration, Distribution and Nominalization. Among these functions, pluralisation, nominalization and emphasis/iteration were discovered to be the functions for reduplicating lexical items among Lead City University undergraduates.

### 4. Findings
The study finds that instances of lexical reduplication in the utterances of Lead City University undergraduates were realised in forty-four (44) utterances. Also, the occurrence of full reduplication in the forty-four (44) transcribed utterances where lexical reduplication was realized. Words, groups and clauses were reduplicated for emphasis/iteration purposes 6 times (54.55%), for pluralisation purposes 4 times (36.36%) and 1 time (9.09) for nominalisation purposes. There was, however, no instance of reduplication for the function of the distribution. Furthermore, asides from the functions identified by the framework guiding this study, the data analysis shows that educated speakers of Nigerian English also use reduplication for the purposes of hesitation, affirmation and disapproval.

Analysis of the transcribed data shows that lexical reduplication is present in the utterances of Lead City University undergraduates. However, it should be noted that although the phenomenon exists among Lead City University undergraduates, it does not portray deviation from the norms but reveal variation and identity occasioned by interference. This is because the study found that the phenomenon being analysed does not in any way affect or disrupt effective communication among the subjects.

## 5. Conclusion

Adopting the mixed method involving descriptive survey and textual analysis, this study concludes that lexical reduplication frequently occurs in the utterances of Lead City University students. Although some words are repeated in the utterances, they are not categorized as reduplication but as repetition, which performs entirely different functions. More often than not, the students placed emphasis on language performance rather than competence. The occurrence of lexical reduplications is therefore not seen as linguistic deviations but rather used to achieve communication functions of emphasis/iteration, pluralisation and nominalization. Reduplication is also found to be a feature of Nigerian English which marks it off as a variation from other world Englishes.

**Conflicts of Interest:** The authors declare no conflict of interest.
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