MODULE 5   SEMANTICS AND THE PRACTICE OF LITERARY COMMUNICATION

Unit 1   The Application of Semantics to Literary Communication
Unit 2   The Application of Semantics to Everyday Communication
Unit 3   Semantic Problems in Nigerian English

UNIT 1   THE APPLICATION OF SEMANTICS TO LITERARY COMMUNICATION

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1.0   INTRODUCTION

The primary function of language is communication. Whatever is communicated is expected to be meaningful. Therefore, literary communication should be of interest to the study of semantics. In this unit, we shall examine how literary communication manifests in semantics.

In a typical department of languages – there are courses in literature and linguistics, which enrich the knowledge base of the student. It has also been observed that a number of theories in language find expression in literature. It is, therefore, expected that semantics will also be reflected in literary communication.

Literary communication occurs in the different genres of literature-poetry prose and drama. The uniqueness of this brand of communication is in the creative use of language to achieve specific purposes. Language is used in a variety of ways, some of which may be different from the normal everyday form.

2.0   OBJECTIVES

At the end of this unit, you should be able to:
- discuss the nature of literary communication;
- highlight the different strategies deployed in literary communication; and
- provide illustration of the special semantic manifestations of literary language.

HOW TO STUDY THE UNIT

a.   Read this unit as diligently as possible.
b.   Find meaning of unfamiliar words in the unit using your dictionary.
c.   As you read, put major points down in a piece of paper or jotter.
d.   Do not go to the next section until you have fully understood the section you are reading now.
e.   Do all the Self-Assessment exercises in the unit as honestly as you can. In some areas where it is not feasible to provide answers to Self-Assessment exercises, go to the relevant sections of the unit to derive the answers.

3.0   MAIN CONTENT

3.1   The Nature of Literary Language

Literature as an art form derives from the creative use of language. This creativity may be based in the semantic extension of words and structures beyond the typical cognitive interpretation. There is usually the transfer of sense, to produce what has been characterised as the metaphoric. It will be possible to admit as literary language some structures that are not necessarily semantically well formed. In this connection, and following in the lead provided by Platt (1977), figures of speech depart from the linguistic norms of everyday language, syntactically or semantically.

It is not always that the deviation will occur in the form of rule breaking. This deviation may be in the form of over-regularity of structures to produce repetition. It may also be in the form of re-ordering certain structures to achieve pre-determined goals. The goals of figurative language may include the stirring of the emotions of the audience in a specific direction. It has been observed that figures of speech are derived from structural construction, sound effects, similarity, contrast, association, indirectness and analogy.

3.2   Aspects of Figures of Structural Arrangements

English like any other language has rules that govern the combination of units to form larger structures, such as the sentence. The normal point of analysis of the syntax of any language is the simple sentence. This sentence carries one positive proposition, and which is composed of a subject noun phrase and a finite verb. The finite verb may attract other elements that can make up the complete predicate.

It is possible to manipulate the basic rules that generate the simple sentence to achieve a wide variety of sentences. These new sentence varieties may be rhetorical questions, exclamations, inversion, the climax and the anticlimax.

Rhetorical Questions

These are questions asked to strengthen the speaker's or writer's belief in what is being presented. They also help to elicit the participation of the audience in reaffirming the speaker's or writer's standpoint.

For example: Do we give thieves public funds to keep?

Exclamation

In an ordinary sense, an exclamation is a sudden outburst of emotion which may show pity, love, anger or passion. It is often engaged in literary communication to elicit the involvement of the audience.

For example: O! What a waste of human lives as the slave masters invaded the hinterland!

Inversion

There is a change in the natural order of words with the aim of achieving emphasis. The meaning achieved this way is thematic. It is possible to place the complement of the sentence in the place of the subject as we have below.

Sweet are the lessons of discipline.

Climax

We achieve climax by placing information in the order of importance, starting with the least to the most profound. That way, suspense is created. Consider the following:

He graduated by stealing pencils, pens, books, laptops and ultimately vaults of the company.

Anticlimax

This is the opposite of climax. It involves the placement of items in the reverse order of magnitude – with the most profound to the least consequential – for example:
He earned a doctorate, having made a distinction at the master's degree and a first class honours as an undergraduate.

3.3   Meaning from Sound Effects

We had noted in the previous sections of this course that meaning could be studied at the level of words or the sentence. It is also easy to note that the basic level of linguistic organisation is the sound system. This system comprises vowels and consonants, which in English are forty-four (twenty vowels and twenty-four consonants). The arrangement of sounds to create syllables and words follows the rule of phonotactics. Incidentally, the language user may make a definite selection of these sounds to achieve specific realisation like alliteration; assonance, onomatopoeia, pun and rhyme.
Alliteration is achieved when the same consonant sound is repeated in a sequence – the crusty crowns cap their heads.
Assonance – is that figure of speech achieved by repeating the same vowel sounds in a sequence

-        Greedy leaders steal from their helpless constituents

In onomatopoeia, we use words to suggest meaning – for example:
Ibadan,
Running splash of rust and gold
 "Ibadan" – JP. Clark
Pun or paronomasia is a conscious play on the meaning of words that have identical spellings or sounds, but with different meanings. Ambiguity is often achieved through the use of pun. Consider the following:

(i)   His *grave* misdeeds pushed him to his early *grave*

In rhyme, similar vowel sounds are meant to occur in the final syllables of poetic lines and they help to achieve a special sense of musical quality. Consider this example from Lenrie Peters' "The Fire had Gone out"

- the fire has gone *out*
- the last flicker gone
- nothing but aching *gout*

3.4   Figures of Similarity

There is always the possibility of comparing the attributes of things, persons or situations present with those of others that are not present. The major objective is to stir the imagination of the audience. The two dominant ways of drawing out this similarity is through simile and metaphor.

In simile, the comparison between two entities or events, which may not be related, is established with the words as or like. Consider this example from J.P. Clark's "Abiku"

-       We know the knife scars//Serrating down your back and front//like the beak of the sword fish

The metaphor expresses the comparison between entities and events, without establishing the link with the words – as or like. Rather, the speaker or writer calls one entity the name of another – to imply their similarity. Consider further, this example from Soyinka's *Abiku-*

I am the squirrel teeth.

Another figure of similarity is the allegory, which is an extended comparison in which one subject is described in detail and the other assumed to be understood. Many great works of literature, including Swift's Gulliver's Travels and Milton's "Paradise Lost" could be described as allegories.

3.5   Meaning from other Figures of Speech

There are quite a number of other forms of literary language. However, for the purpose of this unit, we shall discus oxymoron, paradox, allusion, euphemism, irony and personification.

The oxymoron is a figure of contrast in which two contradictory words are juxtaposed for the sake of emphasis. Ordinarily, and in line with the principles of sentential semantics, such expressions would be anomalous. The following is an example of oxymoron.

"...there was painful laughter"
David Diop – "The Vultures"

In the paradox, which is also an example of contrast, a statement that sounds absurd or even false at the first thought is noted to be true on a closer examination. Consider this famous quote from Shakespeare's Julius Caesar:

"Cowards die many times before their death"

An allusion is a figure of association in which an expression is associated with a well-established point of reference – a person, place or an event. Consider this example taken from the Holy Bible.

A Daniel has come to judgement

Euphemism is a figure of indirectness in which soft and agreeable terms and expressions are employed to present unpleasant situations – for example:

He has a basket mouth (that is, he cannot keep a secret)

Another figure of indirectness is the irony. It expresses the opposite of its literal meaning – for the purpose of humour or sarcasm. Consider this example:
(i)   Those politicians that embezzle public fund are indeed great patriots.

Personification as a figure of analogy occurs when we attribute qualities of life to inanimate objects and abstract ideas. This is evident in David Diop's "The Vultures"

"...when civilisation kicked us in the face"

4.0   CONCLUSION

The language of literary communication derives from the associative meaning of the structures involved. These expressions draw from the imagination of the speakers/writers and the audience. To appreciate the full range of meanings in language, elements of literary communication must be examined. We have discussed a selection of elements of this branch of communication.

SELF-ASSESSMENT EXERCISE

i.   List the three ways in which literary communication occurs.
ii.   List three sources of literary language.

Answers:
  i.   Read 3.1 above for the answer.
  ii. Sound effects structural arrangement and figures of similarity

5.0   SUMMARY

In this unit, we have examined the nature of literary communication. We have identified poetry, prose and drama as the three ways in which literature communicates. We have also explored the different strategies through which literary language is made manifest. These include structural arrangement, sound effects, similarity, contrast and analogy. We have also illustrated examples from each of these.

6.0   TUTOR-MARKED ASSIGNMENT

(i)   Discuss the nature of literary communication.
(ii)   Explain how structural construction can be deployed in the semantics of literary communication.
(iii)   Identify any three figures of speech and explain how they enhance meaning in literary communication.

7.0   REFERENCES/FURTHER READING

Ogbulogo, C. (2005). *Concepts in Semantics*. Lagos: Sam Iroanusi Publication.

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UNIT 2   THE APPLICATION OF SEMANTICS TO EVERYDAY COMMUNICATION

CONTENTS

1.0   Introduction
2.0   Objectives
3.0   Main Content
        3.1 Semantics and Lexis
        3.2 Dealing with Synonymy and Antonymy
        3.3 Dealing with Technical Vocabulary
4.0   Conclusion
5.0   Summary
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7.0   References/Further Reading

1.0   INTRODUCTION

Semantics has remained a complicated aspect of language study for the Nigerian learner because of a number of factors. One of these factors is the non-availability of learning resources produced by our local writers. Another reason, which forms the basis for this unit, is perception that the subject does not find application in everyday life. This situation is made more complicated by the absence of a visible component of the test of semantics in public examinations. What is usually tested is *lexis*. There is still the problem of semantics being appropriated by different disciplines like logic, law and philosophy, with the result that semantic postulations are usually abstract. In this unit, we shall explore how knowledge of semantics enhances everyday communication.

It is necessary that users of English, for instance, get familiar with the semantic properties of lexical items, along with the specific expressions used in different fields. Users of language would also need to be familiar with what is appropriate in different contexts. There is the added need for skills in identifying what may not be point of semantics. These demands provide the motivation for this unit.

2.0   OBJECTIVES

At the end of this unit, you should be able to:
•   identify how the study of semantics enhances everyday communication;
•   explain how the knowledge of semantics enhances the use of lexis and registers; and
•   establish the link between semantics and appropriateness in language use.

HOW TO STUDY THE UNIT

   a.   Read this unit as diligently as possible.
   b.   Find meaning of unfamiliar words in the unit using your dictionary.
   c.   As you read, put major points down in a piece of paper or jotter.
   d.   Do not go to the next section until you have fully understood the section you are reading now.
   e.   Do all the Self-Assessment exercises in the unit as honestly as you can. In some areas where it is not feasible to provide answers to Self-Assessment exercises, go to the relevant sections of the unit to derive the answers.

3.0   MAIN CONTENT

3.1   Semantics and Lexis

Lexis refers to the full range of all meaningful words of a language. The essence of this range is to present the language user choices when communicating. The choices to be made are expected to satisfy such criteria as collocation, selectional, restrictions and subcategorisation as already pointed out in Unit 7. We shall explore in this section how collocation manifests in the semantics of English.

Collocation expresses the natural co-occurrence of individual lexical items to form longer structures. There is usually reference to the sense associations, which build the expected relationship. It is expected that good users of English will identify collocates in normal communication. It will be absurd to have a tall stick, as against a long stick; powerful computers as against strong computers; strong tea as against powerful tea.

With training and regular practice, users of English become familiar with the following collocate:

Nutritious	food
Nutritive	
Auspicious	occasion
August	visitor, guest, gathering
Conceited	personality
Bloated	ego, opinion
Enigmatic	personality
Endangered	species, population
Epic	battle, occurrence
Eligible	bachelor
Illegible	writing
Luxuriant	vegetation, grass
Luxurious	life styles, apartments

Comprehensive	information (detailed)
Comprehensible	statements (easy to understand)
Accent	of a speaker
Ascent	of a climber
Assent	as approval
Adapt	to a situation
Adopt	a strategy
Amicable	settlement (of a case)
Amiable	character (likeable)
Broach	an issue
Brooch	to be worn
Genteel	in deception
Gentle	in character

3.2   Dealing with Synonymy and Antonymy

Another perspective in the study of the lexis of English is to focus on the similarity and contrast holding between words. It is a mark of excellence in language to identify with ease chains of words that are similar in meaning and those that are opposites. The ability to command a wide range of lexical items in this regard has been associated with great orators and writers. It will be recalled that, as we observed in Unit 6, words that have the same meaning are synonyms while those that have opposite meanings are antonyms. You will note the presentation of the following synonyms.

Abdicate	–	abandon, cede, desert
Cancel	–	abrogate, annul, abolish
Devisory	–	absurd, anomalous, illogical
Exacerbate	–	aggravate, exasperate, intate
Assail	–	abuse, assault, attack, berate, bombard, impugn
Dependable	–	accurate, actual authentic, authoritative, bona fide, original
Aggressive	–	belligerent, antagonistic, bellicose, militant, pugnacious, quarrelsome
Chauvinist	–	fanatic, zealot, bigot, dogmatist, sectarian
Apogee	–	attractive, beautiful, good-looking
Affable	–	courteous, courtly, civil, debonair, polite, refined, urbane, respectful
Casual	–	cursory, desultory, fleeting, perfunctory, superficial
Doleful	–	dejected, depressed, disconsolate, dispirited, downcast, gloomy, hopeless, melancholy
Denigrade	–	disparage, ridicule, scorn, slander, deprecate, deride, malign, defame, and degrade.
Duplicity	–	artifice, chichenary, deceit, dishonesty, falsehood, hypocrisy

The major semantic challenge of synonyms is that no two words will have exactly the same meaning. Users are expected to identify the very fine lines of distinction in the meaning of words for appropriate use. This reality is because some alternatives carry slightly different connotations. The connotation, which may be context-determined, may affect the style of a piece of communication. Consider the different rendition of the popular nursery rhyme:

Twinkle, twinkle little star,
How I wonder what you are.

Scintillate, scintillate, diminutive asteroid
How I speculate as to your identity.
Jacobs and Rosenbaum (1985)

3.3   Dealing with Technical Vocabulary

It has been argued that English has about 615,000 non-technical words and a total of about two million words including slang and technical expressions. It has also been argued that most Americans use between 800 and 1,000 words in everyday communication. Yet, there is the need for a higher degree of comprehension expected of the present day expert who has to deal with a wide range of vocabulary items in such areas as education, linguistics, computer science, ICT, banking and finance, transportation, governance, agriculture. This will demand an improved reading skill with enhanced comprehension.

4.0   CONCLUSION

Knowledge of semantics will improve our understanding of the world around us. It will also enhance our appropriate use of language. We have pointed out essential areas in which semantics can be applied to everyday communication.

SELF-ASSESSMENT EXERCISE

Identity the specific areas in which knowledge of semantics can enhance everyday communication

Answer: lexis, antonymy and Synonymy, technical vocabulary

5.0 SUMMARY

In this unit, you have learnt how semantics applied to lexis, synonyms, antonyms, collocation and registers.

6.0 TUTOR-MARKED ASSIGNMENT

Discuss the concept of collocation and explain how knowledge of semantics manifests in the appropriateness of language use.

7.0 REFERENCES/FURTHER READING

Banjo, A. (1995). "On Codifying Nigerian English: Research so Far." In Bamgbose, A. Banjo, A. and Thompson, A. (Eds.), *New Englishes: A West African Perspective.* Ibadan: Mosuro Publishers and Book Sellers.

Jacobs, R. A. & Rosenbaum, P. S. (1985). "What do Native Speakers know about their language?" In Clark, VP, Eschholz, P.A. and Rosa, A.E (Eds.). *Language: Introductory Readings,* New York: St. Martin's Press.

Longe, V. U. (1995), *Studies in the Varieties of Language.* Benin City: Head Mark Publishers.

Ogbulogo, C. (2004). *Problem Areas in English Grammar and Usage.* Lagos: Sam Iroanusi Publications.

UNIT 3   SEMANTICS PROBLEM IN NIGERIAN ENGLISH

CONTENTS

1.0   INTRODUCTION

The reality of English as a global language is the introduction of regional, national and cultural varieties. Each of these varieties has implications for international intelligibility. It has been pointed out that lexis and semantics have the greater potential for Nigerian English to contribute to the global corpus of English. This optimism has implications for the theory of meaning in the language. In this unit, we shall explore aspects of these implications.

It was observed in the earlier units of this pack that semantics deals with the meaning of words and sentences. This meaning is central to the practice of communication. Apart from the problems of ambiguity, there could be the problems of misinterpretation, wrong choice, over extension and absolute loss of meaning. We shall explore these problem areas in the course of this unit.

2.0   OBJECTIVES

At the end of this unit, you should be able to:
* identify some semantic characteristics of Nigerian English;
* explain how aspects of the features of Nigerian English can create semantic problems; and
* discuss ways of maximising communication bearing in mind issues of semantics.

3.0   MAIN CONTENT

3.1   The Concept of Nigerian English

The Standard British English is the ideal variety used in official business, the mass media and for instruction in English public schools. This variety has also been very widely studied and analysed. It has been found to share a great deal of similarities with institutionalized regional and national varieties of English. This variety has been made popular by the British Broadcasting Corporation (BBC).

In Nigeria, the prestige variety is the Educated Variety of Nigerian English. This variety relates to the Standard British English in many respects. It is the variety recommended by experts for use in the Nigerian school systems. It is also the variety used in media houses, the judiciary, the civil service, the organised private sector and at the top levels of the military. There is usually mutual intelligibility between speakers of this variety and speakers of other world-standard varieties.

There are, however, other varieties of Nigerian English, which are used by speakers with lower levels of educational attainment and limited exposure to the language. These lower varieties have problems at the different levels of linguistic organization – phonology, lexis, syntax and semantics.

It should be noted that experts in Nigerian English have recognised three main segments of users of the language based on the sophistication of their performance. In the first group are users of the Educated Nigerian English, who as we have observed, use the language in much the same way as the educated English speaker. The second group consists of those whose use of English in quite high, but not as high as that of those in the first group. The third group comprises all others whose use of English is full of mistakes of pronunciation, choice of words and grammar. It has also been observed that users of English at this third level have a number of semantic problems. We shall examine the most common semantic problems in the sections that follow

3.2   Problems of Semantic Extension

It has been noted by Kujore (1985) that the extension of the meaning of English words in a second language situation occurs because of the partial similarity in form of meaning between pairs of words. We have also noted in Unit 6 that no two words can be perfect synonyms. Presented below are samples of words and structures whose meanings have been extended.

An academician	for	an *academic*
Deliver a baby	for	*to give* birth to a baby
Dowry	for	*bride price*
Escort	for	accompany
Horn (to sound the horn of a car)	for	to hoot
Hot (drinks)	for	hard (drinks)
Junior (brother)	for	younger brother
Senior (brother)	for	elder
Poverty (of signals)	for	poorness (of signals)
Severally (suggesting repeated times)	for	(on several occasions)
Step (down)	for	stand (down) for election
To be in (stock)	for	to be in (store)

If the aim of semantics is to ensure that communication is maximised, it will be easy to note that any undue extension of meaning will create problem of mutual intelligibility.

The cultural reality of rural Nigeria may not distinguish different shades of colour and multiple layers of kinship relationships common to the Western world. It is almost impossible for such people to distinguish such hues of colours as violet, pink, purple and red. They may probably describe all such shades as red. Colour like ash, silver, milk, and white may just be described as white. It is the same sense of overextension that makes every relation; both close and distant to be described as brother or sister. There was the case of a woman married to a Yoruba man who felt very embarrassed as other women referred to her as "our wife." This story formed the theme of a collection of short stories written by Professor Karen King–*Aribisala* – "Our wife and other stories."

3.3   **Problems of Wrong Choice of Lexis**

Related to the problem of over extension is the challenge of inadequate mastery of the vocabulary of English. This inadequate mastery often leads to the wrong choice of lexical items. Consider the following pairs of words, which have different meanings.

Compliment/complement
Nutritious/nutritive
Masterful/masterly
Conclusively/in conclusion
Patent/patience
Illusion/allusion
Capital/capitol
Elicit/illicit

Eligible/illegible
Respectively/respectfully
Comprehensive/comprehensible
Advisory/adversary
Altitude/attitude
Aptitude/amplitude
Each other/one another/themselves

Success in communication is related to the extent to which users of English are able to appreciate the meaning of different words.

3.4   Problems of Lexical Reduplication

In an extensive study carried out by Okoro (2000), reduplication was identified as an aspect of the markers of Nigerian English. He pointed out phonological, grammatical and semantic reduplication in line with the works of Gleitman (1969), and Crystal (1987). For our purpose, we shall dwell on lexical and semantic reduplication.

Lexical reduplication occurs as the compounding of elements or those that are identical with them. The following are examples in Nigerian English.

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

It should be noted that each of the examples presented is ungrammatical. The main reason for the reduplication is to lay emphasis on the sizes (of the parcels), newness (of the cars), the beauty *(*of the ladies), the length of their hair, and the urgency (of the message).

3.5   Problems of Semantic Reduplication

In semantic reduplication, there is the redundant repetition of the same idea, but in different words. This phenomenon has been described as tautology in our discussion of semantics at the sentential level in Unit 9.

Semantic reduplication is very common in Nigerian English and has been found to be a major challenge of this variety. Let us examine common examples.

(i)   There is a *general consensus of opinion* among researchers
(ii)   I knew he was sad because he *frowned his face*
(iii)   The poor man was *strangled to death*

(iv)   You should have *gesticulated with your hands*
(v)   The expert went through the patient's *past history*
(vi)   This will go into the *annals* of our *history*
(vii)   The twins are *exactly identical*
(viii) Members of senate were *completely unanimous* in supporting the
        motion.
(ix)   The *actual fact* is that he has not worked hard
(x)   The bomb *exploded violently*.

What has created the problem in each case is the unnecessary repetition of the items that carry the same meaning.

A consensus implies a general agreement; it is only the *face* that is frowned; to strangle someone is to kill by suffocation. We are also aware gestures are made with hands and that history is about the past, just as annals relate to history. To be identical is to be exactly alike just as unanimity expresses complete agreement. Facts are things that are actual or real and explosions are violent.

British Broadcasting Corporation (BBC). We also observed that the lower levels of Nigerian English have problems of semantic extension, wrong choice of lexis as well as lexical and semantic reduplication. We noted examples of these characteristics.

Consider further the following instances of semantic reduplication- pulled out from the research by Okoro (2006)

-       Fellow colleagues
-       Final conclusion
-       Extend outwards
-       Pool together
-       Outstanding balance
-       Ordinary laymen
-       Future plans
-       Revert back
-       Final ultimatum
-       Close scrutiny
-       Chief protagonist
-       Opening gambit
-       A natural flair
-       Total annihilation

4.0   CONCLUSION

As English has become a global language, there is need to explore the characteristics of its different varieties. A critical domain of inquiry, which will enhance international intelligibility, is the semantic component. This inquiry will highlight the different areas of problems.

SELF-ASSESSMENT EXERCISE

i.   Identify the prestige variety of Nigerian English.
ii.   List three semantic characteristics of the lower levels of Nigerian English.

Answers
   i. read 3.1 above for the answer
   ii. semantic extension, wrong choice of lexis, lexical reduplication

5.0   SUMMARY

In this unit, we have examined some of the semantic problems of Nigerian English. We observed that the educated variety of Nigerian English, which is the prestige variety, shares a lot of similarities with the standard British English. The standard British English has been made popular by the British Broadcasting Corporation – BBC.

6.0   TUTOR-MARKED ASSIGNMENT

i.   Discuss how semantic extension manifests in Nigerian English.
ii.   Explore in some detail lexical and semantic reduplication in Nigerian English.

7.0   REFERENCES/FURTHER READING

Crystal, D. (1987). *The Cambridge Encyclopaedia of Language.* London: Cambridge University Press.
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Kujore, O. (1985). *English Usage: Notable Nigerian examples.* Ibadan: Evans.
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ANSWERS TO SELF ASSESSMENT EXERCISES

Module 1
Unit 1
Ex.1: Semantics is the scientific study of meaning.
EX. 2: Five scholars associated with the development of semantics: Korzybski, Odgen, Richards, Breal and Bloomfield.

Unit 2
Ex.1: philosophy, sociology and anthropology
Ex.2: naming, concept, sense and reference

Unit 3
i.   The different approaches to the study of semantics: traditional, behavioural, structural and generative
ii.   Whereas the naturalists viewed language as God-given such that there was hardly anything anybody could do to understand language but to merely observe and describe the rules of language, the nurturists on the other hand viewed language   as a social property common to a speech community. Language was therefore perceived to be man's creation for the convenience of communication.

Module 2
Unit 1:
Ex.1: the naturalists, the conventionalists and the contextualists.
Ex.2: thematic, conceptual and associative. Associative meaning can further be divided into connotative, collocative, affective, reflected and stylistic meanings.

Unit 2:
   1. Ideational, Referential, and Usage Theory.
   2. i. Semantic theories explain the nature of meaning by utilising a finite set of rules to explain a variety of semantic phenomena.
   ii. Any reliable theory of semantics should relate meaning to syntax, highlighting the relationship between them.
   iii. A viable semantic theory should also relate meaning to the contexts and situations of word and sentence usage for appropriate interpretation.

Module 3
Unit 1:
i.   synonymy, antonymy, hyponymy, homonymy, polysemy
ii.   Two examples for antonyms: good/bad, teacher/student,
        Synonyms: boss/master, mature / ripe

Unit 2:
Ex. 1: The lexicon presents an ordered mental list of words available to a language user but when the lexicon is externalised and generalised, it becomes the dictionary.
Ex. 2: Lexical categories, subcategorisation and selectional restrictions.

Unit 3:
Ex.1: Lexical and structural
Ex. 2: vagueness, tautology, presupposition, entailment, anomaly, contradiction and analyticity

Unit 4:
Ex. 1: The types of speech acts:
(a)   Representative Acts;
(b)   Declarative Acts
(c)   Directive Acts
(d)   Expressive Acts; and
(e)   Commissive Acts.

Ex. 2: locutionary, illocutionary and perlocutionary

Module 4
Unit 1:
Ex. 1: Forms of the fallacy of misinterpretation: amphiboly, accent, figure of speech, hypostalisation.
Ex. 2: Fallacies of misunderstanding: equivocation, composition, division, and bifurcation

Unit 2:
i.   Fallacies of accident, question begging fallacies, the complex question, false causal relationship and attacking the straw man
ii.   fallacy of converse accident: 1. All great footballers are charming
        2. Single women cannot be good leaders

Unit 3:
i.   If both the premises and the conclusion are true.
ii.   connectives used in propositional logic: *not, and, or, if … then*

MODULE 5
Unit 1:
   i. poetry prose and drama
   ii. structural construction, sound effects, similarity, contrast, association,   indirectness and analogy.

Unit 2: lexis, antonym and synonymy and vocabulary

Unit 3:
i.   The Educated Variety of Nigerian English.
ii.   Semantic characteristics of the lower levels of Nigerian English:
        a. Problems of Semantic Extension
        b. Problems of Wrong Choice of Lexis
        c. Problems of Lexical Reduplication
        d. Problems of Semantic Reduplication