

**A SOCIOLINGUISTIC STUDY OF STUDENTS' SLANGS AT BENUE
STATE UNIVERSITY, MAKURDI**

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**A DISSERTATION SUBMITTED TO THE DEPARTMENT OF
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AWARD OF THE DEGREE OF MASTER OF ARTS LINGUISTIC**

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DECLARATION

I hereby declare that this work is the product of my own research efforts, undertaken under the supervision of Dr. Isa Yusuf Chamo, and to the best of my knowledge, it has not been presented elsewhere for the award of degree or certificate. All sources have been duly acknowledged.

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CERTIFICATION

This is to certify that this research work by Iorbee Benjamin
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DEDICATION

This study is dedicated to my love, Brenda Atule and my family. My father, Dr. Dennis IorbeeIoryina, Mother, Mrs Elizabeth Iorbee and my siblings; Patrick, Evelyn, Elijah, Elisha for their support and encouragement.

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ABSTRACT

This research aims at investigating the sociolinguistic study of students' slangs at Benue State University, Makurdi, Benue state. The methodology adopted for this study in collecting data is direct observation and structured interview. The research employed Communication Accommodation Theory (CAT) as its theoretical framework. The study contains five chapters. It shows that the slangs used by the students comprises new terms drawn from the languages spoken in the University environment such as: Tiv, Idoma, Igede, and Nigerian Pidgin English. The study reveals the slang used by the students in describing their academic activities, lecturers, sexuality, relationship, social/political activities and miscellaneous slang. It also shows the strategies adopted by the students in forming their slangs. The strategies adopted by the students in forming their slangs are: semantic extension, borrowing, utilization of proper nouns, acronyms, compounding, clipping, and blending. Findings have shown that the use of slang in informal situations could be attributed to the type of relationship and nature of the subject matter under discussion and that its constant use may have adverse effects on their competence in the use of standard or formal language use.

CHAPTER ONE

GENERAL INTRODUCTION

1.0 Introduction

Slang is one of the prominent language varieties whose existence is no longer contested. It is generally seen as an informal usage of language outside of conventional use. Slang as a variety of language is a specialised language of a particular group, profession or subject. As a language use mostly by a social group, it is sometimes used to make what is said unintelligible to those who are not members of a group. As such, it is ascribed two opposite purposes of keeping insiders together and outsiders out (Mattiello, 2008). Slang according to Hartman and Stock cited in Olumuyiwa (1998) is “a variety of speech characterized by newly coined and rapidly changing vocabulary used by the young or by social and professional groups for in-group communication and thus tending to prevent understanding by the rest of the speech community” Slang intrudes into the vocabulary of many people with different socio-economic and educational statuses. It is an important variety of the English language in particular and all other languages in general, though designated to be “ the speech of people involved in the criminal underworld, hooligans, bandits, but now being used as an alternative vocabulary, encoding communal values” (Terna-Abah, 2010:21). Eble (1996) argues that most slang words arise productively, that is, in conformity with patterns already established in the language. It exploits existing forms and their current meanings in various ways,

drawing on and mixing resources from the sound system, the world building processes, paradigms and the speaker's knowledge of the culture. However, the study of slang has always faced serious challenges in the academic field because the entrenched language variety of a language of higher education throughout the world is the standard, written variety of language, and that register excludes slang, thereby assigning it to an inferior position (Eble, 2003).

Slang is traditionally considered as a vulgar, profane form of language with a strong color of irreverence, yet it serves as an alternative code for communication. It is generally labeled as a linguistic taboo which should not be appearing in most formal occasions. Since it is "customarily reported as the idiosyncratic and deviant vocabulary of quirky or suspicious groups" (Eble 1998:42). Slang has always been neglected, if not ignored on purpose in sociolinguistics. Therefore, formal and theoretical discussions of slang in sociolinguistic perspectives are largely absent. Very often, etymological description, semantic classification and lexicographical documentation of slang items are the primary, if not the only focus in empirical studies of slang (Drake, 1980; Szabo, 1998).

Slang can be seen as "one of the idiosyncratic aspects of youths which allows them to shape and reshape language to suit their communicative needs and status. This ability involves a shared knowledge of the linguistic code as well as the socio-cultural rules, norms and values which guide the conduct and

interpretation of slang expressions among them”(De Klerk,1997). Stenstrom (2002) lists some features that help in identifying youth slang. He points out that “youth slang is characterised with vague words where existing words or expressions with new or extended meanings and new words or expressions are used. Dirty words (taboo/offensive words that are used in place of more acceptable synonyms in the standard language, like *piss*, *cold*), clippings, acronyms/abbreviations, derivation from popular culture and borrowings from other languages are also among other features of youth slang”. It is against this background that this work sets out to investigate the sociolinguistic study of student’s slang at Benue State University, Makurdi.

1.1.1 Brief History of Slang

There is no general agreement regarding the origin of slang. The etymological origin of the word, as well as its precise definition, seems to be ambiguous (Burdova, 2009). However, lexicographers claim that slang is of Scandinavian origin and a derivation of Icelandic *slyngva*(to sling) which can be compared with the Norwegian verb *slengja*(to sling the jaw) and the Norwegian noun *slengjeord*(slang word) used for insulting words, Spears (1982); Lighter (1978).In a similar vein, Partridge referred by Eble(1986) says that the word have developed from a common Germanic root. According to Anderson and Trudgill (1990:80) slang can be traced as far back as 385 BC when Aristophanes was the first writer to use slang extensively.

From the above debate regarding the origin of slang, it is clear that traces of its origin are still unclear. However, slang as an intriguing phenomenon began to attract attention among sociolinguists and academics mainly from the 18th century onward until the present moment.

1.1.2 Definitions of slangs

The concept of slang has defied a clear-cut definition from linguists and lexicographers. However, different scholars based on their varied ideas, opinions, experiences over time, have advanced different but complementary definitions of slangs. Linguists and lexicographers give a rather sweeping or brief definition of the term slang.

McKnight (1923) as cited in Eble (1996:11) says, “the word slang referred to the specialized vocabulary of the underworld groups and was used fairly interchangeably with the terms *cant*, *flash*, and *argot*”.

According to the Advanced Learners’ Dictionary (2004:1113) slang refers “to very informal words and expressions that are more common in spoken language specially used by a group of people, for example, children, criminals, soldiers, etc”.

Dumas and Lighter (1978) attempting to remedy the lack of a clear definition of slang, argue that an expression should be considered “true slang” if it meets at least two of the following criteria:

- (a) the presence of the expression will markedly lower the dignity of formal discourse
- (b) the use of the expression is based on the sender's special familiarity with group of people
- (c) the expression is seen as a taboo term in ordinary discourse among persons of higher status or responsibility
- (d) it is used in place of the well-known conventional synonyms.

Any term or expression which meets two of the criteria above can be classified as slang and a linguistically sensitive person will react in a certain way. This reaction which cannot be measured is the ultimate identifying characteristics of true slang (Dumas and Lighter 1978:16).

Therefore, it can be said that slang among the students at Benue State University, Makudi meets the first two criteria (a-b). From the above definitions, slang expressions are mostly employed by youths to suit their communicative needs when interacting with their peers or people of the same age group.

1.1.3 Classifications of slang

The classification of slang is as challenging as its definition. On the one hand, there is a conceptual and terminological overlap which makes slang hard to be distinguished from similar varieties like *jargon*, *dialect*, *cant* etc. Jargon is a terminology that relates to specific activity, profession or groups, while argot

is a secret language use by various groups, including but not limited to thieves and criminals to prevent outsiders from understanding their conversations. Cant is a language use specific to a particular group or profession and regarded with disparagement.

The nature of slang is so vast and all-encompassing however, Mattiello (2008) classifies slang into general and specific slang. General slang is “a language used deliberately by speakers to avoid conventions and seriousness. It is therefore, not group restricted. It is used instead of clichés and standard language to change the level of formality. Specific slang, on the other, is language used by members of a particular group to show their respect for that group and solidarity with other group members. In other words, specific slang terms are used by people of common age, sex, social status, educational background, and experiences such as students, they are therefore in-group markers. It is also used in order to underline speakers' identity, special interests as well as their geographical belonging” (Mattiello, 2008).

1.0.4 Brief History of Benue State University, Makurdi

Benue state university was established by the second civilian Governor of Benue state, His Excellency, Late Rev. Fr. Moses OrshioAdasu in 1992. On Monday 15th February, 1993, the university commences its academic activities. Among the objectives of establishing this state university was to provide opportunity to indigenes of Benue State for their education.

The university occupies a landmass of approximately four square kilometres along Makurdi /Gboko road. The current Vice Chancellor of the institution is Professor MsughKembe who took over from Professor Charity Angya on 3rd November, 2015. The school operates eight faculties; Arts, Law, Education, Environmental science, Health science, Management, Social sciences, and pure sciences with a total of 57 departments. At its inception, it had a total enrolment of about 306 students, but at present, the population has grown to approximately 32,000.

1.1 Background to the Study

Language use among youths has been a subject of research within the field of sociolinguistics. Many researchers have studied various categories of language use based on different geographical and spatial settings. For example, Ekpe (1998); Longe (1999); Chamo (2011); Alimi and Arua (2008) among others. However, none of this research is a sociolinguistic study of students' slangs at Benue state University, Makurdi.

Another motivating factor for this research is borne out of the fact that the use of language, particularly slang among the students of Benue state University , Makurdi is significant and unique, as such, worthy of investigation and attention. The students' use of slang is peculiar to their environment as they use it express their thoughts, ideas essentially for their linguistic creativity, freedom and a need for a communicative strategy.

1.2 Statement of the Problem

Studies have been carried out on youth culture and language. Some of them prescribe evidence of linguistic change by youths. Ekpe (1998); Longe (1999); Adamo (2005); Alimi and Arua (2008); Chamo (2011), among others. These are studies done in different geographical, temporal and spatial settings and are carried out from different methodological perspectives.

Language develop and grows as time goes on. Slang as a language variety is an ever changing set of words used mainly by youths to establish or reinforce social identity within a group. Slang use has faced serious challenges in the academy. This is because the entrenched language variety of higher education throughout the world is the standard written variety of language. However, this vocabulary type called slang has adapted to the new social contexts and continues to serve the same purposes in the 21st as it was since the 18th century when it was described for English as the vocabulary of the underworld. The systematic study of language now called linguistic, the shift from old-fashioned philology to structuralism and generative grammar did little to change the lack of interest in slang. Therefore, students tend to create or invent new words and expressions essentially for their social interaction, communication, and a need

to belong to a social group. This research therefore, aimed at studying the slangs used by the students at Benue State Univeristy, Makurdi.

1.3 Aim and Objectives

The aim of this study is to analyse the slang used by the students at Benue State University, Makurdi. While the objectives include the following:

- (1) To examine the slang used by the students at Benue State University, Makurdi.
- (2) To examine the strategies used by the students in forming their slangs
- (3) To find out the rationale behind the use of slang among the students of Benue state University Makurdi
- (4) To assess the sociolinguistic consequences of the use of slangs by the students of the University.

1.4 Research Questions

- (1) What are the slang used by the students at Benue State University, Makurdi?
- (2) What are the strategies used by the students in forming their slangs?
- (3) What is the rationale behind the use of slang among the students of Benue state University, Makurdi?
- (4) What are the sociolinguistic consequences of the use of slangs by students of the University?

1.5 Significance of the Study

Slang is traditionally considered as a vulgar, offensive and profane form of language. However, despite the social stigma, it continues to thrive and intrude into the language repertoire of many people, especially youths. This research work hope to contribute immensely to the field of language study as it portrays how youths from different linguistic background shape and reshape language to create slang terms to suite their individual communicative needs. The work would be significant as it identifies various functions and strategies of slang formations among the students not only in English but also in other indigenous languages used in the university environment; considering that slang usage now penetrates into public speeches, media and other fields of human interactions. Moreover, the findings of the study will hopefully awaken the curiosity of researchers who consider slang irrelevant of academic investigation.

1.6 Scope and Limitation of the Study

This study is limited to the 400 level students of Benue State University, Makurdi and it examines the particular slang words and expressions of the students. This research focuses on the use of slangs among students of Benue State University Makurdi.

The researcher covers eight faculties (Arts, Law, Education, Environmental Science, Health Science, Management, Social Sciences and Pure Sciences)

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

Literature in this field of study was extensively reviewed in order to achieve its purpose and objective. Review of related literature provides a conceptual framework so that the research question and the methodology can be best understood. It demonstrates to the reader that the researcher is aware of the breadth and diversity of literature that relates to the research questions. Some of the works conducted include the following:

Partridge (1935) investigates slang expressions which are distilled into a dictionary of slangs and unconventional English. This research reveals that informality, ephemerality among others is some of the features of slang. The study shows that slang is intentionally used to minimize the formality of spoken as well as written discourse. The research also reveals that slang is generally formed via deviation from standard forms and that slang occurs in much the same way that any general semantic change might occur. This study centres on the formation and status of slangs while this work is set to investigate the sociolinguistic study of student's slang at Benue State University, Makurdi.

Partridge (1970) examines the slang use within different periods of time. The research traces the period slang as a concept came to limelight in the

mid eighteenth century. The research reveals some classificatory terms used interchangeably with slang, such as argot, cant, and flash. There is similarity of the study with the present one; the only difference is the region and group membership involved in this research.

Makarfi (1985) analyses slang as precursor of linguistic change among Makarfi peer groups. The research studies lexical items used by the youths between the age range of 15-26 who are mostly school leavers, excluding the other age groups such as petty and semi-skilled traders. The research shows ways in which Makarfi peer groups use to constitute their expressions in their daily interactions. This research serves as a reference material to the present research

Wardhaugh (1986) examines the relationship between society and language and shows how society uses language. The research discusses the language study and language development, which includes the changes, underwent by language such as borrowing as a result of contact with other language speakers. Whereas this focuses on the use of language development on a broad base, the current research looks at the sociolinguistic aspect of language as used by the students of Benue State University Makurdi.

Eble (1996) investigates on slang and sociability as in-group language among college students at the University of North Carolina. The research focuses on the slang repertoire of the students. The study reveals that slang can

be studied in multi-dimensional ways and in examining its formal and functional characteristics, the study shows its relationship with grammar, morphology, lexicology, sociolinguistics, pragmatics, discourse analysis and other fields of inquiries. The study finds out that sharing and maintaining a constantly changing in-group vocabulary aids group solidarity and serves to include and exclude members. The above research reveals broadly the slang repertoire of students in a different geographical region while the present research focuses on the sociolinguistics aspect of slang as used among the students of Benue state University, Makurdi.

Asiru (2000). Studies the use of slang by traders of Kantin Kwari market in Kano. The research identifies and analyses the Hausa slang used by the traders in communication. The research shows that the essence of using the terms is to disguise, deceive or take advantage of unsuspecting customers. This study serves as reference material.

Bilkisu (2000) investigates the language use of female youths in Kano metropolis. The research reveals that female youths in Kano use Hausa words and expressions that are originally Hausa but adapted to give new meaning different from the original meaning. This research relates with the current research as it analyses the language use of female youths in Kano while the later will look at the sociolinguistic analysis of slangs among students of Benue state university Makurdi.

Eckert (2003) investigates language and adolescent peer groups in California. The study focuses on the use of linguistic resources from the perspective of creation and maintenance of adolescent groups and categories, specifically on the use of aspects of verbal style in the creation and maintenance of distinctiveness. The study explores the use of a variety of types of linguistic resources such as phonological and grammatical variation, lexical innovation, language crossing and interactive styles. The research reveals that opposition with which the group defines itself generally also serves as organizing principles within the group. This study is relevant because it looks at language as used by adolescent peers while this research seeks to investigate the sociolinguistic study of students' slang at Benue State University, Makurdi.

Thorne (2005) examines students' slang terms in the United Kingdom. The research shows that some semantic clusters correlate with students' preoccupations. The research categorises slang terms amongst students in Kings College and various other higher institutions in the Greater London area. The research shows that slang terms are a reflection of "actual students' behaviour. In terms of their forms, it shows the presence of relexicalisation, overlexicalisation, figures of speech and some word formation processes. This work will serve as a reference material to the current debate on sociolinguistics of slang.

Alimi and Arua (2006) examine and discuss the labels with which students describe their academic life at the University of Botswana. The study reveals that students have a rich and extensive slang vocabulary for labelling various aspects of their academic life, specifically their class work, courses, academic performance and their teachers and the manner in which they teach. This work is related to this one and it serves as a guide.

Eble (1996) investigates the social and interpersonal aspects of slang and its function. The study reveals that slang is necessary to establish and reinforce social identity or cohesiveness within a group or with a trend or fashion in the society at large. Slang in sociological approach serves such social purposes as being on the same speech level with one's audience, facilitating social intercourse, and inducing friendliness or intimacy. The study reveals that the use of the same slang vocabulary helps to gain the acceptance in a group and to preserve group solidarity. The research serves as a relevant material.

In another study, Alimi and Arua (2008) investigate gender bias in the slang expressions that students at University of Botswana use to "describe female and male lecturers, on the one hand, and female and male students on the other, based on the sexual relationships they contract across teacher-student boundaries." Their findings show that in terms of endearing slang terms, female students and lecturers are discriminated, while both genders are treated alike in terms of disparaging slang expressions.

Terna-Abah (2010) examines the prevalence of slang use among the students in Funtua. The research reveals the variability of language as conditioned by certain social factors, such as age, sex, ethnicity and social status. The research shows the transformation of slang from a variety once associated with vagabonds and criminals to a variety widely used by students of the institution. The above research is relevant but differs in scope.

Chamo (2011) examines the language of Hausa youth generation in Northern Nigeria. The study reveals that youths employ three different ways of forming their speeches such as borrowing, coinage and semantic extension. This research is relevant to my work because it shows that language is one of essential ways of group identification in any given society, especially among youths. The study serves as a guide.

Dozie and Madu (2012) investigates the uniqueness of slang, the creativity and its use as a language of communication among the students of the Federal University of Technology Owerri, Nigeria. The research reveals how students use different slangy expressions as a means of communication and that sex related usage is more used by the males than the females. This research is relevant but differs in scope.

Ochonogor (2012) investigates the impact of text message slang or chatroom slang on students' academic performance. The research reveals that slang is an unstructured language that violates the standard rules of English

language. The study shows that most students in recent times resort to the use of text message slang in their class works as well as in their examinations, which affects their performance. Whereas the above research concentrates on text message slang, this research examines the sociolinguistic study of slang among the students of Benue State University, Makurdi.

Pradianti (2013) examines the use of slang words among junior High schools in everyday conversation. The research investigates the morphological processes involved in slang words and reasons why the students use them in their daily interactions. The study reveals that there are eleven groups of morphological processes in the study with coinage being one of the most frequently used, followed by lending and borrowing with the least. The research finds out that among the reasons influencing the appearance of slang words is saying something in an easy way, showing of anger. This research is related but differs in scope.

Yanchun and Yanhong (2013) explore the sociolinguistics of American slang from the following perspectives; features of American slang, individual factors influencing American slang, social functions of American slang. This research is relevant and will serve as a reference material.

Musa (2015) investigates the forms and communicative functions of slang among some selected youths in the Federal College of Horticulture, Dadin-kowa, The research explores how slang is generally used; how it is learnt;

where it is used; the frequency of usage and the functions it serves among youths. The research shows that although slang is a non-standard variety of language that comprises improper, unsystematic, unacceptable language usage and unconventional vocabulary, it is fast gaining ground among its users. The youth employ it to fulfill certain communicative functions within discourse. Context and interpersonal relationship among the interlocutors have been identified as the major factor that determines the use of slang. The research reveals how slang is used; how it is learnt, the frequency of usage. The two researches are related as both investigate language use among youths. The research is relevant to the current study because it examined the slang used by a group of students at a different geographical and spatial setting while the present study investigate the sociolinguistic study of students slang at Benue State University, Makurdi.

Muhammad (2016) examines a classificatory analysis of students' slang as used by students of the University of Maiduguri. The research reveals that slang is often described as an informal, colloquial and non-standard language of a particular subgroup. The study shows that its usage domain is not limited to a small geopolitical entity but pervades across the world. It further reveals that sexuality slang expressions have the highest frequency of occurrence while salutation slang has the least. It states that the disparity may not be

unconnected with slang function, which among others, is to ensure secrecy and confidentiality for its users. This research serves as a reference material.

Terna-Abah (2016) examines slang as a means of exclusion from in-group communication using selected undergraduates students. The research reveals that users of language manipulate it to meet their communicative needs, thereby leading to the emergence of several varieties which becomes a form of identity for such users. The study shows that slang is a veritable tool among the target population who do not just use it as a means of communication and identity but also as a way of shutting out those whom they do not want to be part of the group. This research serves as a guide.

Albiol(2017) examines the importance of teaching slang in English as a foreign language. The research reveals that slang words and expressions are not easy to study in non-English speaking context since there is limited instruction and exposure to slang. The research reveals the gaps in the acquisition of slang terms by learners of English as a foreign in order to provide pedagogical implications. The above research concentrates on the importance of teaching slang to foreign students while this study investigates the sociolinguistic study of student's slang at Benue State University Makurdi.

Okoro (2017) investigates the sociolinguistic analysis of slangy expressions in Nigerian Pidgin in Warri Ughelli Sapele axis of Delta State. The research reveals that every speaker poses a variety of slangy expression and

tends to choose from them in accordance with the social situation that calls for their use and that these expressions are fully intelligible to the speakers. As such, it states that Nigerian pidgin slang expressions are a product of social force and the creative use of language by Nigerians in order to satisfy their communication needs. This study is relevant to my own in that it is sociolinguistic in nature. It will serve as a guide and a reference material as well.

Sani (2017) examines the sociolinguistic of register in Alaramma Malam Illiya Tsangaya School in Kano. The research studies the strategies used by members of Alarama Malam IlliyaTsangaya in forming their registers and the analysis of register meaning as used by its members in communication. The study shows that members of Alaramma Malam IlliyaTsangaya use strategies such as semantic extension, borrowing, coinage and compounding in forming their registers. The research is relevant because it examined a variety of language as used by members of Alarama Malam IlliyaTsangaya while the current research considers the sociolinguistic analysis of slang among the students of Benue state university Makurdi.

The studies that have been reviewed show that even though the researchers seem to be discussing on the sociolinguistics of slang, most of them concentrate on the communicative, functional, etymological aspect of slang, others concentrated on its morphology, pragmatics, and sociolinguistic

aspect but in different methodological perspectives and geographical settings. However, there have been few empirical studies on slang based on sociolinguistic variables like gender, age, class, etc. Based on the reviewed literature, no similar work is conducted elsewhere regarding the use of slang among the students of Benue State University, Makurdi. Hence, the need to carry out the present research so as to bring out the peculiar meaning and the sociolinguistic aspects of the slang as used by the students of Benue State University, Makurdi.

CHAPTER THREE

METHODOLOGY AND THEORETICAL FRAMEWORK

3.0 Introduction

The chapter discusses the procedure used for conducting the research. It presents the methodology, area of study, sample selection, data collection procedure, participants, data presentation and analysis and the theoretical framework adopted for the study.

3.1 Methodology

Methodology as a concept can be seen as a process through which researchers obtain and analyse data. This research is qualitative in nature. As such, it is a descriptive survey. A descriptive survey is a method of collecting information by interviewing or administering of a questionnaire to a sample of individuals (Orodho, 2003). It can be used when collecting information about people's attitudes, opinions, habits or any of the variety of education or social issues (Orodho & Kombo, 2002). In this case, the slang collected is examined in the utterances of the students in a particular cultural and social environment, thereby favouring a corpus of naturally occurring language in its spoken form as the key linguistic system. For this research, a structured interview and direct observation are used. The slangs used in describing students' academic lives are analyzed in the various languages spoken on the campus.

3.2 Area of Study

The area of study is the Benue State University, located in Makurdi, the State capital. This institution is in the middle belt region of Nigeria. BSU offers different programmes ranging from pre-degree to postgraduate studies. The school has a multilingual setting as students from various ethnic and socio-economic backgrounds come together to form the entire University community.

3.3 Sample Selection

The respondents for this study were the 400 level students of Benue State University, Makurdi. A total 150 students were selected using simple random sampling technique. The vast majority of the participants were males (90) and only few of them were females (60). The respondents were randomly selected in the eight faculties chosen for this study. The faculties selected are Arts (30), Education (20), Environmental sciences (15), Health sciences (17), Law (20), Management (17), Pure science (15), Social science (16). The interview was deliberately skewed towards faculty of Arts, as the students are believed to experiment more with language than their counterparts. Participants' ages range from 20-35 years old.

3.4 Data Collection Procedure

Data collection refers to gathering specific information aimed at proving or refuting some facts. The data for this research were gathered through primary sources.

3.4.1 Primary Sources

The research's primary source of data is collected through structured interview, and direct observation. These methods of data collection are quite popular, particularly in case of enquiries like this

3.4.2 Interview

The respondents were mainly interviewed on the slang they use in their daily interactions. As such, a structured interview with 63 predefined questions were randomly administered, based on the 8 faculties chosen for the study in eliciting the slang expressions the students use in describing their academic activities, lecturers, sexuality, relationship social/political life among others. The structured interview is divided into 8 sections (A, B, C, D, E, F, and G). Section 'A' is on the respondents' demographics such as their age, sex, gender, and faculty. Section 'B' elicits information on how respondents get to learn slang, how often they speak it. The remaining sections of C, D, E, F, and G contain questions on the various slang terms and expressions they use in describing their academic life, lecturers among others. The researcher concentrated more around

the students' lecture halls, relaxation and sports centers than their residential areas to avoid distractions and enhance the reliability of the information gathered. The cooperation from the respondents in giving information on slang usage, reasons for its use was encouraging as it helped in analyzing the data gathered. In addition, direct observation was used to corroborate the information given in the interview section.

3.4.3 Observation

Observation is a technique of data collection whereby the researcher goes to where the action takes place and simply watches and listens attentively in order to understand the subject, event or situation under investigation. It is essentially an act of observing and understanding social behavior in the natural social context. In this case, the researcher observed discussions among the students in their hostels, student parks, sports and eatery centers.

3.6 Data Presentation and Analysis

Data presentation refers to the way of arranging data to make them clearly understood (Kombo & Tromp, 2006). The data for this work are presented with close reference to the aim, objectives and theoretical framework of Giles' (1970) Communication Accommodation Theory, which is based on interpersonal relationship within a small group or across cultures in which people adjust their communication to others. Thus, the data and analysis are

presented in the following order; student-oriented, lecturer-oriented, sexuality-oriented, relationship-oriented, social/political-oriented and miscellaneous slangs. Others are: strategies in forming slang and its rationale.

3.7 Theoretical Framework

This study adopts Communication Accommodation Theory (CAT), originally known as Speech Accommodation Theory (SAT) proposed by Giles and his colleagues in 1970s. During the 1970s, social psychologists (Giles, 1973, 1977, 1979a; Giles, Taylor, & Bourhis, 1972) among others, laid the foundations of what was then named Speech Accommodation Theory (SAT):

SAT presents a broad and robust basis from which to examine mutual influences in communication, taking account of social and cognitive factors, and having the scope to cover the social consequences of speech shifts as well as their determinants and the motivations underlying them. Furthermore, it is applicable to a broad range of speech behaviors, and nonverbal analyses potentially, with the flexibility of relevance at both interpersonal and intergroup levels (Giles et al., 1987: 34).

Central to the theory is the idea that speakers adjust their speech styles in order to create and maintain positive personal and social identities. It is argued that interlocutors in a conversation adjust their speech according to their conversational partners (West and Turner, 2010). According to McGregor (2005), Speech Accommodation is a way of reducing the social distance between interlocutors. Crystal (2003) says that the accommodation theory aims to explain why people modify their style of speaking to become more like or

less like that of their addressee(s). For example, among the reasons why people converge towards speech patterns of their listeners is the desire to identify more closely with their listeners, to win social approval or simply to increase the communicative efficiency of the interaction. There is therefore, the application of the accommodation theory and speech convergence, as the students tend to lean towards sounding the same way. Their speech therefore converges towards the speech of their fellow students. There is therefore, speech accommodation brought about by their interactions, associating often at different levels- relaxation centers, hostels, and departments, etc. However, most of the slang expressions are also expressed in Tiv, Idoma, Igede, and Nigerian pidgin , a restricted code, which according to Singleton (2000:113) is “a code of intimacy”. The situation in the university clearly calls for a restricted code of intimacy among the students who share so many experiences in the same environment. This intimacy is further reflected in slang usage which serves as a ‘code’ and can exclude the situation of formal learning. This is because, in all languages, people adjust their language style according to the situation in which communication is taking place and according to the relationship that exists between the participants in the interaction. The choice of the theory owes to the fact that slang users take into account the context, subject matter and the relationship among them when using slang expressions. Also, it is based on the understanding that there are connotative meanings to the words, expressions that youths use which are mostly implied and beyond comprehension by those

who do not belong to their groups. As such, these expressions have underlying meanings as they converge or modify them to suit their communicative needs.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 Introduction

This chapter deals with the presentation and analysis of the data gathered from the interview and observation. It presents details about the slangs used by the students of Benue State University, Makurdi in their in-group communication. The students are drawn from different social, gender, age and linguistic backgrounds. Their use of slang is borne out of the fact that the University community is a multilingual society and they speak different languages such as English, Tiv, Idoma, Iggede, Hausa, Yoruba and Nigerian Pidgin. This gives rise to the use of new words and expressions peculiar to them.

4.1 Data Presentation, Analysis and Discussions

The slang expressions collected from the students are categorized into six groups: those used in students' academic activities, those referring to lecturers; those used when talking about sexuality; relationship; social/political activities and miscellaneous slang. They are then presented in simple tables, analyzed and discussed below:

4.2 Student-Oriented Slang.

A student primarily, is a person enrolled in a school or other educational institution who attend classes in a course to attain the appropriate level of mastery of a subject under the guidance of an instructor and who devotes time outside class to do whatever activities the instructor assigns. Based on the data collected, the table below is a collection of slang referring to student activities such as their classes, performance, and courses. These are terms or expressions they use in their interactions as they converge or shift conversations to suit their partners. Below are some of the terms used by the students under study.

Table 1: Student-oriented slang

S/N	C a t e g o r i z a t i o n	S l a n g	Referent/meaning
1	Class activities: (a) Class of many students	<i>General assembly, Judgement day, Ajayi Crowther, Osho-free (Idoma English), wurukum market, tito gate</i>	A class of many students
	(b) Class of few students	No-go area, military zone	A class of few students
2	Performance: (a) serious	<i>Academic Bulldozer, scholar, prof, praying mantis, over-sabi TDB (Till Day Break), Jackometer</i>	Those who are serious with their studies
	(b) Unserious	<i>NAS (Non-Academic Students), Distance-learners, I don't care, NFA (No Future Ambition)</i>	Students who deliberately miss classes
3	Courses: (a) Difficult	Fly over, customer, No-go-area, bad market	Courses that students fail regularly
	(b) Lecturer	Undertaker, stone cold, commando, terminator	Lecturers who teach courses that students fail regularly
	(c) Simple	Let-my-people-go, panadol extra, vegetable, jumpo	Courses that students pass with little or no efforts
4	Marks: (a) High	Hammer, Dope mark	High marks in examination or test
	(b) Low	Mr.E, Fuck up, freezing point	Low marks in examination or test
5	Malpractice: (a) cheating	ECOWAS, (Economic Community of West African Students), Aider	Cheating in examination or test
	(b) Those who cheat	Microchipper, Beбето, shine-shine guy	Those who cheat in examination or test
6	Prolonged studentship	Masters students, Mugabe, Wenger	<i>Students who have spent much longer years than they should in their academic careers</i>

From the table above, in example 1a, *General Assembly*, is a compound word. The word general is a noun, while, assembly is also a noun. In this context, General Assembly refers to one of the six main organs of the United Nations (UN), the only one in which all the 193 member states have equal representation. Also, Judgment day is a compound word. In this context, it refers to the final trial or reckoning of all humankind, both living and dead by God expected to take place at the end of the world. General assembly and judgment day, both involve the gathering of people from different places in their large numbers together. However, in this context, it has been used by the 400 level students of Benue State University, Makurdi to refer to a class activity involving many students. The use of these uniform terms may not be unconnected with the

fact that a class of many students involves the gathering of students from different background, sex, and age and tribe.

In example 1b, *No-go-area* is a noun. As used above, it is a contrary term for a class of many students. It is mostly used in informal contexts to refer to an area to which entry is forbidden, dangerous, or impossible. As a broad term, it has varied overtime. It is used also to refer to areas undergoing insurgency. Also, *Military zone* is a compound word. In this context, it is used to refer to a restricted place for non-military personnel. Both military zone and no-go-area are terms used to emphasize restriction of movements to forbidden places. In the context as used by the 400 level students of Benue State University, Makurdi, it is used interchangeably to refer to a class of few students. This may be because courses with few students in the class have students who register for courses perceived by their colleagues as difficult or the lecturer is seen as being harsh or unfriendly.

In example 2a, *academic bulldozer* as used in this context is a compound word. Academic is an adjective. In this context, it literally means that which relates to academic issues or learning, while bulldozer is a noun referring to a tractor with an attached blade used for moving hard or difficult debris like the earth surface, buildings or trees. Also, *prof*, is a clipped or abbreviated form of professor. In this context, it is the highest

ranking academic attainment in the university. Both terms as used by the 400 level students refer to students who are serious with their studies. Academic bulldozer as used in the context of the students, refers to students who are hardworking in matters relating to their academics which involves reading extensively and visiting the library, so also it is with a professor who reads extensively in order to be abreast of the latest information or knowledge regarding academic research like in the area of publishing books, articles and other educational related works. The use of these related terms among others is because both involve hard work in achieving results.

In example 2b, *distance learner* is a compound word. In this context, it is derived from distance learning. This is an academic programme mostly undertaken by universities that allow students to complete high school, continuing education and college courses without physically being on campus. As such, students who run these programmes are referred to as distance learners, because they do not necessarily go to school before assignments and matters relating to their programs are passed across to them through mails and other means. However, in the context of the students, the term has been pejoratively used to refer to unserious students who deliberately miss classes

In example 3a, *customer* is a noun. In this context, it refers to a person who goes constantly to a buyer to buy goods and services from a shop. As used by the 400 level students, it refers to difficult courses that students fail regularly. The use of this term or expression to refer to such courses is because, a customer regularly goes to a buyer when in need of goods, so also students who fail courses regularly are meant to carry over or re-sit for such regularly. However, the term *let-my people-go*, is used to refer to simple courses that students pass even when they make little or no efforts. In this context, the term is traceable to church history. History has it that prophet Moses was sent with a warning message from God to a hardened king by name Pharaoh to ‘let his people go, so that they might serve Him (Exodus 9:1). The 400 level students use this expression to refer to a simple course that students make little or no efforts to pass.

In example 3b, *terminator*, is a noun, the name of a 1984 American fiction, action film in which the star actor Arnold Schwarzenegger as the terminator killed Sarah Connor. In the students’ context, it is used to refer to lecturers who teach courses that students fail. The use of this term may be because such lecturers are seen by the students as ‘killers’ of destinies, hence, for marking them down.

In example 4a, *dope mark* as used here is compound noun. Dope in this context refers to an illegal drug used to enhance the performance of an

athlete, racehorse. Mark is a noun; it is a way of assessing an individual's performance. Dope mark as used by the students in this context refers to very high marks in examination or test.

In example 4b, *freezing point* is a term derived from physics and chemistry. It is a situation where a liquid freezes into solid as the melting point increases; this usually raises the freezing point. Therefore, as it is with academic scores which ranges from high to low marks, students have come to associate very low marks in test or examination as freezing point.

In example 5a, *ECOWAS* (Economic Community of West African Students), is a noun, derived from the regional economic union. However, the last letter or alphabet 'S' which stands for 'states' is replaced with the word *students*. Therefore, ECOWAS stands for (Economic Community of West African States). In this context, it is a regional economic union of 15 countries in West Africa who come together for the common purpose of promoting economic integration across the region. In the context as used by the 400 level students of Benue State University, Makurdi, it refers to cheating in examination or test.

In example 5b, *Bebeto* is a proper noun. In this context, it is the name of a famous Brazilian football legend; he was a prolific striker and excellent finisher. In the context of use by the 400 level students of Benue State University, Makurdi, it refers to those who cheat in examination or

test. The use of this term to refer to such students is because of the fact that Beбето was a clever and dexterous finisher. Therefore, students involved in examination malpractices are called Beбето because of how cleverly they do it to avoid the prying eyes of invigilators.

In example 6, *Mugabe and Wenger*, are proper nouns. In this context, they refer to names of former Zimbabwean President and former Manager of Arsenal football club respectively. However, in this context as used by the students, these names refer to a set of students who have spent much longer than they should in their studies or academic careers. The use of these proper nouns as referents to such students who have prolonged studentship is informed by the fact that Mugabe has it in records as the oldest serving African president so far, while Wenger has it in the annals of history as the oldest serving premier league coach so far. So also it is with prolonged studentship on campus which may be due to carry over courses or spill over cases.

4.3 Lecturer – Oriented slang

A lecturer is a person, male or female who gives lectures, especially as a teacher in higher education. Based on the data collected, the slang expressions below are used by the students under study to refer to their lecturers and the way or manner in which they teach.

Table 2: Lecturer – Oriented slang

S/N	C a t e g o r i z a t i o n	S l a n g	Referent/ meaning	
1	Lecturer: competent	Prof, scholar, don, Or-gbondu (Tiv)	A lecturer who teaches well	
2	Incompetent	copy and paste, i-donkia (Pidgin), hustler, empty vessel, wayo (Hausa), munafiki (Hausa)	A lecturer that teaches poorly	

From the table above, in example 1, the word *prof*, is a noun, a clipped or abbreviated form of professor. In this context, it is the highest academic ranking position in the university. *Scholar*, is a noun, it is used to refer to a specialist in a particular field of study especially in the humanities. The word *don*, is a noun, in this context, it means a university teacher, especially a senior member of a college at Oxford or Cambridge. *Or-gbondu*, on the other hand is a compound word, traceable to the Tiv language. ‘Or’-means man, ‘gbondu’ stands for ‘skull’. Therefore, Or-gbondu literally means ‘man of skull’. However, in this context as used by the 400 level students of Benue State University, Makurdi, these terms refer to a competent lecturer who teaches well. This is because, these terms used in describing this type of lecturers have in common competency.

In example 2, *copy and paste*, is a combination of two words which are verbs. It is a computer related terminology use to refer to lifting information from its original source to another domain without alteration or modification. The word *hustler* is a noun. It is polysemous, that is, it has more than one sense or meaning entry in the dictionary. However, in this context, it refers to a person who adapts to difficult situations or a person struggling to make ends meet. *Munafiki*, is an adjective, it originates from Hausa language. It literally means

hypocrisy. *Wayo*, is also traceable to Hausa language, it literally means cunning. *Empty- vessel* is a compound word. Empty is an adjective, while, vessel is a noun. Therefore, an empty-vessel means, a container that is empty. However, these terms carry negative connotations to refer to incompetency

4.4 Sexuality-oriented slang.

Sexuality as a concept means the way people experience and express themselves sexually. This involves biological, erotic, physical, emotional feelings and behaviours. As a broad term, it has varied overtime, as such, it lacks a precise definition. The slang categorized under this section covers the physical, emotional and social aspects which include bonds between individuals that are expressed through profound feelings.

Table 3: Sexuality- oriented slang

S/N	C a t e g o r i z a t i o n	S l a n g	Referent/ Meaning
1	Beauty : (a) beautiful	Kumashe(Tiv), shanpepe Tomatoes-jos, panasharp	Beautiful female students
	(b) ugly	A y a m a t a g a . O w l	Ugly female students
2	A f f a i r s	Kpekus, Kerewa(Tiv), Nak-akpako, bang	To have affairs
3	Body shape: (a)Female breast	Orange, pointer, front-yard, pusher	A female breast
	(b)Female buttocks	Senator,V-boot, backyard, catapult	A female buttocks
4	Genitals : (a) Male	Cassava, bulala (Hausa)	A male genital
	(b) Female	Workshop, football field, paradise, Tito gate	A female genital

In example 1a above, ‘*kumashe*’ is a compound word. It originates from the Tiv language. ‘Kuma’ means ‘enough’ while ‘ashe’ means eyes. A

combination of these words can be used as an adjective. Therefore, *kumashe* literally means ‘enough for the eyes’. *Shanpepe*, from the same example, is traceable to Tiv language as well. The word ‘shan’ means ‘star’ while ‘pepe’ means ‘morning’, when used together, it literally means ‘morning star’. Also, *tomatoes-Jos*, is a compound word, tomatoes is a noun, a glossy red or yellow edible fruit eaten as a vegetable, while Jos is a proper noun, the name of a state in Nigeria. Therefore, tomatoes-Jos literally means a brand of tomatoes from Jos. In addition, the word *panasharp* from the same example above, is a noun, it is blend from Panasonic and sharp. Panasonic and sharp are names of electronic products such as television, radio, iron, etc. In this context as used by the 400 level students of Benue State University, Makurdi, these terms refer to beautiful female students. The use of these terms is informed by the fact that the slang expressions used by the students to refer to such female students have the characteristics of radiance or beauty as they are metaphorically used.

In example 1b, *ayamatanga* is a noun. The name is derived from a popular Christian film directed by Michael Bamiloye titled ‘The Ultimate Power’. In it a character is portrayed as ugly and scary in outlook. Also, Owl is a noun, a solitary and nocturnal bird, typified by an upright stance, a large broad head with a binocular vision. In this context as used by the 400 level students of Benue State University, Makurdi, these terms refers to ugly female students. The use of these analogies of a character in a film that is ugly and scary and a

bird, which is also scary in appearance, shows why such students are described as such.

In example 2, *Kpekus*, is traceable to Nigerian Pidgin English. It is a polysemous word, that is, it has more than one meaning. As such, when used as a noun, it means a woman's genitals, but when used as a verb, it means to have affairs. Also, the term *kerewa*, originate from a popular song titled 'Zule-zoo' produced by Michael Aboh and Al-hassann Ibrahim in the 90s. *Kerewa* as demonstrated in the wordings and performance of the dancers means to have affairs with a woman. In this context as used by the students, both expressions refer to having affairs.

In example 3a, *pointer* is a noun; it is a long piece of metal on a scale or dials which moves to give a reading. In the context as used by the students, it means a female student's breast.

In example 3b, *senator*, as used here is a noun. A senator is a lawmaker elected on the platform of a party to represent his state, constituency and country at large. The use of this slang term to refer to a woman's buttock is because of its homophonic nature. That is, in pronunciation, the English word 'senator' has similarity with its taboo form in the Tiv language, 'senator' which when pronounced, have resemblance with its form. The breakdown of the word 'sen' means 'dangling' while, 'ator' means 'buttocks'. Therefore, 'senator' literally means 'dangling buttocks'. Also, the term *V-boot*, is a noun. It is an

automobile produced by the Mercedes Benz Company. In this context as used by the 400 level students it refers to a female's buttocks. This is because a female's buttock is typified by the raised rear carriage of a V-boot.

In example 4a, *cassava*, is a noun, it is a starchy tuberous root used as food in tropical countries. Also, the *termbulala*, is a noun, traceable to the Hausa language. It literally means a cane. It is a hollow jointed stem of tall reeds, grass, etc especially bamboo. In this context as used by the students, it refers to a male genital.

In example 4b, the term *workshop* is a compound word. It is a room or building in which goods are manufactured. In this context as used by the 400 level students, it refers to a female genital.

4.5 Relationship-oriented slang

Relationship simply refers to the way two or more people are connected or the state of being connected. It could also mean the way in which two or more people or groups regard and behave towards each other. From the data collected, it is found out that the students use various expressions in discussing about their relationships which cuts across fellow students and lecturers alike.

Table 4: Relationship-oriented slang

S/N	C a t e g o r i z a t i o n	S l a n g	Referent/Meaning
1	Relationship : Male students to female lecturers	better pikin, mama's bag	Male student who date female lecturers
2	female students to male lecturers	Gbeke(Tiv), gold-digger, Swange(Tiv)	Female students who date male lecturers
3	female lecturers to male students	Sugar mummy (SM)	Female lecturers who date male students
4	male lecturers to female students	2-baba, skirt-chaser, Akpako master	Male lecturers who date female students
5	female students to female students	L e s b i	Relationship between two female students who are excessively close
6	between two opposite sexes	Romeo and Juliet, doves	Relationship between opposite sexes(male or female)
7	m a l e t o m a l e	H o m o	Relationship between a male student and another male student
8	female students who neglect studies in pursuit of older men	Abuja-connect, hustler	female students who neglect studies in pursuit of older men

In example 1, *better pikin* in this context is a compound word traceable to Nigerian Pidgin. It literally means ‘a good child’. While, the word *mama's bag* as used here, is a possessive noun. It literally means ‘mother's bag’. In this context as used by the 400 level students, both expressions refer to relationship between a male student and a female lecturer. These terms are used derogatorily for fun.

In example 2, *gbeke* is a noun. It originates from the Tiv language. In this context, it means, a trap used by hunters for hunting games. In the context as used by the 400 level students, it refers to female students who date male lecturers.

In example 3, *sugar mummy* (SM) in this context is a compound word. Sugar is a noun, a sweet crystalline substance obtained especially from sugar cane beet, consisting essentially for sucrose and used as a sweetener in food or

drink while mummy is a noun, it is an informal way of referring to one's mother. Sugar mummy in this context is pejoratively used to refer to an older woman in a relationship with a much younger male person.

In example 4, *2-Baba* is a noun. It is the stage name of a popular hip hop singer by name Innocent UjahIdibia widely known for his early philandering lifestyle, while, *Akpako master* is a noun, the stage name of another musician by name Gabriel OcheAmanyi Known for ruggedness and weird behaviour. *Skirt-Chaser* on the other hand is a compound word, which literally means a womanizer. In this context as used by the 400 level students, these terms are used to refer to male lecturers who date female students.

Lesbi in example 5 is a clipped or abbreviated form of lesbian, a relationship between two women. This term is uniform with the referent; however, it is usually clipped in order to be euphemistic. That is, using a word or phrase to replace another with the one that is considered less offensive, blunt or vulgar.

In example 6, *Romeo and Juliet* is a noun traceable to a tragic play written by William Shakespeare in his early career about two young star-crossed lovers whose deaths ultimately reconcile their families. In this context as used by the students, it refers to relationship between two opposite sexes.

In example 7, *Homo*, is a noun. It is the clipped or abbreviated form of homosexual, referring to a relationship between a man and another. In this

context as used by the 400 level students, the referent is the same as the term used. However, it is used euphemistically to sound less offensive and vulgar as admitted by the respondents when interviewed.

In example 8, *Abuja connect*, is a compound word. Abuja is a proper noun, the name of a place in Nigeria. It is the Federal Capital Territory (FCT). Connect is a verb, it is the process of joining two or more things together to establish a link. Abuja connect, therefore, is derived from a popular Nollywood action film called Abuja connection, released in 2003 and directed by Michael Ezeayache. Central to the theme of the film are two pivotal characters (females) who are projected as having connection or leverage at the center of power (Abuja) and therefore working hard to outsmart each other in being popular and relevant in the acquisition of material things and wealth. Also, the term *hustler*, is a noun, it is used to refer to a person who adapts to aggressive or difficult situations. These terms are disparagingly used in the context of the 400 level students of Benue State University, Makurdi to refer to a relationship between female students and much older men who are rich.

4.6 Social Activities/Politics

Social activities are extracurricular activities engaged by youths or students which may include any organized social, art, or physical activities that occur during out-of- school time, usually before or after school or during summer, while political activities are events that have to do with students'

welfare and how they are represented by those elected to serve as intermediaries between them and the school management. Based on the data gathered, the following are slang expressions used by the students while discussing their social life and politics.

Table 5: Social activities / Politics.

S/N	Categorization	S l a n g	Referent/Meaning
1	Social activities	Gbedu guy, DOS (Director of Socials), Okpolot (Idoma), 2-baba, Terry-G	Students who neglect their studies because of social activities such as partying
	(a) Rich student	Dangote, business mugu	Students who neglect their studies because they are engaged in money making businesses
	(b) Generous	CBN, Ajebota, father Christmas	Rich students who are generous
	(c) Mea	Ortom, ATM, ikpatsuniku (Igede)	Rich students who are stingy or mean
	(d) poor	Ajekpako (Yoruba), Nigga Raw	Students from poor homes
	(e) proud	Wurukum, notice me	Rich students who show off their wealth
	(f) modest/humble	Bill Gate, correct guy	Modest and humble students from rich homes
2	Imposed leadership	Idi-Amin, 01-by-force	A student leader imposed on the students by the university administration

In example 1, *gbeduguy* in this context is a compound word. ‘Gbedu’ originates from the Yoruba language, which means ‘big drum’. It is traditionally used in ceremonial Yoruba music in Nigeria and Benin. ‘Guy’ is a noun; it is an informal way of referring, mostly, to a young person. Therefore, *gbedu guy* literally means ‘big drum guy’. In this context as used by the 400 level students, it refers to students who neglect their studies because of social activities such as partying.

In example 1a, *Dangote*, is a proper noun. It is the name of a popular businessman in Nigeria known for his philanthropic nature. In the context as used by the students, it refers to students who neglect their studies because they are engaged in money making businesses.

In example 1b, *CBN*, is a noun, an acronym for Central Bank of Nigeria. It is the apex monetary authority in Nigeria responsible for the regulation of other smaller banks in the country. In this context as used by the 400 level students, it refers to rich students who are generous. This usage may not be unconnected with the fact that the bank comes to the rescue of other smaller financial institutions, hence its role as the lender of the last resort.

In example 1c, *Ortom*, is a proper noun. It is the name of the current Executive Governor of Benue State. His controversial dealings relating to the people's welfare in the state made the students to associate rich students who are mean or stingy as such.

In example 1d, *ajekpaki* originates from Yoruba language. 'a+je+kpaki literally means 'cassava eater'. Therefore, Ajekpaki means 'eater of cassava or garri'. In extension, the term connotes resilience induced by absorbance under adverse condition. In this context as used by the 400 level students, it refers to students from poor homes.

In example 1e, *Wurukum* is a noun. It is a name of a popular place situated in the heart of the city of Makurdi, the Benue state capital where the central market is sited. In the context of use by the 400 level students, it refers to rich students who show off their wealth.

In example 1f, *Idi Amin* is a proper noun. It is the name of the former military president of Uganda. His rule was characterized by oppression, rampant

human rights abuses, corruption, extra judicial killings among other inhumane acts. In the context of use by the 400 level students, it is used to refer a student leader imposed on the students by the university administration.

4.7 Miscellaneous Slang

The table below is a collection of miscellaneous slang expressions used by the students. Miscellaneous can be seen as a collection of items or people considered together but of different kind that are difficult to put into a particular category.

Table 6: Miscellaneous Slang

S/N	S L A N G	REFERENT/ MEANING
1	Flashy, swag, package	When a student is stylish or cute
2	Fall hand, fuck up	When one is disappointed
3	Kpafucate, kpeme(Igede)	T o d i e
4	V a m o o s e , c u t - o u t	T o l e a v e
5	S h i n e y o u r e y e s	T o b e w i s e
6	B o t t l e , s h a c k	T o d r i n k b e a r
7	Crises in the middle belt	T o b e h u n g r y
8	L o a d e d	H a v i n g e n o u g h m o n e y
9	Suswam , government	P o r k
1 0	I n g y a r	Students who hold strong religious views

Flashy, in example 1, is an adjective. It is characterized by pretentious or showy display; designed to impress. In this context as used by the 400 level students, it means when a student is stylish or cute.

In example 2, *fall hand*, is traceable to Nigerian Pidgin English. It literally means to ‘drop one’s hand’. In this context as used by the 400 level students, it means to be disappointed.

In example 3, *kpafucate* is traceable to Nigerian Pidgin English. It is coined from ‘kpafuca’ which means, ‘damage’. Therefore, *kpafucate* in this context as used by the 400 level students means when someone dies.

In example 4, *vamoose* is a verb. It is an informal way of departing hurriedly from a place. In this context as used by the students, it means to leave.

In example 5, *shine your eyes* in this context is used as a verb. It is traceable to Nigerian Pidgin English. It literally means ‘to brighten one’s eyes’. In the context as used by the 400 level students, it means to be wise.

In example 6, *bottle*, is a noun. In this context, it is used informally in reference to the heavy drinking of alcohol. In the context as used by the 400 level students it is used as a verb to refer to drinking of alcohol.

In example 7, *crises in the middle belt*, is traceable to Nigerian Pidgin English. It literally means violence in the middle belt region of the country. However, in this context as used by the 400 level students, it means to be

hungry. This usage may not be unconnected with the fact that hunger which is felt by all humans occurs in the middle of the human anatomy, which is the stomach, hence, the students' association of crises in the middle belt with hunger.

In example 8, *loaded*, is an adjective derived from load, which means carrying or bearing a load. In this context as used by the 400 level students, it means having enough money.

In example 9, *Suswam*, is a proper noun. It is the name of the immediate past executive governor of Benue State. In this context, *suswam* is used by the 400 level students to refer to pork. It was alleged that the governor imported pigs from china. This has made the students to associate the former governor's name or government with pork. This expression was observed at the students' eatery where a student ordered for pork by referring it to *suswam*.

In example 10, *Ingyar*, is a proper noun. It is the name of a popular Tiv preacher in the state. He is said to be a fierce preacher, known for his controversial stance in matters regarding religion. In this context, it is used as an umbrella term to refer to students who hold very strong religious views.

Taylor (1974) reveals that proper noun utilization is a very convenient way of generating slang expressions in youth circles. In essence, every proper noun is a potential input for slang creation by the youths.

4.8 Strategies of slang Formation by the 400 level students

The 400 level students of Benue State University, Makurdi, invent and use new slang terms, expressions, which are mainly used and understood among themselves for their in-group communication. Based on the findings of this study, the students use different strategies in forming their slangs in order to suit their communication needs. These lexeme used are formed from English, Tiv, Idoma, Igede, Yoruba and Nigerian pidgin. Millar (2007) opines that, “all speeches occur in an interactive context in which interactant-speakers and hearers make choices from the linguistic system. These include lexical and grammatical choices which express appropriate experiential meaning, that is meaning concerned with the world of experience”. The main strategies used are: semantic extension, utilization of proper nouns, acronyms, compounding blending and clipping

4.9 Semantic Extension

Semantic extension is one of the strategies employed by the 400 level students of Benue State University, Makurdi in forming their slangs. Semantic extension can be seen as a way of extending the meaning of a word, phrase or expression to mean something different from what it originally means. Most of the slang words classified within this category have their stems in English, Tiv, Idoma, Igede, Hausa, Yoruba and Nigerian pidgin; they are so extended to suit the students’ communication needs. Langacker (1973:186) sees semantic extension as “a way of obtaining a new term by

extending the use of the old one''. Chamo (2011:32) views Semantic extension as "a process of widening the meaning of a word or phrase by expansion of the context in which it occurs''. Semantic extension therefore, entails extending the literal meaning of a word or phrase in order to suit the communicative needs of members of a group. The lexemes used by the students in their communication or in discussions among themselves are items obtained from a variety of sources including science, information technology, culture, religion and politics but which have been extended to suit their communicative needs. Also, the nature of semantic extension adopted by the 400 level students is mostly that of adaptation. Salim (1981) sees adaptation as a process through which a speech community is necessitated to adopt an effective role in forming a language suitable for the change of functional requirements. From the data gathered, it is observed that the 400 level students use adaptation in which they change the function or meaning of some lexemes or words to mean something different from the original meaning. The students use and adopt many terms which are derived from English, Idoma, Tiv, Hausa, Igede and Nigerian Pidgin. However, the meanings are extended in order to meet the peculiar communicative needs of the students as they interact among themselves. The areas enriched with these words include academic, persons, attitude and culture, food, science and technology. Below are some of the examples gathered from observation and interviews.

4.9.1 Academic-related terms

Academic as a term is used to describe work, or a school, college, or university, that studying, learning and reasoning take place based on technical or practical skills. Education is therefore, is the process of teaching and learning or enlightening a person through reading and writing by giving him or her intellectual, moral, and social instruction. The 400 level students of Benue state university, Makurdi through their daily association within the university environment have come to coin words to suit their communicative needs. Consider the examples below

Table 7. Examples of academics related terms

S / N	S l a n g	O r i g i n	Actual meaning	New meaning/ Referent
1	Academic bulldozer	E n g l i s h	Earth moving machine	Students who are serious with their studies
2	Copy and paste	English language	Produce verbatim	incompetent lecturer
3	Jackometer	E n g l i s h	Instrument	Students who read excessively
4	Distance learner	E n g l i s h	S t u d e n t	Students who deliberately miss classes
5	Praying Mantis	E n g l i s h	I n s e c t	Students who are serious with their studies
6	NAS(Non-Academic Students)	E n g l i s h	U n i o n	Students who deliberately miss classes

From the table above, example 1, *academic bulldozer*, is a compound word. Academic as an adjective literally means that which relates to academic issues or learning, while, a bulldozer is a noun. It is a tractor with an attached blade used for moving hard or difficult debris like the earth surface, buildings or trees. However, the 400 level students of Benue State

University, Makurdi have come to extend the meaning of the compound word from its original, denotative meanings to refer to students who read excessively. This is because, like a bulldozer which is mainly used in carrying out difficult tasks, students who read excessively are usually engaged in rigorous academic activities such as reading extensively in the day and night time for hours in order to excel in their studies unlike the lazy ones who cannot withstand rigorous academic struggles.

In example 2, *Copy and paste* as a verb is a computer terminology. This is a process whereby a computer data is copied from one location and pasted in another. When such documents are copied, it is completely taken from its original position or source exactly the way it is to another location without any addition or reduction in content. Therefore, the 400 level students have extended its original meaning to refer to an incompetent lecturer. This may not be unconnected with the fact that such lecturers tend to lift information verbatim from the original source in order to make notes or handouts for students.

In example 3 above, *jackometer*, is a compound word. A jack is an instrument for lifting a heavy weight while a meter is an instrument for measuring things. A combination of these words by the students is extended from its literal meaning of being an instrument or tool for a brilliant student who performs excellently in his studies. This is because such students read

extensively by carrying out difficult academic tasks in form of lifting and storing of knowledge up in the brain which is quite a tasking exercise as well.

In example 4, *distance learner* is a compound word. The term distance is a noun; it is the length or space between two points, while the word learner is also a noun. It is a person who is learning a subject or skill. Therefore, distance learner is derived from distance learning, a way of learning remotely without being in regular face-to-face contact with a teacher in the classroom. This type of program has its roots in students learning through correspondences such as emails, texts, etc. As such, students who undergo these programs are referred to as distanced learners because they do not necessarily have to go to school before assignments and issues regarding to their studies are passed across to them. The literal meaning is extended to pejoratively refer to students who deliberately miss classes.

In example 5, *praying mantis* is a noun. It is a slender predatory insect with a triangular head, typically waiting motionless for prey with its forelegs folded like hands in prayers. The use of this insect to refer to students who are serious with their studies is because, as a praying mantis is always seen in a reading and meditating position, so it is with serious students who are bookish or read extensively.

In example 6, *NAS(Non- Academic Students)* is derived from Non-Academic Staff. This union is charged with administrative responsibilities aside teaching and research. The actual meaning is extended to refer to students who deliberately miss classes. This usage may not be unconnected with the fact that Non-academic staffs do not have direct connection with students in terms of class activities like teaching and research. As such, unserious students who miss classes deliberately are pejoratively referred to as non-academic students.

4.9.2 Person-related slang terms

A person is an individual that has certain capacities or certain attributes such as reasoning, morality, and consciousness and being part of a culturally established form of social relations such as kinship, ownership of property or legal responsibility. The 400 level students make use of names of popular individual in the society thereby extending the actual meaning of their names to new referents. Below are some of the examples.

Table 8. Examples of person related slang terms

	S l a n g	O r i g i n	Actual meaning	New meaning/Referent
1	M u g a b e	Zimbabwe	The former longest ruling president of Zimbabwe	Students who have spent much longer years than they should in their academic career
2	W e n g e r	Football	Former longest serving football coach in the English premier league	Students who have spent much longer years than they should in their academic career
3	Better pikin	P i d g i n	A good child	A male student who dates female lecturers
4	B e b e t o	Football	A former Brazilian player	Students who cheat in examination/test
5	Idi-Amin	U g a n d a	Former Ugandan president	A student leader imposed on the students by the university administration
6	O r t o m	T i v	Governor of Benue State	Rich students who are stingy or mean

In examples 1 and 2 are names of former leaders of Zimbabwe and Arsenal football club respectively. The students have extended the original names of these individuals to refer to those who have spent longer years in studies as *Zimbabwe* and *Wenger* respectively. This may not be unconnected with the fact that Mugabe as former Zimbabwean president ruled for 37years, which earn him a place in the annals of history as the oldest serving African president, while Wenger held sway as former Arsenal coach for 21years as the oldest serving coach so far.

In example 3, *better pikin* is traceable to Nigerian Pidgin English. It literally means, a good child. The meaning is pejoratively extended to refer to male students who date female lecturers.

In example 4, the name *Bebeto* is the famous football legend, a Brazilian prolific striker and excellent finisher known then for his consistency and determination throughout his footballing career. The students have now come to associate or extend his dexterity to students who “cheat in examination or test”. This may be because of how cleverly they do it to avoid being caught by the prying eyes of invigilators in the examination halls.

In example 5, *Idi-Amin* literally is the name of former Ugandan president. The 400 level students have extended the name to refer to a student leader imposed on the students by the university administration. History has it that former Ugandan president was an oppressive and cruel leader who trampled on

the inalienable rights of his people. So also, it is with student leaders imposed on the students.

In example 6, *Ortom*, is a proper noun. It is the name of the current Governor of Benue State. The 400 level students of Benue State University, Makurdi have come to associate or refer to students who are rich but stingy as ortom. This usage may be because of his controversial dealings relating to the people's welfare in the state ranging from inconsistent payment of workers' salaries and other issues.

4.9.3 Terms relating to attitude and culture

Attitude is a settled way of thinking or feeling. It is the position of the body indicating a particular mental state. The 400 level students of Benue State University, Makurdi associate some slang expressions with the way people behave or react, while culture is the people's way of life, which distinguish them from others.

Table 9: Examples of terms relating to attitude and culture

S / N	S l a n g	O r i g i n	Actual meaning	New meaning/Referent
1	W à a y ó o	H a u s a	A cunning individual	An incompetent lecturer
2	Business <i>múgùu</i>	English/Hausa	A wicked individual	A business minded student
3	S w a n g e	T i v	A kind of dance	A female student who dates lecturer for favour
4	Ikpatsuniku	I g e d e	A tricky person	A rich student who is stingy or mean
5	o v e r - s a b i	Nigerian pidgin	All knowing	Students who are serious with their studies
6	i-don't care	Nigerian pidgin	I don't care	An unserious student

From table 10 above, example 1, indicates that the concept Wàayóo is etymologically traceable to the Hausa language, as an adjective, it is used to

qualify a noun. It means a cunning individual. However, the literal meaning is extended by the students to refer to a lecturer that comes late to class.

In example 2, *múugùu* is also traceable to Hausa language as well. However, its literal meaning is a wicked individual or person. It is homophonic in nature to the English ‘mogul’ which means a rich or powerful person. Meanwhile, the 400 level students of Benue State University, Makurdi prefer to adopt the first one, *múugùu* as against the English word which collocates with business and which when used together, means a business minded individual. The literal meaning of *múugùu* is extended in order to refer to students who neglect their studies because they are engaged in money making ventures. This usage may be just for the fun of it.

Swange, in example 3, is traceable to Tiv language. It is culturally related. It is a type of dance among the Tiv people. Since swange like any other cultural dance involves the forceful movement of body parts like hands, legs eyes in different directions, so also it is with female students who move from one place , office, to another dating a lecturer for favour. The meaning is extended from being a kind of dance among the Tiv people to female students who befriend for favour.

In example 4 above, *ikpatsuniku*, is traceable to Igbo language. It literally means a tricky individual. However, the 400 level students of Benue State University, Makurdi have extended its original meaning to refer to a

stingy student. This is because, stingy individuals are known to apply all tricky or dubious means known to them in keeping people away from their belongings, be it food or material things.

In example 5 above, *over-sabi* has its origin in Nigerian Pidgin. It literally means all knowing. However, the original meaning is extended to mean students who are serious with their studies. This is because a person who reads always is regarded by all as one who is knowledgeable. As such, the 400 level students have come to associate avid readers as *i-too-sabi*.

i-don't care, in example 6, is also traceable to Nigerian pidgin. It originally means a person who takes things for granted. Better still, an individual who is unserious with things he ought to give attention to. However, its meaning is extended by the students to unserious students. This is because, unserious students do not give diligent attention to their studies , as such in Nigerian pidgin they are disparagingly refer to as *i-don't care* set of students.

4.9.4 Food-related slang terms

Food is any edible substance consumed to provide nutritional support to the human body. The 400 level students have come to use some food related terminologies as slang in their conversations. Consider the following examples below.

Table 10: Examples of Food related slang terms

S	/	N	S l a n g	O r i g i n	Actual meaning	New meaning/Referent
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1	C a s s a v a	E n g l i s h	R o o t c r o p	M a l e g e n i t a l s
2	A j e b o t a	Y o r u b a	E a t e r o f b u t t e r	A r i c h s t u d e n t
3	O r a n g e	E n g l i s h	E d i b l e f r u i t	A f e m a l e ' s b r e a s t
4	T o m a t o e s - J o s	E n g l i s h	F r u i t / v e g e t a b l e	A b e a u t i f u l s t u d e n t
5	V e g e t a b l e	E n g l i s h	V e g e t a b l e	C o u r s e s t h a t s t u d e n t s p a s s w i t h l i t t l e o r n o e f f o r t s

From table 11 above, example 1, *cassava*, is a noun as well as a root crop planted seasonally. It is lengthy in size. The 400 level students of Benue State University, Makurdi extend its literal meaning from being a root crop to male genitals. This is because a cassava is lengthy in nature.

In example 2, *ajebota* is traceable to Yoruba language. It literally means eater of butter. The students extend its meaning from an eater of butter to a rich student. This is because butter as a food substance is seen as a supplement that is not affordable by all most especially by the poor, therefore, its real meaning has been extended to refer to students who are from rich families or homes.

In example 3, *orange* is a noun. It is a large round citrus fruit with a large bright reddish-yellow rind. The meaning has been extended by the students from being an edible fruit to a female's breast. This is because a female's breast is typified as having an oval shape, which is similar to an orange.

In example 4, *tomatoes-Jos* is a compound word. A tomato is a glossy red or yellow edible fruit, eaten as vegetable. While Jos, is a proper noun. It

is the name of a city in Nigeria. Tomatoes-Jos literally means “a brand of tomatoes from Jos”. The meaning has been extended being a fruit obtainable from a particular place or region to refer to “a beautiful female student”. This extension may not be unconnected with the fact that this brand of fruit or vegetable only gotten from that region is usually shiny and attractive to buyers.

In example 5 above, vegetable is a plant or part of a plant used as food. The 400 level students of Benue state University, makurdi extend the actual meaning from being a plant to courses that pass with little or no efforts. This extension is because, vegetable as a food supplement is one of the easiest food to prepare so it is Courses that students pass with little or no efforts.

4.9.5 Science and technology related slang terms

The term technology is the development and use of basic tools, machines for the betterment of the society. It also means the principles, processes, and nomenclatures of the more conspicuous arts, particularly those which involve applications of science and which may be considered useful, by promoting the benefit of society. The 400 level students of Benue state University use some basic technological slang terms in their expressions. Consider the following examples below.

Table 11: Examples of science and technology related slang terms

S / N	S l a n g	O r i g i n	Actual meaning	New meaning/Referent
1	A T M	English	Automated Teller Machine	Rich students who are stingy or mean

2	Micro chipper	English	A D e v i c e	Students who cheat in examination or test
3	G b e k e	T i v	A kind of trap	A female who goes after older men
4	Freezing point	English	The point at which water freezes	A very low mark
5	v - b o o t	English	A brand of Mercedes Benz car	A female buttocks

From the table above, example 1, *ATM* is an acronym which literally means “Automated Teller Machine”. It is a machine used for dispensing money, usually built close to the bank, loaded with money for customers to make their financial transactions when the need arises. However, the literal meaning of the word is extended by the 400 level students from being money dispenser to “a person who is mean”. This is because an *ATM*, (Automated Teller Machine) despite being loaded with huge amount of money, it does not dispense cash to people who have insufficient money, so it is with rich students who are stingy or mean.

In example 2, a *micro chipper* is gotten from the word microchip; it is a very small piece of silicon containing a set of electronic parts which is used in computers and other machines. The meaning has been extended by the students to refer to “those who cheat in examination or tests”. This is because; a microchip is very tiny and can be cleverly used in carrying out many tasks, so it is with students who cheat in examinations. They cleverly conceal or hide tiny papers in their clothes with already prepared answers on them.

Gbeke, in example 3, is a noun; it is traceable to Tiv language. It is “a kind of trap use for hunting games by hunters”. Its literal meaning has been extended by the students from being a trap to female students who date or go after older men or lecturers. This is because as a trap is usually set by hunters to catch games, so do this set of students dress enticingly in order to attract their lecturers.

Also, in example 4 above, *freezing point* is a term derived from physics and chemistry. It is a situation where a liquid freezes into solid as the melting point increases; this usually raises the freezing point. Therefore, as it is with academic scores which ranges from high to low marks, students have come to associate or extend very low marks in test or examination as freezing point.

In example 5 above, *V-boot*, is a noun. It is an automobile produced by the Mercedes Benz Company. It is extended by the students from being an automobile to a female’s buttocks. This is because a female’s buttock is typified by the raised rear carriage of a V-boot.

4.10 Borrowing

Borrowing is the process of importing or adopting linguistic items from a source language into a target language. This process occurs at any time when two or more cultures are in contact over a period. The reason for the use of these words is “the lack of their equivalent in a language” (Chamo2011:27). The slang used by 400 level students of Benue State University is lexicalized by

the speech repertoire of the immediate environment. Many words are borrowed from English, Tiv, Hausa, Yoruba, Idoma and Igede. From the above tables, words borrowed from English into slang are in the highest proportion: distant learners, praying mantis, national assembly, customer, fly-over, etc; Tiv words include; *kumashe* (good-looking), *shanpepe* (morning star), *gbeke* (a kind of trap) and *swange* (a popular Tiv dance); Idoma: *okpolor* (rugged man), *osho* (day) and *kpekus* (sex); Igede – *ikpatsuniku* (lazy man) and *kpeme* (to die); Yoruba – *ajebo* or *ajebota* (eater of butter) and Hausa loanword – *waàyoò* (cunning), *múnaáfúkii* (a hypocrite) and *buúlaála* (whip).

Table 12: Examples of slang words borrowed from, Tiv, Hausa, Igede, Yoruba, Idoma and Nigerian Pidgin.

S / N	S l a n g	O r i g i n	Actual meaning	New meaning/Referent
1	K u m a s h e	T i v	Goodlooking	Beautiful female students
2	S h a n p e p e	T i v	Morning star	Beautiful female students
3	S w a n g e	T i v	Cultural dance	Female students who date male lecturers for favour
4	O r - g b o n d u	T i v	Man of skull	A lecturer who teaches well
5	W a a y o	H a u s a	C u n n i n g	A lecturer who teaches poorly
6	B u u l a l a	H a u s a	W h i p	A m a l e g e n i t a l
7	M u u n a f u k i	H a u s a	H y p o c r i s y	A lecturer who teaches poorly
8	I k p a t s u n i k u	I g e d e	A l a z y m a n	Rich students who are stingy or mean
9	K p e m e	I g e d e	T o d i e	T o d i e
1 0	A j e b o t a	Y o r u b a	Eater of butter	Rich students who are generous
1 1	A j e k p a k o	Y o r u b a	Eater of wood	Students from poor homes
1 2	O k p o l o r	I d o m a	Rugged man	Students who neglect their studies because of social activities such as partying
1 3	K p e k u s	I d o m a	To have affairs	T o h a v e a f f a i r s
1 4	O s h o	I d o m a	D a y	A class of many students

From the table a ‘kumashe’ and ‘shanpepe in examples 1& 2, are both borrowed from the Tiv language. kumashe literally means ‘enough for the eyes’, while, shanpepe literally means ‘morning star’. These slang terms are borrowed

and used by the students to refer to beautiful female students. They both belong to the sexuality slang category.

In example 3, '*swange*' is borrowed from the Tiv language. It is a cultural dance among the Tiv people. It is used by the students of Benue state University, Makurdi, to refer to female students who date male lecturers for favour. This slang expression belongs to the relationship-oriented category.

'*or-gbondu*' in example 4, is borrowed from the Tiv language. 'Or'- means man, 'gbondu' stands for skull. Therefore, 'or-gbondu' literally, means 'man of skull'. It is used by the students to refer to a lecturer who teaches well. This slang expression belongs to the lecturer-oriented category.

In example 5, *waayo* is borrowed from the Hausa language. As an adjective, it literally means cunning, sly or crafty. However, it is used by the students to refer to a lecturer who teaches poorly. This slang word belongs to the lecturer-oriented category.

'*buulala*' in example 6, is borrowed from Hausa Language. As a noun, it literally means a whip. However, it is used to refer to a male genital. This slang expression belongs to the sexuality slang.

'*muunafuki*' in example 7, is borrowed from Hausa language. It literally means a hypocrite. However, it is used by the students to refer to a lecturer who teaches poorly. This slang expression belongs to the lecturer-oriented category.

In example 8, *ikpatsuniku*, is borrowed from the Igede language. It literally means ‘a lazy man’. However, the students borrowed and used the term to refer to rich students who are stingy or mean.

In example 9, *kpeme*, is borrowed from the Igede language. It literally means to die. In this case, the actual meaning and its referent are the same. This slang expression belong to the miscellaneous category.

In example 10, *ajebota*, is borrowed from the Yoruba Language. It literally means ‘eater of butter’. This term is usually associated with children from rich homes who are not strong to withstand stress that children from not too- well- to do homes withstand. Its literal meaning is altered to refer to rich students who are generous.

In example 11, *ajekpaki* is borrowed from Yoruba. ‘*ajepaki*’ literally means ‘eater of cassava or garri’ This term in extension connotes resilience induced by absorbance under adverse condition. It is used to refer to students from poor homes. This slang expression belong to the social activities/politics.

In example 12, *kpekus*, is borrowed from Nigerian Pidgin English. It is a polysemous word, that is, it has more than one meaning. As such, when used a noun, it is referred to a woman’s genital, but when used as a verb, it means to have affairs. In this case, it meaning and its referent are the same. This slang expression belongs to the sexuality category.

In example 13, osho-free, is borrowed from both Idoma and English language. ‘osho’ literally means ‘day’. Therefore when used together with the English word, it becomes ‘free day’. It is used by the students to refer to a class of many students. This slang expression belongs to the student-oriented category.

4.11 Utilization of proper nouns

One of the most readily possible ways for the coinage of new slang expressions is the utilization of proper nouns (Taylor1974, Adams, 2003). Yet, not much attention and discussion have been given to it. The 400 level students of Benue State University, Makurdi, manipulate proper nouns and make use of the associating meanings to produce new slang terms freely. However, this kind of slang can only function well if both speakers and hearers share a similar contextual background; otherwise, the flow of communication will be obstructed. From the data gathered, it shows that the students are generally very interested in politics and their political leaders, local artistes and they tend to associate the names of these politicians, musicians, and religious leaders to certain cultural phenomena, individualistic styles or personal characteristics. The following information were elicited from interview and observation from the students’ eatery.

Table 13: Examples of terms relating to proper noun utilization

S / N	S l a n g	O r i g i n	Actual meaning	New meaning/Referent
1	S u s w a m	Proper noun	Former governor of Benue state	P o r k

2	2-baba(innocent Idibia)	Proper noun	M u s i c i a n	Social life/ promiscuity
3	O r t o m	Proper noun	Present governor of Benue state	Suffering, hardship, and stinginess
4	T e r r y - g	Proper noun	M u s i c i a n	Associated with ruggedness
5	W e n g e r	F o o t b a l l	Former arsenal football manager	Prolonged studentship
6	M u g a b e	Zimbabwe	Former Zimbabwean president	Prolonged studentship
7	I d i - A m i n	U g a n d a	Former Ugandan president	A student leader imposed on the students by the university administration

From the table above, in example 1, *Suswam* is a proper noun. It is the name of the immediate past governor of Benue state. He was said to have imported pigs from china during his administration. This makes the students to associate ‘pork’ with his name. This slang belongs to the miscellaneous slang category.

In example 2, above, *2-baba* is the stage name of a popular musician from Benue State, whose real name is Innocent Idibia. The students have come to refer to students who neglect their studies because of social activities such as partying as 2-baba or a promiscuous person as such; this may not be unconnected with his early lifestyle as an upcoming artiste, which was characterized by promiscuity. This slang belong to the social activities/politics category.

In example 3, *Ortom*, is a proper noun. It is the name of the present governor of Benue State. The students have come to associate the name with hardship, suffering and meanness. This may not be unconnected with the way he handled the affairs of his state. This slang belongs to the social activities/politics category.

In example 4, *Terry-G*, is a proper noun. It is the name of a popular musician from Benue state who goes by the stage name ‘akpako-master’ The students have come to associate students who neglect their studies because of social activities such as partying with Terry-G. This may not be unconnected with the fact that he is viewed by many as a controversial in matters relating to morality, dressing and physical appearance. This slang belongs to social activities/politics category.

Wenger and Mugabe in examples 4&5 are names of former leaders of Arsenal football club and Zimbabwe respectively. The students have made use of the situation that characterize their reign as former leaders which was prolonged leadership to refer to students who have spent much longer years than they should in their academic careers as Wenger and Mugabe. This slang belongs to the student-oriented category.

In example 7, *Idi-Amin* is a proper noun. It is the name of the former Ugandan president. The students have come to associate a student leader imposed on them by the university authority as Idi-Amin. This may be because of the fact that Idi-Amin as Former Ugandan president then imposed himself on the people as his reign was characterized by untold hardship and suffering. This slang belongs to the social activities/politics category.

4.12 Acronyms

Acronym is a name-given concept formed from the initial letters or alphabets of more than one word to form a new word. Acronyms are pronounced according to their spellings. The 400 level students of Benue State University, Makurdi form their slangs through this strategy. For example, *NAS* (Non-Academic Students), *TDB* (Till Day Break), *NFA* (No Future Ambition), *SM* (Sugar Mummy) or pronounced as words, e.g. *ECOWAS* (Economic Community of West African Students) and *DOS* (Director of Socials). These types of acronyms are common with the students.

Table 14: Examples of acronym slang related terms

S / N	S l a n g	O r i g i n	Actual meaning	New meaning/referent
1	N A S	E n g l i s h	Non-academic Staff	Students who are not serious with their studies
2	T D B	P i d g i n	Till Day Break	Students who are serious with their studies
3	N F A	F o o t b a l l	NigerianFootball Association	Students who are not serious with their studies
4	E C O W A S	E n g l i s h	Economic Community of West African States	Cheating in examination or test
5	D O S	E n g l i s h	P o s i t i o n	Students who neglect their studies because of social activities such as partying
6	A T M	E n g l i s h	Automated Teller Machine	Rich students who are stingy or mean

From the table above, *NAS*, is an acronym which literally stands for Non-Academic Staff. The students have used it slightly from its original meaning to mean Non-Academic student to refer to students who are not serious with their studies. This slang belongs to the student-oriented category.

In example 2, *TDB* is an acronym, which literally means Till Day Break. It has its origin from Nigerian Pidgin English. It literally means an activity that continues to the morning hour. Therefore, students who are serious with their studies are referred to as TDB (Till Day Break). This may be because of how they engage themselves reading rigorously at night even into the morning hours.

In example 3, *NFA* is an acronym, which literally means Nigerian Football Association. It is a Nigerian football body, responsible for regulating footballing activities in the country. The students have given a new meaning by referring to it as No Future Ambition (NFA) to relate to students who are not serious with their studies. This slang belongs to the student-oriented category.

In example 4, *ECOWAS* is an acronym, which literally means Economic Community of West African States. However, the last word ‘states’ is altered

for students. This they use to refer to cheating in examination or test. This may not be unconnected with the fact that as a regional union responsible for promoting economic cooperation across regions, so it is with students who cheat in examination or test. They are known to cooperate in order to pass at all cost. This slang expression belongs to the student-oriented category.

In example 5, *DOS* is an acronym, which literally means Director of socials. In this case, the acronym is not altered or changed. Its meaning is maintained and used to refer to students who neglect their studies because they are engaged in social activities such as partying. This slang belongs to the social activities/politics category.

In example 6, *ATM* is an acronym which stands for Automated Teller Machine. It is used by the students to refer to rich students who are stingy or mean. This is because, an ATM despite being loaded with money, does not dispense cash to people who have insufficient balance; so it is with rich students who are mean or stingy. This slang belongs to the social activities/ politics category.

4.13 Compounding

A compound is a word that consists of two or more words. It is “the combination of two free forms or stems, forming a new complex word” (Olsen 2000:280). The students’ slang is composed of compound words such as: “Abuja-connect”, “praying mantis”, work shop”, “father Christmas”, “fall

hand”, “freezing point”, “gold-digger”, “skirt-chaser”, “better-pikin”, “distance learner”, “notice me”, “crisis in the middle belt”, “football field”, “bad market”, “sweet-potato”, “over-time”, “backyard” among others. Consider the table below.

Table 15: Examples of compounding slang related terms

S / N	S l a n g	O r i g i n	Actual meaning	New meaning/Referent
1	General assembly	E n g l i s h	Security organ	Aclass of many students
2	Judgement day	E n g l i s h	Final day of reckoning	Aclass of many students
3	N o - g o a r e a	E n g l i s h	A restricted area	Aclass of few students
4	Military zone	E n g l i s h	Military zone	A class of few students
5	Academic bulldozer	E n g l i s h	Earth moving machine	Students who are serious with their studies
6	F l y o v e r	E n g l i s h	A b r i d g e	Courses that students fail regularly
7	B a d m a r k e t	E n g l i s h	M a r k e t	Courses that students fail regularly
8	P a n a d o l e x t r a	E n g l i s h	M e d i c i n e	Courses that students pass with little or no efforts
9	Freezing point	E n g l i s h	Science practical	Low marks in examination or test
1 0	Micro chipper	E n g l i s h	E q u i p m e n t	Astudent who cheat in examination or test
1 1	Masters student	E n g l i s h	S t u d e n t	Students who have spent much longer years than they should in their academic careers
1 2	Copy and paste	E n g l i s h	D u p l i c a t e	Alecturer who teaches poorly
1 3	Tomatoes-jos	E n g l i s h	Vegetable/place	Beautiful female students
1 4	Gold digger	E n g l i s h	M i n e r	Female students who date male lecturers

From the table above, in examples 1&2, *general assembly* and *judgment day* are both compound words. General assembly is a security organ of the United Nations (UN) that comprises of six organs, while judgement day is the final day trial or reckoning of all human kind by God. The actual meaning of both compound words are altered from being a security organ of the United Nations (UN) and the final trial respectively, to a class of many students. These slang expressions belongs to the student-oriented category.

In addition, *no-go-area* and *military zone* in examples 3&4, are compound words. No go-area is a place where entry is forbidden, while, military zone, is used to refer to a restricted place for non-military personnel. They are both used to refer to a class of few students. These slang expressions belongs to the student-oriented category.

In example 5, *academic bulldozer* as used by the students is a compound word. It is used to refer to students who are serious with their studies. This slang expression belongs to the student-oriented category.

In example 6 &7, *fly over* and *bad market* are compound words as used by the students. Fly over literally is a bridge, while bad market, is a market which is not favourable. As used by the students, it refers to courses that students fail regularly.

In example 8, *Panadol extra* is a compound word. It is a brand of analgesic, taken by patients to relieve them of headache and body pains. Its original meaning is altered from being a pain reliever to courses that students pass with little or no efforts.

Freezing point in example 9, is a term derived from physics and chemistry. It is a situation where liquid freezes into solid as the melting point increase. The actual meaning is altered to refer to very low marks in examination or test. This slang expression belongs to the student-oriented category.

In example 10, *microchipper* is a compound word. It is derived from the word microchip; it is a very small piece of silicon containing a set of electronic parts that is used in computers and other machines. This slang expression belongs to the student-oriented category.

In example 11, *master's student* as used in this context is a compound word. Its actual meaning is altered from being a postgraduate student, to students who have spent much longer years than they should in their academic careers. This slang expression belongs to the student-oriented category.

In example 12, *copy and paste* is a compound word. It is a computer related terminology used to refer to a situation where information is lifted from its original source to another domain without modification. It is used here to refer to a lecturer who teaches poorly.

In example 13, *tomatoes-Jos*, as used here is a compound word. Tomatoes-Jos literally, is a brand of tomatoes from Jos, which is usually round and reddish in shape, usually attractive to buyers. This slang belongs to the sexuality category.

In example 14, *gold digger* is a compound word. It literally refers to a miner who excavates gold. It is used by the students to refer to female students who date male lecturers for favour. This slang expression belongs to the relationship slang category.

4.14 Clipping

Clipping is a process, which deals with the removal of one or more syllables from a word, leaving the shortened part to represent the whole. The shortened word does not change the class or meaning of the word. Clipping may occur at the word initial or final, though it is most common at the final

position (Plag 2003).Clippings are not coined as words belonging to the standard vocabulary of a language, they originate as terms of a special group like schools, army, police, the medical profession (Marchand 1986). The 400 level students of Benue State University, Makurdi, use clipping as another strategy of forming their slang. Examples include:*prof* (professor), *lesbi* (lesbian) and *homo* (homosexual). All the cases of clipping in our data are formed at the word final position.

Table 12: Examples of clipping

S / N	Clipped form	Clipped Position	Full form	Meaning/Referent
1	P r o f	F i n a l	Prof e s s o r	Students who perform well even when they do not make efforts to read
2	L e s b i	F i n a l	L e s b i a n	The relationship between two female students who are close
3	H o m o	F i n a l	H o m o s e x u a l	The relationship between two opposite sexes(male or female)
4	E f f i c o	F i n a l	E f f i c i e n t	A student who is studious
5	A c a d a	F i n a l	A c a d e m i c s	School programme

In example 1, *prof.* as used by the students is a noun. It is clipped from its full form professor; the highest learned lecturer in the university. It is clipped from its final position by the students to refer to students who perform well even when they do not make efforts to read.

In example 2, *lesbias* used by the students is a noun. It is clipped from its full form lesbian. A lesbian is a homosexual female who is sexually attracted to other women. It is clipped from the word final position to describe relationship between two female students who are excessively close.

Homo in example 3 is clipped from its full form homosexual. A homosexual is a person or animal that is sexually attracted primarily to other members of the same sex. It is clipped from the word final position by the students to describe relationship between opposite sexes (male or female).

In example 4, *efficoas* used by the students is a noun. However, it is the clipped form of the adjective efficient which means making thorough or

good use of resources not being wasteful. It is clipped by the students to refer to students who are studious or intelligent.

acada in example 5, as used by the student is a noun. It is clipped from the word academics. It occurs at the word final position and it is used by the students to refer to studies or academic program.

4.15 Blending

Blending is a process that involves bringing parts of two words together to form a completely new word (Katamb, 1994; Yule 2010). The new word usually expresses a new concept. Blends are compounds in which enough of each component is retained so that a new word is readily analyzable. The second component in a blend has the same status as the second component in a compound. Yule (1985) observes that the process of blending occurs when part of a word is deleted. The same principle applies to some of the lexical items that were collected for this research. The respondents show their talent of creativity to coin and use slang terms by blending some words to form new ones. The only example is *ajebo* from *ajebota*, *panasharp* from *panassonic* and *sharp*.

Table 13: Examples of blending

S / N	B l e n d s	O r i g i n	S l a n g	M e a n i n g / R e f e r e n t
1	Panassonic + sharp	E n g l i s h	Panasharp	Students who are exceptionally brilliant
2	A j e + b o t a	Y o r u b a	A j e b o t a	A r i c h s t u d e n t

From the table above, in example 1, *panasonic* and *sharp* are trade names of electronic products such as television, radio, iron etc. The students blend the two terms as *panasharp* to refer to exceptionally brilliant students.

In example 2, *aje* is traceable to Yoruba language. As a verb, it means ‘eater’, while, *bota* is a noun; the Yoruba spelling for the English word ‘butter’, a supplement used for taking bread and making confectionaries like cakes, sacks, etc. The students blend the two words as *ajebota* to refer to rich students who are generous.

4.16 The Rationale for Using Slang among the Students

It is observed from the data gathered through interview and observation that the use of coded slang terms or words by the students is done so in order to sound euphemistic or to avoid taboo words. The level of avoidance of taboo words in language is specific to culture since the parameter of “taboo” from one culture to another depends on the cultural views and beliefs of the linguistic communities towards a certain topic. Taboo language is simply a matter of agreement where the normal employment of an item in language is possessed by specific social value and belief (Fakuade et al 2013). For the 400 level students of Benue State University, *cassava*, *bulala* (Hausa), refer to male genitals; *workshop*, *football field*, *paradise*, and *tito-gate* means female genitals. Female breast are called *orange*, *pointer*, *front yard*, *orpusher*.

Senator, *v-boot*, *Backyard*, and *catapult* are words used to refer to a female's buttocks. To avoid using the word, *sex* they use *kpekus*, *nak-akpako* or *bang*.

From the above findings, it is safe to say that, slang apart from being a language of in-group identity among the subjects; it equally performs an important social function of either excluding or including outsiders from in-group communication. It was interesting to observe how the subjects in some cases switched to coded slang intended to shut out the researcher during his observation. From the findings, those likely to be excluded through the use of slangs are lecturers or invigilators. The findings also reveals that coded slang words are used by male students to exclude female students especially concerning issues pertaining to sexual encounters/escapades.

Also, it is observed that peer pressure is another reason for using slang among the students. Slang is a kind of verbal instrument that can strengthen peer-group identities and youth naturally use slang to demonstrate adherence and conformity to peer-generated and peer-sanctioned models of behavior. Moreover, it is discovered that in order to get accepted by their peers, the students must converge to a rigid code of social behavior under which the individual is not permitted to be different, or risk being ostracized by the group.

In addition, the students use slang to mock or insult their lecturers. The students use derogatory remarks to refer to lecturers, especially male lecturers who date female students, such as *skirt-chasers*.

4.17 The Sociolinguistic Consequences of the Use of Slang among the 400 Level Students

In many aspects, it shows that the slang expressions analyzed so far have become a practice at Benue state university Makurdi. The students coin words and expressions depending on their social and cultural needs. The excessive use of slang reflects their need to construct intimate groups isolated from other social groups. They seek setting boundaries with other subgroups to mark their difference. When they use these expressions or code of intimacy, which intentionally breaches the normal societal conventions of language use, they do so to create intimacy and enhance the communicative efficiency of the language. The unacceptability of its use by the wider society has not deterred its use by the students. Rather, it encourages the students to be more decisive in extending the frontiers of its use and communicative power.

Unfortunately, many of the students may tend to forget that this is not Standard English and sometimes use these slang expressions in their everyday studies and communication. Therefore, using it as if it were Standard English in studies is highly detrimental. This is because there are those who argue that constant use of slang also has negative effect on one's capacity to speak 'good' English. However, the versatility of students and youths in general in coming up with innovative expressions to introduce into slang lexicon is nothing short of amazing. This vibrancy in the language is due to the ability to find new forms to

suit daily needs in language use. The reason for the use of these words is the lack of their equivalents in Standard English (Chamo, 2011). There is a need however for students to maintain their situational code-switching so that they can discern when it is appropriate to use a particular code. In other words, students should converge when interacting in informal setting and diverge in formal situations.

CHAPTER FIVE

SUMMARY, CONCLUSION AND FINDINGS

5.0 Introduction

In the preceding chapters, the study revealed the slang used at Benue State University, Makurdi. Most of the slangs used by the students are derived from English, Tiv, Idoma, Igbo, and Nigerian Pidgin English. However, the study examined a variety of strategies used by the students in forming their slang through meaning extension, utilization of proper nouns, compounding, borrowing, clipping, blending as well as the rationale and consequences of such use among the students.

5.1 Summary

The objective of this study was to investigate the sociolinguistic study of students' slang at Benue State University, Makurdi. To achieve this, the research revealed the slang used by the students, the strategies they adopt in forming their slang, rationale and sociolinguistic consequences of slang use among them.

A descriptive survey was used where a structured interview with a set of predefined questions was randomly administered as well as a direct observation on the subjects chosen in the faculties selected. The data was analysed using Giles' Communication Accommodation Theory (CAT). The data revealed that the students used some sort of words and phrases to refer to various things,

which have different meanings when compared to the original words in their in-group communication. These slang expressions are used for labeling different things like their academic activities, lecturers, social life, relationship, among others. The students also adopt some strategies in forming their slang. The strategies adopted are semantic extension, borrowing, utilization of proper nouns, acronyms, compounding, clipping, and blending. Also, the rationale and sociolinguistic consequences for such use is examined.

The work contains five chapters with preliminary and references. The first chapter contains a general introduction of the subject matter, which includes a brief overview of slang, definition of slang, its classification, brief history of Benue State University, background to the study, the main hypothesis of the research. Second chapter examines earlier and current account on slang and other literature related to this research. Third chapter examines the theoretical framework adopted for the research and the methodology used in collecting data. Fourth chapter contains data presentation; discussions and analysis where all the data collected were presented and analyzed. The data have been categorized into students' academic activities, those referring to lecturers, those used when talking about sexuality, relationship, social/political activities and miscellaneous slang, strategies of slang formation by the students, the rationale and sociolinguistic consequences for such use. The fifth chapter contains a summary and conclusion of the study.

5.2 Conclusion

The research investigates the sociolinguistic study of students' slang at Benue State University, Makurdi. It shows the slangs used by the students at Benue State University, Makurdi, as they converge or shift conversations at different areas of their meetings such as lecture halls, eateries, sports centers in order to suit their conversational partners, a core idea of communication accommodation theory (CAT) proposed by Giles and his colleagues. Also, the study shows that among the slang expressions collected and categorized into six sections of students related, lecturer, sexuality, relationship, social/ politics and miscellaneous, the category for students' academic activities accounts most of the slang expressions given and for the strategies adopted in forming their slang, semantic extension gave rise to most of the slang expressions collected.

5.3 Findings

The findings of the study are as follows:

1. The study has revealed that the 400 level students of Benue State University, Makurdi use slang in their daily in-group conversation essentially for their linguistic creativity, freedom, social identity and a need for a peculiar communicative strategy which is quite different from the academic terms and standard usages typical of the university environment.

2. This research has also shown the various kinds of slang students have and use; those used in students activities, those referring to lecturers, sexuality, relationship, social/ politics and miscellaneous.
3. It also reveals the different strategies the students use in forming their slang. Some of the strategies are semantic extension, borrowing, utilization of proper nouns, acronyms, compounding, clipping and blending. The study revealed that most of the slang formed through semantic extension, are largely extended compared to other strategies of slang formation in which the category of students examined use as they describe issues relating to their academics, people, culture, food, science and technology among others.
4. The study also revealed that the students tend to sound euphemistic in the use of certain terms most especially, lexical terms relating to sex and relationships, as such, less offensive terms are used to describe body parts and the relationships, such as relationships involving male students with their female lecturers or female students with their male lecturers as shown in the sexuality and relationship-oriented slang category
5. The research also revealed that the slang analysed have become a practice at Benue State University, Makurdi. As such, shows that the consequences of its constant use in everyday situation may be dire as some students may tend to use it in their studies or academic writings.

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APPENDIX
STRUCTURED INTERVIEW

SECTION A

Personal Details

1. FACULTY

2. SEX: Male ☐ Female ☐

3. AGE: 20-25 ☐ 26-30 ☐ 31-35 ☐

4. How did you learn slang? Peers and friends ☐ Social Media ☐
Parents ☐

5. Why do you speak slang? Group Identity (Inclusion) ☐ Inclusion ☐
Secrecy ☐ Easy Communication ☐ Politeness ☐

SECTION B

1. What expressions are used to describe students who deliberately miss classes? _____
2. How do students describe those who perform excellently in their studies?

3. How do students describe those who perform poorly in their studies?

4. How do students describe those who perform well even when they do not make any serious effort to read?

5. How do you describe students who read excessively?

6. How do students describe those who are not serious with their studies?

7. How do you describe students who have spent much longer than they should in their academic careers?

8. What name do you give to a class/course with many students?

9. What names do you give to a class/course with few students?

10. What names do you give to courses that students fail regularly?

11. What names do you give to lecturers who teach courses that students fail regularly?

12. What names do you give to courses that students pass with little or no effort?

13. How do students describe very low marks in tests and exams?

14. How do students describe excellent marks?

15. How do students describe average marks?

16. How do you describe cheating in examinations/tests?

17. What names do you give to those who cheat in examinations or tests?

SECTION C

1. How do students refer to a lecturer who teaches well?

2. How do students refer to a lecturer who teaches poorly?

3. How do students refer to lecturers who are always punctual to class?

4. How do students refer to lecturers who are always late to class?

SECTION D

1. What names do you call male genitals?

2. What names do you call female genitals?

3. You refer to female breasts as what?

4. What names do you give to girls' buttocks?

-
5. Sexual intercourse is referred to as
 6. What names are given to beautiful female students?
 7. What names are given to ugly female students?
-

SECTION E

1. How do you describe male students who date female lecturers?
 2. How do you describe female students who date male lectures?
 3. How do you describe male lecturers who date female students?
 4. How do you describe female lecturers who date male students?
 5. How do you describe students who date lecturers for favour (marks, money, etc.)?
 6. How do you describe the relationship between two female students who are excessively close?
 7. What word/words do you use for the relationship between opposite sexes (male or female)?
 8. How do you describe a male student who dates a male student?
 9. How do you describe a female student who neglects her studies in pursuit of much older men because they are rich?
-

SECTION F

1. How do you describe students who neglect their studies because of social activities such as parties?

2. _____
How do you describe students who neglect their studies because they are engaged in money making businesses?
3. _____
What names do you give to students from poor homes?
4. _____
What names do you give to students from rich homes?
5. _____
What names do you give to modest/humble students from rich homes?
6. _____
What names do you give to rich students who show off their wealth?
7. _____
How do you describe rich students who are generous?
8. _____
How do you describe rich students who are stingy?
9. _____
What names do you use for a student leaders imposed on the student community by the university administration?

SECTION G

1. _____
What name is given to a student that is always looking neat, stylish or cute?
2. _____
How do you say when someone disappoints you?
3. _____
What word do you use when someone dies?
4. _____
If leaving, what do you say?
5. _____
How do you advise someone to be wise?
6. _____
How do you say when a student wants to drink beer?
7. _____
What do you say when hungry?
8. _____
When someone has enough money, you say what?
9. _____
How do you describe Students who hold strong religious views