DIALOGUE AS DISCOURSE: AN ANALYSIS OF NTA KADUNA EDITORIAL BOARD'S USE OF LANGUAGE

BY

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DECLARATION

I, Adanu, Ene Cynthia, hereby declare that this thesis has been written by me. To the best of my knowledge, no thesis has been written on the topic "Dialogue As Discourse: An Analysis Of NTA Kaduna Editorial Board's Use Of Language". All sources of information are acknowledged by means of references.

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NAME **SIGN** **DATE**

CERTIFICATION

This thesis entitled: **Dialogue As Discourse: An Analysis Of NTA Kaduna Editorial Board's Use Of Language** by Adanu, Ene Cynthia meets the regulations governing the award of the Degree of Master of Arts (MA) in English Language of Ahmadu Bello University, Zaria and it is approved for its contributions to knowledge and literary presentation.

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DEDICATION

This thesis is dedicated to my parents Mr. and Mrs. Sunday Adanu, my husband, Nuhu Musa and my children, - Roy and Reuben for their relentless efforts towards the actualization of this dream.

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My most profound gratitude goes to the Almighty God for the grace to complete this work and for keeping me up till this time.

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ABSTRACT

This study seeks to examine the spoken language used during NTA Kaduna Newsroom Editorial Board Meetings with the aim of describing the nature of its dialogue, providing an assessment of it, and exposing the peculiarities therein. It brings to the fore features that have otherwise not been observed in newsroom dialogue. The usual assumption by discourse analysts is that language used in institutionalized or formal settings is structured and follows the tenets of Discourse Analysis. As a result, there is a disparity in language use in spontaneous and institutionalized settings. Chapter one focuses on the background to the study. It also presents a brief insight into the case study and the profiles of a few of its staff. It also examines the research problem, aims, scope and delimitation as well as the significance of the study. Chapter two looks at scholarly works that help in understanding discourse analysis and the description of a newsroom, makeup of the editorial board, language use in context, conversational implicature, conversational structure, theoretical framework which was founded on Paul H. Grices' pragmatic principles and ethnomethodology. Chapter three is the methodology where data for this research was gathered by means of tape recordings. The use of recorded dialogue was to enable the researcher to observe the proceedings within a newsroom firsthand from an observer's point of view. This was done over a period of two weeks. Chapter four assesses the newsroom dialogue. To accomplish this task, two research questions were answered. The study employed the free transcription style in the analysis of its data. Chapter five takes us to a Pragmatic insight which forms the basis for arrival at our conclusion. This study observes that language use within the newsroom is not fashioned in the usual manner of language use in institutionalized settings. It notes that spontaneity is a key feature in newsroom discourse. It recommends that language use in other institutionalized settings should be analysed as well for their flexibility as it pertains to spontaneity and also of the use of other theoretical genres of linguistics for the analysis of dialogue as discourse should be considered.

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CHAPTER ONE

INTRODUCTION

1.0 BACKGROUND TO THE STUDY

Language serves as a means of communication and it is one of the tools employed by all fields of human endeavour especially areas where speech is vital for the smooth running of activities. The mere fact that man needs language to communicate with other humans alike, makes language a part of human exercise.

English can be referred to as the language that has gained international recognition and Nigeria is not spared the influence of this language. English is a non-native language in Nigeria because it is not the language of any particular ethnic group in the country.

Spencer (1991) in Banjo (1995) states that language has been used in Nigeria since the 16th century and was institutionalised in the 19th century during the Colonial era. Bamgbose (1995) identifies five dimensions of the influence of English in the Nigerian environment: educational, political, cultural, sociolinguistic and linguistic as having contributed to the modification of the language in the Nigerian environment and the thereby, placing it in its present status which can stand alongside World Englishes. Jowitt (1995) looks into the National Language question with the hope that indigenous languages will challenge the pre-eminence of English in domains of government and higher education whilst noting that English language in Nigeria has variants that enjoy a relationship with the Nigerian culture. It could be said that this may have been possible through its contact with Nigerian Languages and has thereby reached an extent in which “each creatively, influences the other” -ibid. Thus, the language has gradually risen in its status especially in relation to the indigenous languages. It is now a popular linguistic discourse to refer to the English language in Nigeria in terms such as ‘first', 'second', ‘foreign' or 'official'. Hence, the language is used in NTA Kaduna Newsroom while blending it with an indigenous language.

The media make use of language in various forms – writing, spoken and recorded, paralinguistic and so on, to carry out its day-to-day operation basically because it is an essential tool for carrying out its goal of information dissemination.

One key department in a media house is the news and current affairs department whose sole duty is the provision current news that inform us about the events or happenings around us. The newsroom is the powerhouse that churns out news for the public to read, watch or listen to. To accomplish this, there is the coming together of news reporters, newscasters, directors, producers, editors and cameramen to discuss how to make a good broadcast by sourcing for the right news and piecing it together to appeal to the end-users. During this meeting, almost all the forms of language are employed but spoken language plays a vital role thus prompting the desire to study this aspect of spoken language used within the newsroom. In effect, this study will be an analysis of newsroom discourse.

Discourse Analysis covers a wide range of language use. The interaction in our homes and neighbourhood to our schools and offices, and our interpretation of what other language users intend to convey and down to what sense we make of what we receive and hand out in our day-to-day contacts with people and texts form the essence of discourse. The newsroom makes use of the spoken form of language in its activities and it has been observed that this department of the media (newsroom) has not received attention to the researcher's notice. Various scholars have carried out researches about other areas of interaction taking into cognizance the workings of language patterns used in various contexts like the classrooms, written texts, courtroom, recorded speech and other areas that require some attention. The nature of the newsroom is the reason why it requires equal attention because there may be the need to study some peculiarities of the form of language used there.

Discourse Analysis can be referred to as the interpretation of a communicative event in context. In this regard, Hartman and Stork (1972) posit that Discourse Analysis is the

analysis of stretches of language longer than the sentence with the aim of finding sequences of utterances with a similar environment (equivalence classes) and of establishing regularities in their distribution.

Nunan (1993:18) defines discourse as "a stretch of language consisting of sentences which are perceived as being related in some ways."

Crystal (1992:9) posits also that a discourse is a continuous stretch of especially (spoken) language larger than a sentence often consisting of a coherent unit such as: a sermon, argument, joke or a narrative. These elements strive to scrutinize utterances in a bid to finding the underlying relationship between them or the absence of one.

Discourse Analysis in this researcher's view, is the analysis of spoken language (usually longer than a sentence) especially when it is within the context of an expression to aid proper comprehension or to understand the intent of the speaker.

The newsroom is the "Think Tank" of many a media house mainly because of it is the engine room for the production of news. For this reason, all reportorial activities emanate from there. People- related issues whether cultural, social, economical, political, religious etc. all find their way to the television sets of the public after they have passed through the scrutiny of the newsroom. These issues form the crux of discussions during every Editorial Board Meeting (newsroom meeting).

The average newsroom is home to a crop of highly educated people who have attained a high level of competence in their use of the English language, in addition to their experiences as journalists. It also has students on Industrial Training (IT) and some graduates on National assignment from the National Youth Service Corps (NYSC.) These hands constitute the team known as the editorial team that are usually found in the newsroom during editorial board meetings. Clarity, knowledge and a full grasp of the English language is vital for participating fully in a newsroom.

An ideal newsroom is described thus: The manager, news or any manager/director may preside over the meeting. In the event of an engagement, the most senior officer present takes over this task. The pattern of conversation is such that allows for the manager to ask for a progress report about the previous day's production. As the editor picks each item whether it be news or an assignment, the manager takes each item, analyses it, and calls for inputs from participants either to proffer explanations or for suggestions to be made on ways of tackling the story (if it is an item of news). The manager usually determines the length and direction of the discussion. He alone has the right to interrupt any speaker whether or not the person is through with speaking. There are few instances when a manager can be interrupted by participants trying to contribute to a topic of discussion yet, his dominant role stands.

1.1 NTA KADUNA, ITS NEWSCASTERS AND EDITORS

The Nigerian Television Authority (NTA) started in Kaduna as The Broadcast Company of Northern Nigeria (BCNN). It started operations at Government College, Kaduna. It was later named RTK (Radio Television Kaduna). The Radio and Television sections were split into two stations leading to the emergence of Nigerian Television, (NTV) and the Nigerian Broadcasting Corporation (NBC), known as Federal Radio Corporation of Nigeria (FRCN). A decree by the Federal Government led to the establishment of NTA Kaduna in 1976 and the state currently has 4 television stations in Zaria, Kafanchan, Birnin Gwari and Kaduna town all run by the NTA. The average number of stations per state is at least 2 stations. NTA Kaduna uses the available equipment and facilities to meet up with the challenges of modern-day broadcasting. Though there is the absence of a research unit, viewers send letters of commendation to encourage staff and this serves as a pointer to the fact that the station is faring well at the present.

The newsroom, in particular, has a staff strength of about 18 persons which is grossly inadequate given the work load, but the station has trained these few to be a cream of experienced and capable broadcasters that can prove their mettle anytime. A few of these staff were interviewed to have a feel of their backgrounds.

1. **Femi Okeowo (Editor/Producer News)**

He started working with NTA Kaduna in 1981 as a reporter. As a means of instilling sound writing skills in him, he was made to undergo months of monitoring in radio news transcription. Subsequently, he underwent trainings in broadcast journalism, sports reporting and, coupled with a diploma in journalism, he was able to become a reputable sports journalist.

2. **Ameen Yahya (Producer, Newscaster, Reporter)**

Currently the Assistant Manager, News, Ameen started work with NTA Kaduna as a translator, Hausa newscaster and reporter. His first reportorial assignment was to cover the executive committee election of Kaduna Club in the 1980s. Subsequently, he started reading English news. He was also assigned as a correspondent to the National Assembly and the Government House, Kaduna. All these made him a versatile broadcaster in addition to workshops and on-the-job training he acquired from the NTA TV College, Jos in broadcast, journalism communication research, political reporting and his most challenging – investigative reporting.

3. **Hamza Musa Makarfi (Producer, Newscaster, Reporter)**

Hamza Musa Makarfi started work with NTA in 1991 as a reporter. A mass communications graduate, he did not have to undergo basic training for the new staff. In the course of his 21 years with the NTA, he has been engaged in presentation of programmes as well as production of news. Like his colleagues, he underwent training in political reporting,

human rights and journalism, presentation and pronunciation. These experiences created in him the need to excel despite the challenges he encountered.

1.2. STATEMENT OF THE RESEARCH PROBLEM

The study sets out to answer the following questions:

1. Why study Newsroom Discourse?
2. To what extent is flexibility demonstrated in a newsroom discourse?

Language use in institutions has been studied with varying analyses done on them but this study is limited to language use in a newsroom. This study is concerned with the free-flow of conversation that characterises a newsroom dialogue. This is because there are branches of linguistics that can be used for the analysis of language in spontaneous contexts but, this study is analysing newsroom dialogue as discourse because the newsroom with all the activities done in it, is a typical example of an institutionalised environment.

1.3. AIM OF THE STUDY

Insights have been made into language use in the media and some were targeted at written publications and programmes aired on radio and television. This research seeks to delve into the newsroom dialogue as an untapped aspect of discourse. The hierarchical structure of the newsroom presents a planned and orderly speech that should be explored for its flexibility to show if it has some elements of spontaneity. Flexibility in forms of discourse have been identified by scholars such as Ajibola, (2001), Frank, (1987) and Ibileye, (1994).

The desire of this research is to ascertain the extent of flexibility demonstrated in a newsroom discourse. This is because there is a need to know what obtains in an ideal newsroom discourse as far as the manipulation of language is handled to show flexibility.

1.4. OBJECTIVES OF THE STUDY

1. To study the newsroom as one section within the media that has not received much scholarly attention.

2. To throw a searchlight into the possibility of a meaningful study of its language use.

3. To study the participant inputs during an editorial board meeting.

4. To proffer possible recommendations with the view to studying other aspects of discourse and improving the language use in newsrooms.

1.5. SCOPE AND DELIMITATION OF THE STUDY

The newsroom is in charge of news production. Editorial board meetings hold weekdays from Monday to Friday. The conversation exchanges during the editorial board meetings constitute Newsroom Discourse. This study undertakes an analysis of NTA Kaduna's newsroom discourse as opposed to a survey of other newsrooms. The data for analysis is limited to a selection of interactions in the NTA Kaduna newsroom.

1.6. SIGNIFICANCE OF THE STUDY

This study shows that formal or institutionalised settings can use language spontaneously in the interaction between speakers. The exposition of the peculiarities in a newsroom dialogue would serve as an impetus for other scholars to look into other formal institutions' use of language for features that are a departure from the norm expected for language use in such settings. This study is descriptive in nature. It serves as an eye opener for future research in newsroom discourse

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

For a proper grasp of the primary concern of this study, this chapter attempts to review related literature produced by linguists and scholars.

The chapter is broken into two parts. The first is an appraisal of the related literature, while the second part handles the theoretical model adopted for the analysis of data.

2.1 REVIEW OF RELEVANT TEXTS

Harris (1952) presents a method that tries to set up equivalence class which borders on generalizations about sequences and co-occurrence restricted in a text. His desire was to transfer the distributional analysis of grammar to stretches longer than a single sentence. In the process, his work turns out to be devoid of the analysis of connected speech or writing because no reference is made to the tenets of discourse or an indication made about the importance of meaning. Harris was particular about textual representation rather than looking at other aspects of discourse which explains why very few references are given to his article.

Mitchell (1957) tries to provide a linguistic dimension to a typical market situation. He uses the buying and selling process to link an otherwise non-linguistic exercise into one. He gives a description of three major categories of transaction – market auctions, other market transactions and shop transactions pointing out that the second and third stage are distinguished mainly by situation because they share five stages in common which are:

1. Salutation
2. Enquiry as to the object of sale
3. Investigation of the object of sale
4. Bargaining

5. Conclusion

The shortcoming of this work was the inability to link his view with a theory that could apply to other situations. The fact that whoever had engaged in buying knows that stages 1 and 2 vary according to the situation, while paralinguistic action may be required for 3, 4 and may not be necessary during a shop transaction. Item 5 may or may not occur; and when it does, it could be non-verbal in nature. It would have been worthwhile to see an internal structure for the stages he suggested to show that spoken discourse does posses a structure.

Austin (1962) in *How to do things with words* draws a distinction between constatives – statements of facts and performatives – describe and perform the acts they name". He also says that the fact that an utterance does contain a performative verb does not make it performative. This point can be observed in these examples below:

… I think they were so many. Then we checked into the hotel ….

… I insisted severally that we should see the President; and sought to know where the President was ….

… No; I don't know, really we saw her alone.

Culled from Sunday Trust Feb. 21, 2010

Thinking and knowing cannot be performed by speaking as opposed to insisting which is performed by speaking. Sometimes, the verb in performatives may be in the first person singular and it is in the present active as the examples above show. It is indicative of the fact that whether one states that one is doing something does not mean that the action was done. Where does one place verbs like *demand, require* and so on? Are they performatives or constatives? Does the sentence "Such instances demand clarification." fall under performatives or constatives?

Though it must be noted that utterances are meant to perform an action, Austin further provides a criterion for testing or analyzing utterances, applying them to constatives stating that any failure by a performative means that there is an 'abuse' or 'misfire'. He also says that there is an underlying performative verb in each constative and thus constatives could be turned to performatives.

With Austin's (1962) analysis, it would have been needful for him to have stressed on the importance of constatives and their ability to be transformed into performatives thus giving them a dual function in sentences. This, the researcher believes, will enable a language user know the point of assessment of words within a sentence to achieve total comprehension whether context will be applied or not.

Austin also points out that in order to analyse a speech act, there must be a distinction between acts performed while making an utterance-this he calls locution, illocution and perlocution. Locution is the actual words used by a speaker and their semantic meaning. Illocution or Illocutionary act is what the speaker does or the action the speaker performs that has certain conventional force – commanding, offering, promising, threatening etc. The illocutionary act has three dimensions:

Phatic Act – Uttering words in certain constructions with certain intonation.

Phonetic Act – Uttering certain noises

Rhetic Act – Performing acts using words with certain more or less definite sense and reference. It means the performance of an illocutionary act in saying as opposed to the fact of saying.

The perlocutionary act is actually the result of the locution. It is performed when, in saying something, certain effect is produced upon the feelings, thoughts and action of the speaker. It is defined by hearer or audience's reaction.

Though the illocutionary force and perlocutionary act are connected in some ways, drawing a line of division between them is difficult because they are somewhat dependent on the complex act of the utterance which serve as actions.

The major weakness of the speech act theory is that it does not apply to the theory of contextually – based conversation. Ajibola (2001), Ibileye (1994) and Frank (1989) have noted this shortcoming.

Brown and Yule (1983) focus on the conditions for effective analysis of discourse in addition to how man produces language. They make distinctions between spoken and written language stating that spoken language is used to establish and maintain social relations while written language is used basically for information transfer. They say spoken language is transitory in nature. Thus, it has a shorter lifespan and that it is process-based because one has the option of balancing data collected against contextual information. Written language, they say, has the tendency to be often manipulated and idealised by the researcher. In essence, they are used to communicate for a purpose in a certain context.

While this research agrees that spoken language can be used to establish and maintain social relations, it believes that it can also be used for information transfer. If one possesses knowledge of a said topic and gives a speech on it, such an item of spoken discourse can qualify to come under transfer of information if it is beneficial to the listeners present.

Another area where the researcher disagrees with the scholars will be in their view about the transitory nature of spoken language. Technological advancements have opened doors to the preservation of spoken language paving way for spoken language to be documented either using audio means or audio-visual means. Such means can be accessed at will. This shows that spoken language has moved a long way from being transitory in nature. The fact that written language can be manipulated and idealized by a researcher, does not stop any researcher from giving out a pre-planned response manipulated as well.

Brown and Yule (1983) also draw attention to communication stating that people interprete what people communicate and the information structure allows for topics, presuppositions and reference to be given to speakers and writers. Inferences, they say, are drawn by readers and listeners because they are able to interprete them.

The researcher observed that the focus of this work was not on sentences considered in communicative contexts. These scholars were particular about understanding discourse in context, looking at linguistic elements below the sentence as false because an interpretation of sentences in isolation hampers understanding.

Frank (1989) delves into the language of radio interview especially an interactants' manipulation of questions and their answer style as a model for discourse analysis that can account for connected speech in other speech situations. She studies the question / answer interview technique, focusing on the types, distribution of questions by interviewers, strategies for gaining control and monitoring the speech event and functions performed by the utterances of participants. She adopts the systemic approach from a discourse analysis perspective because she says it enhances the understanding of what a speaker says and how interaction is maintained to achieve effective communication.

The dimension for analysis was on the ranks of interaction, transaction, exchange, move and act. In her view, there are two broad approaches to the study of conversation which are discourse analysis and conversational analysis. Both are concerned with coherence and sequential organisation in discourse and how it is produced and understood.

Conversation Analysis (CA) studies naturally occurring interactions. Sociologists like Sacks, Schegloff and Jefferson spearheaded studies into the field. CA uses the inductive method because it is looking for recurring patterns across many patterns of these naturally occurring languages with an emphasis on interactional and inferential consequences of choices between alternative utterances. Emphasis usually is on what can be found to occur

without capitalizing on intuition and analysis usually is not based on single texts, but it is meant to discover the systematic properties of the sequential organisation of talk and the way utterances are designed to manage such sequences.

Frank (1989:10) made reference to Heritage (in Levinson 1983) as having identified some of the issues that concern conversation analysts:

i. Preference organisation

ii. Topic organisation

iii. The use of non- or quasi –lexical speech objects

iv. The integration of vocal and non-vocal activities

v. Institutional integration

vi. The analysis of long interaction sequences.

Frank also takes note of other conversation analysis – related issues like turn-taking, turn-holding and adjacency pairs, overall organisation and so on.

There are at least two perspectives from which discourse analysis can be studied. It could come from the sociolinguistic approach that looks at power relations, social class, participant roles and mutual right obligations. It can also come from the angle of linguistics. Text grammarians like Sinclair and Coulthard (1975) have applied Halliday's functional approach to the study of discourse. Stubbs (1981) agrees that traditional linguistic concepts could also be applicable to discourse, making it a branch of linguistics.

There is a common belief among discourse analysts that seeks to pull down the assertion made. It suggests that the level of speech acts or interactional moves made by uttering expressions forms the only point at which coherence is found. They also consider cohesion and how speech acts are referred to in the course of discourse and the use of language especially in dialogue between speakers.

In spite of the arguments put forward, this study has shown that discourse analysis deals with larger organization of language above the clause or sentence level; it extends to larger linguistic units like stories, jokes, conversation or written texts.

Sinclair and Coulthard (1975), grounded in Halliday's linguistic approach, look at the categories of the theory of grammar known to be found in every day interaction. They assume that the analytic unit of discourse can be arranged on a rank scale where units in a discourse are related and consist of a relationship with each other – the smaller units combining with one another to form larger units.

Sinclair and Coulthard identify three levels of language used by teachers and pupils in typical English language classes:

a) The non-linguistic approach

b) The discourse, and

c) The level of grammar

The non-linguistic level has three ranks: course, period and topic. These ranks determine the content and form of verbal interaction in the classroom.

There are five ranks on the level of discourse: lesson, transaction, exchange, move and act.

The lesson is the highest rank and transaction includes form, while transaction is split into two-elicit and direct which are made of moves that are preliminary, medial, and with terminal moves. Initiation, response and feedback are optional. All these are part of the exchange rank. The move rank has opening, answering, follow-up framing and focusing. The last rank has twenty-two acts markers, starter check etc. The lesson is a description of series of transactions the teacher presents to gather information and an enquiry into whether the information was understood and then the teacher gets pupils to use the information.

This work is worthwhile as it remains a useful guide to the understanding of talk situation. It must, however, be noted that this method cannot be applied to all areas outside the classroom context.

Riley 'ed's (1985) assessment of meaning is that it is:

> "a construct either of an individual collaborating with one or more individuals in the creation of unified discourse ("multi-source discourse) or of an individual and to which he does not or cannot make any formal contribution ("single course discourse")."

Riley's point is a different view of meaning. He uses "multi-source discourse" to refer to the dialogue while "single source" is referred to as the monologue. He also strikes a distinction between the sentence and utterances as concepts in discourse analysis referring to the sentence as the maximum or highest unit of linguistic items. His focus is on the pragmatic value of the outcome of conversation exercises in which sentences appear.

This work is lacking in the use of real life data because it would have heightened the concept of meaning if there was any.

Obasa (1998, cited in Ajibola 2001) uses models of discourse analysis in analyzing the various aspects of utterances of discussants in a study that focuses on language use in the media in Nigeria. The work is a description of a television discussion that exhibits face-to-face verbal interaction. The study was to:

i. Determine the function and analysis of different utterances of discussants.
ii. Study the use of paralinguistic features and the meaning which they add to spoken words.
iii. Study the strategies which interactants use in gaining control and monitor a speech event.

Obasa notes that urbanisation, industrialisation and modernisation have created societal conditions for media communication to develop and, in turn, the processes of social change have produced societies that have high dependence on media communication through institutions and technological devices (press, radio and television) which hand out a 'symbolic content' of information to a large heterogeneous and widely dispersed audiences. The importance of the television is in its having the largest audience in the developing world especially when it is employed to broadcast programmes of national interest. This has a close semblance with the output generated from the newsroom discourse. The sole aim is to present news to the larger audience because news is the most frequently aired broadcast that attracts their attention and the means employed in carrying out this task is the television.

Taylor and Cameron (1987) agree with concepts transferred from the modern descriptive linguists. They adopt the rules and units model in examining conversation analysis. They posit that a conversation consists of at least, in part, moves, turns or sentences etc. Taylor and Cameron also examine the social psychological study of Duncan and Fiske (1977) among a general survey of theoretical approaches to the study of conversational analysis stating that conversational interaction is rule-governed and the relationships between individual acts are regulated by these rules. Duncan and Fiske further buttress this point that to determine which other acts may precede a particular act or occur with it and the likely substitutes for it serve as a help in the discovery of such an act and its relations. They term their approach Structural Analysis.

Taylor and Cameron's appraisals also bordered on J. L. Searle's Speech Act Theory (1969) and how idealized data was presented in a study that could be likened to conversational analysis.

Factually, conversational interaction has to be rule- governed so as to assist in the patterning of interactants' use of language. Yet, allowances should be made for new ideas to

arise within them and possibly making suggestions. The same applies to their assessment of J.L Searle's Speech Act Theory (1969) where they noted that idealized data was presented in a study meant to be in conversational analysis without proffering a better alternative through which such idealized data should be presented.

Bean (1991 cited in Nunan 1993) indicates that discourse analysis is the analysis of talk exchanges which can be grouped into five different perspectives that represent the varying theoretical concerns by researchers in the field, namely:

- Ethnomethodological or conversational analytic (CA) approach based on the works of Sacks, Schegloff and Jefferson (1978).
- Sociolinguistic approach from the works of Hymes (1964), Gumperz (1971) and Labov (1966).
- Logico - Philosophical approach from Grice (1975) and Levinson (1983) and others;
- Structural-functional approach from Sinclair and Coulthard (1975).
- Socio- semiotic approach from Halliday (1973).

Ibileye (1994) can be likened to the classification made by Bean (1991). His view is taken from four broad theoretical perspectives:-

a. The ethnomethodological approach based on Hymes;

b. The philosophical approach based essentially on the works of Austin and Searle;

c. The linguistic approach based on the works of Halliday, Stubbs, Sinclair and Coulthard;

d. And the pragmatic approach founded upon Grice's principles of cooperation.

Discourse analysts have found the classifications above and other similar ones useful because the scholars whose works have prompted such groupings have, till date, been instrumental to the proper understanding of discourse in all its ramifications.

Onyewotu (1990) studies the patterns of teacher-talk in various secondary schools in Zaria and its environs. Her focus was to examine the classroom discourse from three descriptive vantage points:

a) **Linguistic:** looking at cohesion from Halliday and Hassan's (1976) model.

b) **Micro-sociolinguistic – Surveying.**

   i. Initiation (specifically asking questions)

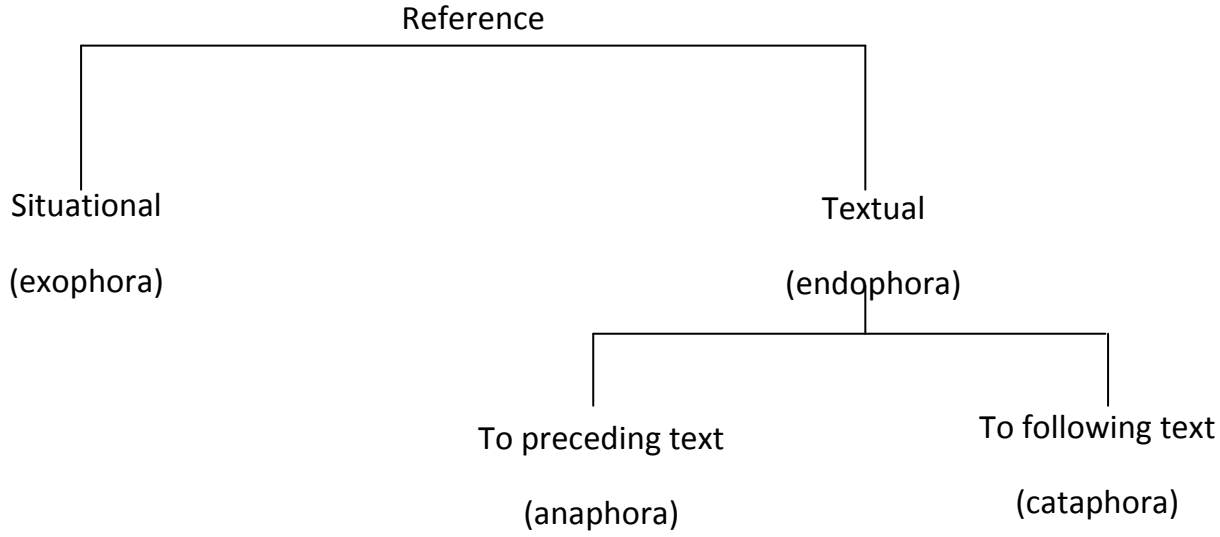
   ii. Feedback (error treatment) and

c) **Pedagogical** – studying patterns of discourse organisations.

These are a reflection of the investigator's disciplinary concern. This study will take a cue from the knowledge gained studying two of these descriptive vantage points- micro-sociolinguistic-surveying and pedagogical adopted by Onyewotu (1990) bearing in mind that they could be useful in studying classroom discourse.

Ajibola (2001) adopts the ecclectic model which is pragmatic in nature in part due to the fact that though it is derived from Halliday and Hassan's (1976) linguistic framework, the sociolinguistic focus will not be completely used as it obtains in the analysis of organisational patterns of classroom discourse. What will be considered is how the systematic functional school can be useful in the analysis of discourse. The part of Halliday and Hassan's (1976) model that deals with the distinctions between anaphoric and cataphoric reference will be of importance to this study due to its descriptive nature.

Ajibola (2001:27) cites Onyewotu (1990:24) as representing these elements reflected in the table below:



Halliday and Hassan's (1976) distinctions share the same expectations with this study. One major observation will be the fact that context affects the outcome of verbal interaction. The study of context, in Hymes' view (1972) includes such things as participants, social relationships, setting, scene, form, topic, speech acts, purpose, key genre, channel, code, norms of interaction and norms of interpretation are contextual features which are not ordinarily specified in discourse itself but need to be specified by those who analyse discourse.

Halliday (1976) also makes prominent use of the notion of function. According to him, language performs three functions: -

1. The Representation of our experience of our world outside and inside (ideational).
2. The establishment and maintenance of social relations including communication role and the expressions of personal attitude and
3. The structuring of textual messages as information, including the relating of the message to what has gone before (the textual function).

Each function is said to give rise to a layer of functionally- defined structural elements such as "Actor, Goal, Theme and Rheme which are mapped into each other in the course of building up the clause structure.

This work shares some of Halliday's perspectives but it will not dwell intensively on the structural elements in their entirety.

McCarthy, Mathiessen and Slade (2002), in their view of discourse analysis, look at it as helpful because it draws focus on contexts and linguistics strategies that are immediately relevant. Their view of discourse analysts is that their goal is texts (written or spoken, long or short) because of the interest in the relationship derived between texts and the contexts in which they arise or operate. In the analysis of texts, discourse analysts focus on the following questions: -

a. "Who are the participants in the discourse, that is, the writer and reader(s) the speaker(s) and listener(s)?
b. What is their relationship?
c. Is it one between equals?
d. Are there differences in power or knowledge between the participants?
e. What are their goals? (A formal grammarian does not usually take any of these factors into account when working with out-of-context sentences).

How do we know what writers and speakers mean? More specifically, discourse analysts ask: 'what does this piece of language mean in this context?' 'what does the speaker/writer mean by this piece of language?' 'what factors enable us to interprete the text? What do we need to know about the context? A discourse analyst could also ask 'what clues are there in the surrounding text which will enable us to apprehend the meaning (in contrast, a formal grammarian can ask the question "What does this

sentence mean?" and a lexicologist can ask 'What does this word mean?' independently of context).

Discourse analysis, occupies an important position in Applied Linguistics because applied linguists are able to analyse or understand real language data used in gaining a better understanding of the various types of language learners and their interactions with teachers. This coupled with the recordings of spoken output and the kinds of discourse employed by learners within and without the classroom environment will in the long run will help language teachers and material writers to evaluate course books in terms of how closely they approximate authentic language. It can assist teachers in making modifications when authentic texts are brought to the classroom. Language testing can also gain a lot from the use of real language as a source of criteria for evaluating text performances.

The possibility of plotting differences between the most informal casual conversations was considered in areas such as a dinner party conversation and formal spoken interactions, such as doctor-patient interactions or formal job interviews.

McCarthy, Mathiessen and Slade (2002) illustrate the obvious differences between formal and informal spoken English. They posit that spoken interaction can be broadly categorised as interpersonally or pragmatically motivated. They make a comparison between spoken and written texts but the researcher chooses to dwell on spoken texts because of the primary focus of this study – spoken discourse within a newsroom.

Differences between Informal and Formal Spoken Discourse

i. Formal spoken discourse

-The primary purpose of formal spoken discourse is the achievement of pragmatic goals as it relates to talking, finding out information, passing on knowledge, making appointments, getting jobs and to jointly participating in practical activities.

-Turn-taking is more ordered in this case.

-Where there is role differentiation, there is clarity between interactants (for example, in doctor-patient interactions) which results in greater topic control.

ii. Informal spoken discourse

-The primary purpose is the achievement of interpersonal goals so as to establish who we are, how we relate to others and what we think of how the world is.

-Spontaneity phenomena such as false starts, hesitations, interruptions and overlap usually occur in this case.

-There is a constant shifting of topics as the goal is not to achieve a particular purpose.

-Conversations are open-ended and can continue for hours; it is in the process of talking we explore our relationships.

After a close look McCarthy et al's (2002) work, the points above would appear akin to the features of a newsroom that shows a combination of informal and formal spoken discourse–making the newsroom discourse unique in its own right. These points are key features of an ideal newsroom discourse with the exception of (3) which is not strictly adhered to. Hence, their contribution is vital to this study.

2.2. The Description of a Newsroom

www.bing.com (18 – 12 – 2009) looks at the structure and function of the newsroom depending, in part, on the size of the publication and when it is published, especially if it is a daily newspaper which can either be published in the morning (an am-cycle) or the evening (a pm-cycle). Most daily newspapers are known to follow the am-cycle.

In almost all newspaper newsrooms, editors usually meet with the chief editor to discuss which stories will be placed on the front page, section front pages and other pages. This is commonly called a "budget meeting" because the main topic of the meeting is the allocation or budgeting of space in the next issue.

Newsrooms often have an assignment desk where staffers monitor emergency scanners, answer telephone calls, faxes and e-mails from the public and reporters. The assignment to stories or deciding what is to be covered and what not to cover. In many newsrooms, the design is such that the assignment desk is raised a step or two above the rest of the newsroom allowing the staffers who work at the desk to see everyone in the newsroom.

The description of a print publication newsroom and the duties carried out there have a semblance with the NTA Kaduna newsroom except for the fact that news is churned out mostly in the evenings unless at times when the National Network centre requires it to air the 7am news. To the best of this researcher's knowledge, the station does not possess emergency scanners; yet, all newsrooms have similarities that make them identifiable.

www.bing.com (8-12-2009) goes on to describe broadcast newsrooms. These are very similar to newspaper newsrooms. The major difference being that these newsrooms include small rooms to edit video/audio. This type of newsroom is not exactly similar to the case study of this research though it must be noted that the station does passes an editing room which is not in any way small or attached to the newsroom and as such, the newsroom that forms the central for this research is not a broadcast newsroom.

2.3. Makeup of the Editorial Board

An editorial board, according to www.bing.com, is a group of people usually at a publication who dictate the publication's editorial policy.

The makeup of an editorial board at a newspaper house has the board consisting of the editorial page editors and editorial writers. Some newspapers include other personnel as well. Editorial boards for magazines may include experts in the subject area that the magazine focuses on, and larger magazines may have several editorial boards grouped by subject. An executive editorial board may oversee these subject boards and usually includes the executive editor and representatives from the subject focus. It is usually charged with the function of

meeting on regular basis to discuss the latest news and opinion trends coupled with what should be said on a wide range of issues. They decide on what is written for the day but, smaller newspapers do not usually have one but rely on the judgement of a single editorial page editor.

This type of editorial board is not the focus of this study but as indicated in the first chapter, the proceedings in a newsroom and the participants in it make up an editorial board meeting.

2.4. Language Use in Context

Levinson (1983:54) believes that context includes participants' identity, role and location, assumptions about what participants know or take for granted, the place of utterance within a sequence of turns of talking and so on. He adopts a pragmatic approach to the study of conversation where he looks at deixis as very important for understanding human language. According to him, deixis is concerned with the way languages encode or grammaticalise features of the context of utterance in a speech event and the ways in which the interpretation of utterances depends on the context of utterance. This study is not considering the grammaticalisation of the newsroom discourse and as such deixis, though important, is not the focus of this study.

2.5. Conversational Implicature

Levinson also discusses Grice's conversation implicature. His view is based on Grice's ability to provide us with the understanding that inferences may be limitless based on an utterance but the inference that will likely be communicative is that which the speaker intended the hearer to come off with. This is due to the fact that there is need for hearer recognition and as such, implicature does not just happen. He also notes some important features of Grice's conversational implicatures to include:

i. Cancellability (or deficibility)

ii. Non-detachability (or inference based on meaning rather than form).

iii. Calculability

iv. Non-conventionality

2.2. THEORETICAL FRAMEWORK

Discourse Analysis has a variety of approaches to the study of human language namely: Linguistics, Philosophy, Ethnolinguistics and Pragmatics. Ethnomethodology and Pragmatics hold sway as the favoured theoretical frameworks to this study.

The Cooperative Principles developed by Paul H. Grice (1975) show a relationship in speech that requires cooperation. This cooperation passes through a structural organisation and the cooperative principles, Grice says, show an agreement that is common to all communication between a speaker and a hearer. For the aforementioned to be possible, he suggests maxims which will be used to enable participants in a conversation adhere to the conventions required to enhance conversational flow.

The maxims are: -

1. **Quantity:** Give the right amount of information, i.e.
    a) make your contribution as informative as is required
    b) do not make your contribution more informative than is required.
2. **Quality:** Try to make your contribution one that is true, i.e.
    a) do not say what you believe to be false.
    b) do not say that for which you lack adequate evidence.
3. Be relevant.
4. **Manner:** Be perspicuous, i.e.
    a) avoid obscurity of expression
    b) avoid ambiguity

c) be brief (avoid unnecessary proxility)

d) be orderly.

An implicature accounts for what a speaker can suggest or imply to be distinct from what the speaker literally says.

Grice presents two types of implicatures: conversational and conventional. The linguistic meaning given to an utterance is what is typically referred to as conventional implicature. If one says:

"He is handsome but is short."

The implicature therein lies in the presence of a 'but' thereby giving us the right to presume that one expects a handsome man to be tall. This implicature in the example above is also vital to a L2 learner because it affords one the opportunity to know how flexible language is and how context can be said to apply in this analysis.

Conversational implicature, on the other hand, will be the primary focus of this study. This is due to the fact the newsroom situation allows for steady flow of conversation from one topic to another and demands that some maxims be adhered to given the nature of the conversation taking place. This study will not reveal the preponderance of implicatures, but it will focus on maxims that show conformity based on the agreement between participants in a newsroom.

Hymes (1962) proposed the ethnolinguistic approach to language study. This approach is an offshoot of ethnomethodogy which is an approach to the study of language behaviour, that is, culture-oriented. This approach aims at describing communicative competence – how a member of a community knows "when to speak and when to remain silent, the code to use when, where and how."

These approaches aim at understanding the linguistic behaviour patterns of groups based on what is culturally acceptable or not.

Sankoff (1977) explains that the ethnographers of speaking have the assumption that speakers functioning as members of a particular culture have internalised not only the rules of grammar but also the rules of appropriate speech usage broadly shared by the members of their society which is applied to their speech behaviour. Competence has been contended beyond mastery of a specific set of cultural rules to a general understanding of all speech situations possible for that society.

Ethnography of speaking relies on the notion that context is seen beyond the purely linguistic context or environment. It includes the social – situational circumstances of the speech event as well as the intentions of the speaker. The whole of human language behaviour is approached from the point of view of discovering the relevant classes of speech event and the possible factors that constitute or make them, the range of functions speech serves in the particular community and the existing relations among them.

Ethnographers of speaking try to show how the speech activity of a community is so socio-culturally structured in a way that not anyone "can say anything by any means, in any manner, to anyone else on any occasion and to any purpose." – Coulthard (1977).

This approach, though most suited for spontaneous non-institutionalised speech interaction, is ideal for this research owing to the spontaneity that follows the pattern of a newsroom conversation.

Levinson (1983) also looks into the importance of conversational structure. He proffers ingredients that are vital for conversation as "that familiar predominant kind of talk in which two or more participants freely alternate speaking, which generally occurs outside specific institutionalized settings like religious services, law courts, classrooms and the like." He draws a distinction between discourse analysis and conversational analysis. He says while the former is a rigorously empirical approach which avoids premature theory construction, the latter employs both the methodology and the kinds of theoretical principles and primitive

concepts (e.g. rules, well-formed formula) typical of linguistics. Discourse analysis adopts the inductive approach and conversational analysis adopts the deductive approach. This study will adopt the deductive approach likewise not because the inductive approach is not vital to the exchanges in a newsroom but due to the nature of the study, the deductive approach will be used for the analysis given the use of recordings and the structure of newsroom conversation.

In this chapter, an outline has been provided for the overall theoretical framework to be favoured for this research as well as other possible frameworks. The framework adopted is based on the Gricean pragmatic principles (1975) and the ethnolinguistic approaches. The Gricean principles will be used in to form a basis for analysis using the peculiarities of the conversational pattern in a newsroom that allows for an ethnomethodological nudge to the study.

CHAPTER THREE

METHODOLOGY

3.0. INTRODUCTION

This chapter examines the process of data collection that was used in this study. It also sheds light on the procedures that were adopted for the analysis of data.

3.1. DATA COLLECTION PROCEDURE

The process of data collection in this study employed a tape recorder for recording some selected newsroom discourse. This study made use of two research collection tools for the collection of data. They are:

A. Cassettes and tape recorder to record the daily meetings in the newsroom.

B. Written notes in longhand for cases where the recording needs clarification.

3.2. SIZE OF DATA

Discussions at four meetings were recorded. The average editorial board meeting holds for about two or three hours and the discussions between participants were drawn from them. The recordings cover a time frame of three hours. These form the bases for analysis. Two recorded sessions were subsequently transcribed and analysed-one covering a time frame of one hour and the other, two hours. An assessment of the data collected prompted the selection of these two sessions because the recordings were reflections of both normal and special proceedings.

3.3. TRANSCRIPTION OF DATA

The tape-recorded data was carefully played over at least 3 times in order to obtain adequate transcripts that are as close to their original form as possible and take down relevant information from what could be discerned. This is not due to the need to observe phonological features such as pitch and voice quality. It is aimed at observing the distinct features of a newsroom discourse. A panel of five people was then consulted for their views on the maxim of quantity and these views were applied to the work. In essence, the transcription of collected data is the free transcription style.

Worthy of note are the notes taken down because they came in handy when some parts of the recordings were inaudible due to the size of the newsroom and the researcher's need not to distract the flow of conversation, prompted the use of the recorder from only one end of the newsroom. These notes provided some vital contextual information that served as complements to the tape recorded materials. The notes also provided data on the responses of some reporters not mentioned in the first part of this study whose voices were not properly captured on the tape.

3.4. ANALYTICAL PROCEDURE

The data which form the basis of this study analyses the four maxims of cooperation and additional observations by the researcher. The maxims of quality, quantity, relation and manner are applied according to their level of appropriateness and degree of relevance.

The data presentation is in a tabular form to determine how and the degree to which the maxims apply to the data collected. There is an attempt to see the relevance or otherwise of how much context is made use of and the degree of truthfulness or falsity in a conversation; quantity-how and to what extent the conversations are appropriate in terms of

the amount of information supplied; manner – the way in which the information proffered was uttered; and relation – how the conversation relates to the topic at hand.

3.5. SAMPLE OF ANALYSIS

		MAXIMS				
Utterance	**Contextual Background**	**Quantity**	**Quality**	**Relevance**	**Manner**	**Researcher's Observation**
MANAGER: This family week. What did the man say about the family week?	There was an invitation to air an event			It is relevant to know if the time spent is worthwhile.	Brief	
EDITOR: He used the word 'invest'. That we should invest in the family.	The Editor had the first contact with the convener.	In terms of quantity, the speaker is giving the right amount of information.	True	Relevant	Brief	Nuance of meaning in the use of 'He'.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0. INTRODUCTION

This chapter presents the data collected from conversations in the newsroom and an analysis carried out. Attempts are made to discuss the analysis to be carried out. In doing this, the relevant aspects of Grice's Cooperative Principles are applied to the data. Specifically, the maxims of Quantity, Quality, Relevance and Manner are applied in explaining the data. The main concern of the researcher is not in every utterance in each recorded session but rather, those utterances which form part of conversational exchanges. Such exchanges are isolated from the main texts for use.

Another aspect introduced into this research is the researcher's personal observations in which corpus linguistics and psycholinguistics that can be blended into discourse analysis for the analysis of speech event are looked into. As earlier stated, not all utterances can be analysed.

4.1. Meeting I

		MAXIM				
Utterance	**Contextual Background**	**Quantity**	**Quality**	**Relevance**	**Manner**	**Researcher's Additional Observations**
Manager: Let's get started. Yesterday, how did it go?	There were some hitches during the production of 7 o'clock news the day before	Skeletally adequate.	The quality is dependent on what the producer feels is true	Highly relevant.	Brief	
Ola: Em, the-the main problem we had was that we were not able to take the last story; the second thing applied to the second story on teachers...	Explanation on the reason for the hitches.	Marginally adequate	Truthful	Highly relevant.	Brief	Stuttering
Manager: They gave a condition for you to be there-that it was not going to be an all-government affair and you must have registered with the...	The Manager was referring to the additional information in the news item.	The information is adequate.	True.	The utterance is highly irrelevant given the fact that the main attraction is the strike.	Brief	Hesitation
Sarki: Council	Completion of the Manager's line of thought.	Adequate	Truthful.	Relevant.	Brief	

Utterance	**Contextual Background**	**Quantity**	**Quality**	**Relevance**	**Manner**	**Researcher's Additional Observations**
Manager: You will not appreciate what is being said until you go to the local governments and see people who parade themselves as teachers. These are drop-outs from schools or those whose brothers are councillors or Sarki here will give a note. This guy, this guy! You are not supposed to be here because you are the opposite of what we represent. *Wallahi tallahi* (I swear to God).	The speaker is questioning the quality of some of the teachers who embarked on a strike.	Adequate.	The response is truthful.	Relevant.	Not brief	Code mixing in the last sentence.
Manager: Your *Sarauta* (Chieftancy title) is undermining progress.	The last speaker is seen as a part of the problem.	More informative than required.	Truthful.	The utterance is relevant.	Brief	Code mixing in line 1.

Utterance	Contextual Background	Quantity	Quality	Relevance	Manner	Researcher's Additional Observations
Manager: You attend their meeting. Honestly, this Council, I don't know…what is the mandate, the real mandate of this thing?	The Manager wants to have an idea of the duty of the council.	Adequate.	The speaker feels the utterance is true	Relevant.	Brief	Nuance of meaning in 'thing' on last line.
Forson: It serves as a think tank.	The council's mandate.	Adequate	Truthful from the speaker's perspective.	The response is relevant.	Brief	Nuance of meaning in 'it'.
Manager: We will wait and see; we will wait and see what they are doing. We have said it several times the success of a compact bulletin is an all-encompassing thing.	The Manager is stressing the factors responsible for producing a good item of news.	Adequate	Truthful.	The utterance is relevant.	Brief	Repetition and nuance of meaning in 'they'.
Manager: The producers…in this way, we will be able to produce a bulletin within the time frame like a properly packaged Olympic report.	The speaker was talking about the duration of news reports as they affect the message intended.	Adequate.	Truthful	The utterance is relevant.	Brief	Hesitation in line 2.

Utterance	Contextual Background	Quantity	Quality	Relevance	Manner	Researcher's Additional Observations
Manager: You see the situation with Hamza- I asked him what the duration of the report is. He said it must be two minutes. I said, 'must it be two minutes?' He said 'two minutes' so, I took particular interest in seeing why he felt that what he did was the appropriate thing and I think there is a point because if you tamper with what you have, you would have altered the story. These are exceptional cases.	Justification for the time-frame requested by reporters.	Adequate.	Truthful	Relevant.	Not brief.	
Forson: Sometimes Oga, let us be frank-we say: 'Look! Give me one minute'. We do that, Hamza will say no or Oga Aminu...	The reporter is giving reasons for incomplete reports.	Skeletally adequate.	The information given is true.	The utterance is relevant.	Brief	Hesitation, frustration and code mixing in last sentence.

Utterance	**Contextual Background**	**Quantity**	**Quality**	**Relevance**	**Manner**	**Researcher's Additional Observations**
Manager: I don't like the Hamza approach.	Displeasure	Adequate.	Truthful	Relevant	Brief	
Forson: Or Oga Aminu, like the Austin story...	More reasons.	Skeletally adequate.	Truthful	Relevant	Brief	Code mixing in use of 'Oga'.
Manager: *Dakata, dakata!* (Wait, wait!). You cannot just come here without knowing what I have and tell me:"Give me one minute".	Factors that affect the programme line-up.	Marginally adequate.	Truthful	Relevant	Brief	Code mixing in first sentence and frustration in the last sentence.
Forson: How many people …	Complaint	Skeletally adequate.	Truthful	Skeletally relevant	Too brief	Frustration
Manager: *Dakata, dakata*! (Wait, wait!) It happened with the case of Aisha when she did the divorce story for Panorama. Hamza said she was going to do four and a half- four and a half.	Reasons for cuts in time-frame.	Marginally adequate.	Truthful	Relevant	Brief	Code mixing in first sentence.

Utterance	Contextual Background	Quantity	Quality	Relevance	Manner	Researcher's Additional Observations
Ndeyang: There are certain instances when even Oga Aminu would say: 'Ok leave this one , remove that paragraph.' That kind of one is ok. The issue of like –you don't know what I have sometimes and you cut until you cut the meaning of the whole story.	Complaints about trimming down one's report.	Adequate.	The utterance is true.	Relevant	Not brief	Frustration
Manager: We are inching towards a situation whereby you bring a report; a producer should be able to say "let me sign my signature I stand by you because this is perfect". We are even lucky that human beings control transmission here. In other media, broadcast media, computers do. The moment you get there, it doesn't wait for you to sign out- it cuts you off.	The quality of a reporter's work may reduce such cuts as well as current strides in broadcasting.	Marginally adequate.	Truthful	Relevant	Not brief	Equivalent form deletion in the 3rd sentence through the omission of the 2nd sentence.

Utterance	Contextual Background	Quantity	Quality	Relevance	Manner	Researcher's Additional Observations
Manager: Sports and International News suffer and I know all our Sports and International are well packaged. They are produced .They don't just download and cut. Let us try and do the correct thing and respect ourselves.	Stressing the previous point.	Adequate.	The utterance is true.	Relevant	Not brief	
Manager: And also yesterday we had to drop one of our stories to accommodate the teachers' story. The teachers' thing is painful in the sense that there is a new dimension to the suspension of the strike. All this while, the state government had not said anything. Yesterday was the first official statement on the issue of teachers strike as it relates to Kaduna State.	A story had to be dropped and the reason was given.	Marginally adequate.	Truthful	Relevant	Not brief	Use of nuances in 'thing'.

Utterance	**Contextual Backgro**	**Quantity**	**Quality**	**Relevance**	**Manner**	**Researcher's Additional Observations**
Manager: I don't see you doing any other job. It's just like prostitutes because even prostitutes who say they retire, they become *magajiyas*(pimps).	Dedication to journalism.	Adequate.	Truthful.	Skeletally relevant.	Not brief	Code mixing in last line
Manager: Birnin Kudu, go to State House and cover the council meeting. The omitted stories are enough to cover for 4pm. Good day everyone.	A story on the council meeting is to be covered and there are stories for the day's news.	Adequate.	Truthful.	Marginally relevant.	Brief	Nuances of meaning in 'council meeting' to refer to state executive meeting.

4.2. Meeting II

		MAXIM				
Utterance	**Contextual Background**	**Quantity**	**Quality**	**Relevance**	**Manner**	**Researcher's Additional Observations**
Manager: Let's discuss today's...Let's look at today's stories. Rogo, I heard you stopped over at Zaria yesterday.	Rogo went to Zaria to assist a colleague on an assignment.	Marginally adequate.	The speaker feels the utterance is true.	Relevant	Brief	Equivalent form deletion.
Rogo: Yes I went as an ambassador. Aminu Abbas sent for...	Capacity for attendance.	Skeletally adequate.	Truthful.	Relevant	Brief	
Manager: You went as an adviser.	Suggested reason.	Inadequate	The utterance is true.	Skeletally relevant	Brief	Interruption of the previous speaker.
Rogo: No, as an ambassador. They invited me. So, I went. Actually it is a formal eh, launching for payment of hajj which of course only eighty six people have paid and the money, the hajj fares are now confirmed. Kaduna State is paying in three categories there is the smallest, there is the medium which is the first time they are ...	The reason for the assignment-to cover the formal launch of hajj e-payment.	Adequate	Truthful.	Marginally relevant	Not brief	Hesitation in 4th and last lines. Use of pause indicated by eh in the 4th line.

Utterance	Contextual Background	Quantity	Quality	Relevance	Manner	Researcher's Additional Observations
Forson: And the executive.	Suggestion	Skeletally adequate.	The utterance is true.	Relevant	Brief	
Rogo: Not the executive. Well, I didn't say that. They say there has to be up to 30% increase in fare because of the increase in aviation fuel and in the accommodation fees that are being charged in Saudi Arabia. So, there is an increase added. At least, thirty something percent and Kaduna State having the highest number of pilgrims, we have at least 8,500 pilgrims to the holy land and then, they are launching; they launched the formal take- off of the electronic registration. That means anyone who is going to hajj this year from Kaduna- which is the first.	Reason for the creation of the e-payment system.	Adequate.	Truthful.	Relevant	Not brief	Use of nuances of meaning in 'we' in line 3 and 'they' (see lines 16 and 19)

Utterance	Contextual Background	Quantity	Quality	Relevance	Manner	Researcher's Additional Observations
Manager: Wait a minute. What makes it an electronic registration?	Enquiry.	Marginally adequate.	Truthful.	Relevant	Brief	Use of questions.
Rogo: Because it is by computer, because it captures all the details of you. It is not registration by proxy. Sometimes when you put your papers, that is the last they see of you before you go to Mecca; sometimes when you are coming to board the plane they find out you are too old or you are too ill you will become a burden to the officials. So, this new registration you have to be there so that if you can make it, you are allowed to go.	Explanation.	Adequate.	True.	Relevant	Not brief	Use of nuances of meaning in 'it' in line 1.
Manager: Do you have visuals?	Enquiry.	Adequate.	True.	Relevant	Brief	

Utterance	Contextual Background	Quantity	Quality	Relevance	Manner	Researcher's Additional Observations
Rogo: Visually, I'll empower the story. I have tapes that ...	Response.	Marginally adequate.	True.	Marginally relevant.	Brief	
Manager: That story is for four. I was thinking of making....Please that story is for four.	Lami has an assignment to cover at Beth Torrey's Home in Zaria on autistic children.	Marginally adequate	Truthful.	Relevant.	Brief	Hesitation.
Manager: Lami, these people said your visit is for tomorrow.	''	Marginally adequate.	Truthful.	Relevant.	Brief	Equivalent form deletion.
Lami: Ok Sir.	''	Marginally adequate.	Truthful.	Relevant.	Brief	
Manager: You have a script or rather, you've started on something already on autism?	Enquiry on prepared script.	Adequate.	Truthful.	Relevant.	Brief	
Lami: I don't have it here.	Response	Skeletally adequate.	Truthful.	Marginally relevant.	Brief	Equivalent form deletion.
Manager: What you need in Zaria is visuals only.	Directive	Adequate.	Truthful.	Relevant.	Brief	

Utterance	Contextual Background	Quantity	Quality	Relevance	Manner	Researcher's Additional Observations
Manager: Em, Aminu, stand in for Hamza and try to get transport for her and try to arrange her things for her to go ... What time do you want to leave?	Planning for the Zaria trip.	Adequate.	Truthful	The utterance is relevant	Brief	Hesitation, question.
Lami: Eight O' clock	Departure time.	Adequate.	Truthful	Relevant	Brief	
Manager: We don't want stories.	Desire for a precise report.	Adequate.	Truthful	The utterance is relevant	Brief	
Lami: Ok sir		Adequate.	Truthful	Relevant	Brief	
Manager: Forson, if there is a draft, let's expand Panorama.	There is a weekend magazine that needs to be worked on. ‘’	Marginally adequate.	Truthful	Relevant	Brief	
Manager: Let's discuss Panorama. Ndy?		Marginally adequate.	True.	Relevant	Brief	
Ndeyang: Sir!	Response		Truthful.			

Utterance	Contextual Background	Quantity	Quality	Relevance	Manner	Researcher's Additional Observations
Manager: *Kin ji ko* (Did you hear)? You are looking at me but the way you said stories. *Ko in gaya masu ne?* (Am I to tell them)? So can you tell me what you have done? Which of them you have finished?	There was an outstanding story for production.	Adequate.	Truthful.	Relevant.	Brief.	Code mixing and use of questions.
Ndeyang: Leftists.	The story is on left-handed people or people considered to be leftists.	Adequate.	The speaker feels the utterance is true.	Relevant.	Brief.	
Manager: You see the problem with not finishing these stories is that by the time you go back to them, it's like starting afresh and that's my pity for you. It's like starting afresh because anyway you fuse together the strands- it may not fit. This one -it has been revealing but em, I don't know how far you went before you abandoned it.	Effect of not completing stories on time.	Adequate.	Truthful.	Marginally relevant.	Not brief.	Use of nuances of meaning on last line in 'it'. Use of pause in the 11th line.

Utterance	Contextual Background	Quantity	Quality	Relevance	Manner	Researcher's Additional Observations
Ndeyang: The problem is shots *na(*for*)* left-handed people.	Reason for the delay.	Skeletally adequate.	Truthful	Relevant	Brief	Code mixing.
Rogo: The left has also over the time, the left handed people. There has not been a scientific proof that that some of them have been very outstanding. They are very inspirational people who, in fact they have, I don't have any verbal expression to say it, they are people, their activities you know they are ideologies you know not in the sense of something like ideology.	A reporter's perception.	Marginally adequate.	Truthful	Relevant	Not clear and not brief	Uncertainty, hesitation.
Manager: You know there is something about the left.	Directing the speaker to the main point.	Marginally adequate.	Truthful	Relevant	Brief	Equivalent form deletion in line 2.
Rogo: You find out that they are artists mostly.	Attributes of leftists.	Marginally adequate.	Truthful	Relevant	Brief	Use of nuance of meaning in line 2.

Utterance	Contextual Background	Quantity	Quality	Relevance	Manner	Researcher's Additional Observations
Forson: Even in sports the leftists... in table tennis where the rights can pass, the leftist do and sometimes the leftist beat the right handed	Additional attributes.	Adequate.	Truthful.	Marginally relevant.	Brief.	Hesitation in line 2.
Manager: I remember when we had this same argument. I remember the Zonal Director was here em... We now ended by asking this question:" At the end of the day, what is your story? Are you just going to engage in some exercise?''	The essence of the story.	Adequate.	Truthful.	Relevant.	Brief.	Hesitation and use of questions.
Rogo: Exercise by bringing out those things that people know or talk about in all ramifications?	"	Marginally adequate.	Truthful.	Skeletally relevant.	Brief.	Questions.

Utterance	**Contextual Background**	**Quantity**	**Quality**	**Relevance**	**Manner**	**Researcher's Additional Observations**
Ndeyang: Yes when I initially, when I came up with the topic, I wanted to find out- like when somebody is referred to like the Hausa would say: "this person is leftist".	Initial reason for the story.	Adequate.	The speaker feels the utterance is true.	Skeletally relevant.	Brief.	Uncertainty.
Rogo: *Bahago(*Leftist*)*.	Definition of a leftist.	Skeletally adequate.	Truthful	Relevant.	Brief.	Code switching.
Manager: *Bahagon mutum*(Left-handed person).	"	Skeletally adequate.	Truthful	Relevant.	Brief.	Code switching.
Ndeyang: *Wanan, bahagon*(This leftist) .	"	Skeletally adequate.	Truthful	Relevant.	Brief.	Code switching.
Manager: Ameen *bahagon ne* (Is left-handed) meaning...	"	Skeletally adequate.	Truthful	Relevant.	Brief.	Code switching.
Rogo: That he is not using the hand well.	"	Marginally adequate.	Truthful	Relevant.	Brief.	Parallel construction.
Manager: He doesn't understand.	"	Marginally adequate	Truthful	Relevant.	Brief.	Parallel construction.

Utterance	**Contextual Background**	**Quantity**	**Quality**	**Relevance**	**Manner**	**Researcher's Additional Observations**
Rogo: In Hausa "*Ana yi nan, shi yana kankarewa*'' That is, he is always bending, he is always bending. *Bahago ke nan*(That's a left-handed person).	Meaning in Hausa.	Adequate.	Truthful.	Relevant.	Brief.	Use of nuances of meaning in 'bending' and code mixing.
Manager: And that is not necessarily wrong. It does not mean Ameen is wrong. It's just that he doesn't want to be part of the bandwagon.	Another meaning.	Adequate.	Truthful.	Relevant.	Brief.	
Ndeyang: That is what I am saying. Is it really bad? Is the leftist ...is he really em, in the negative connotation? Is it really that?	Search for other meanings.	Adequate.	Truthful.	Relevant.	Brief.	Equivalent form deletion in 'it' on line 2 and hesitation.
Manager: I agree it's not the case. So em, we have to...	Acceptance of previous speaker's view.	Skeletally adequate.	Truthful.	Skeletally relevant.	Brief.	Hesitation.
Rogo: I think we have to, have...	Suggestion.	Skeletally adequate.	Truthful.	Irrelevant.	Brief.	Uncertainty.

Utterance	**Contextual Background**	**Quantity**	**Quality**	**Relevance**	**Manner**	**Researcher's Additional Observations**
Manager: I think that poser is good- what we need. Is it really bad? Is left really bad? In your collection, what do you have?	Acceptance.	Adequate.	The utterance is true.	Relevant.	Brief.	Use of nuance of meaning in 'it' on line 3 and questions.
Ndeyang: I had an interview with a medical doctor.	Materials to equip the story.	Skeletally adequate.	The utterance is true.	Marginally relevant.	Brief.	
Manager: Yes.	Enquiry	Skeletally adequate.	The utterance is true.	Skeletally relevant.	Brief.	

Utterance	Contextual Background	Quantity	Quality	Relevance	Manner	Researcher's Additional Observations
Ndeyang: Over what we talked about. You know, your ability to use any part of your body is being controlled by the brain so if it is left, I don't know what he called it *ehen*(ok)- dominant. That means you are likely to use your right and if it is right, that means you are likely to use your left. If you are well trained that as you are growing up, that means you can use the two. There are people that are comfortable using the two-they use left and right. There is a word for it.	Findings during the interview.	Adequate.	Truthful.	Relevant.	Too lengthy.	Use of nuance of meaning; hesitation.

Utterance	Contextual Background	Quantity	Quality	Relevance	Manner	Researcher's Additional Observations
Rogo: Ambi-dexterity-using both sides very well. You can call it ambidextrous. That is people who can use both hands.	Elaborating the previous speaker's point.	Adequate.	Truthful.	Relevant.	Brief.	Use of equivalent forms.
Manager: Let's look at the connection	Desire to link theory and topic.	Marginally adequate	Truthful.	Marginally relevant.	Brief.	
Ndeyang: Let's look at it away from the physical aspect, from the physical aspect it is translated to people looking at their ideologies from that perspective. You know all societies we look at left in the negative sense of the word. They don't believe it's good.	Different perspectives on what on leftists are.	Adequate.	Truthful.	Relevant.	Brief.	Use of nuances of meaning in 'it' on lines 1 and 4.
Manager: It's like I said.	Buttressing an earlier view.	Skeletally adequate.	Truthful.	Skeletally relevant.	Brief.	

Utterance	Contextual Background	Quantity	Quality	Relevance	Manner	Researcher's Additional Observations
Ndeyang: He's talking about the *em*, it may not really be wrong. It's just that the society has a thing about this bandwagon- effect. Where the majority go, that's where everybody will want to go whether it's wrong or right. It doesn't matter as long as the majority are there, but once somebody just decides to break away and wants to see it differently, they will all say 'Aha! Which type of person is this one?' Everybody is seeing it this way, you you're looking at the other way. In our Nigerian context, they call it the spoilers.	Societal view about leftists.	Adequate.	The speaker feels the utterance is true.	Relevant.	Not brief.	Uncertainty; equivalent form deletion.
Manager: That's how we'll do it. We need different approaches. Sincerely and honestly, can we show it this week?	Agreement to the use of varying perspectives.	Adequate.	Truthful	Relevant.	Brief.	Use of nuances of meaning in 'it' on lines 2 and 5.

Utterance	Contextual Background	Quantity	Quality	Relevance	Manner	Researcher's Additional Observations
Nde: I'll go and book the appointment.	Response	Adequate	Truthful	Relevant.	Brief.	Equivalent form deletion.
Manager: Please do. Please do because we are coming from em... Glory, where is she? The agreement is that she will.... Aisha, it's like you know the whereabouts of Glory. She is your personal person. Where is she before we call in the police?	Glory is expected to brief the board on a story she was working on.	Skeletally adequate.	The utterance is true.	Relevant	Not brief	Repetition, hesitation & questions.
Aisha: She is on her way.	Location.	Adequate.	Truthful.	Relevant.	Brief	
Manager: She is on her way? Please let her be on her way. We agreed that she is coming in today. She has a very fine script, very fine script, very fine script. I'll advise all corpers to follow after her write-up. It's very rich, very rich *em*, Forson!	The quality of the script.	Adequate.	The information given is true.	Relevant.	Brief	

Utterance	**Contextual Background**	**Quantity**	**Quality**	**Relevance**	**Manner**	**Researcher's Additional Observations**
Manager: Please supervise that editing.	Directive.	Skeletally adequate.	Truthful.	Marginally relevant.	Brief	Equivalent form deletion
Manager: Please supervise Glory's editing so that we do justice to it. She has a very nice script. Supervise it so that we don't waste that story because the management of the story will determine how good the story will be and she is a rookie -she is a rookie. Please supervise it so we don't waste valuable resources.	Request.	Adequate.	Truthful.	Relevant.	Brief	Use of nuances of meaning in 'it' on lines6 and 14

Utterance	Contextual Background	Quantity	Quality	Relevance	Manner	Researcher's Additional Observations
Manager: Who else is owing us a story? Hmn, hmn. You are looking at me! Lami is not ready but we would have loved to have her story tomorrow. But you have already done certain things? You already have a sketch? No! No! No! I'm just asking because I can, I can... What you are going to do in Zaria, we will call it - is more of a visual thing than any additional fact. Look over it today and tomorrow. Well, make sure you are here early.	The issue of Lami's assignment at Zaria is revisited.	Skeletally adequate.	Truthful.	Marginally relevant.	Not brief	Hesitation.
Manager: Why are you pinching the guy?	Distraction.	Skeletally adequate.	Truthful.	Irrelevant.	Brief	Questions.
Lami: He is laughing.	Response.	Skeletally adequate.	Truthful.	Irrelevant.	Brief	

Utterance	**Contextual Background**	**Quantity**	**Quality**	**Relevance**	**Manner**	**Researcher's Additional Observations**
Manager: He has the right, the right to laugh so long as he is not causing any distraction. So, the man is protected.	Support.	Skeletally adequate.	Truthful.	Irrelevant.	Brief.	
Garba: Oga, *ba za ta tafi da* cameraman tomorrow *din ba na daukan hotuna*? (Master, won't she go with a cameraman tomorrow for taking pictures?)	Enquiry as to equipment to aid in the assignment.	Adequate.	Truthful.	Relevant.	Brief	Code mixing.
Manager: *A'a! Za ta shiga mota kawai ta je*. (No, she will just board a vehicle and leave.)	Sarcastic response.	Skeletally adequate.	Truthful.	Skeletally relevant.	Brief.	Code switching.
Garba: *A'a*!(No!) As you were talking, you just said there is going to be a visual thing.	Reason for the question.	Adequate.	Truthful.	Relevant.	Brief.	Code mixing, frustration and equivalent form deletion.
Manager: Wait a minute!		Skeletally adequate.	Truthful.	Skeletally relevant.	Brief.	
Garba: *A'a! Ran ka ya dade*!(No,no, Your Highness.)	Defence.	Skeletally adequate.	Truthful.	Skeletally relevant.	Brief.	Code switching.

Utterance	**Contextual Background**	**Quantity**	**Quality**	**Relevance**	**Manner**	**Researcher's Additional Observations**
Manager: Is that the practice?	Questioning the cameraman's response.	Marginally adequate.	Truthful.	Marginally relevant.	Brief	Questions.
Garba: There are times when we use NTA Zaria.	Response.	Adequate.	Truthful.	Relevant.	Brief.	Equivalent form deletion.
Manager: Okay, we're going with our camera.	Acceptance	Adequate.	Truthful.	Relevant.	Brief.	
Garba: So, for me asking, am I committing an offence? So that I can know if we are going with our camera?	Desire to understand the situation.	Marginally adequate.	Truthful.	Skeletally relevant.	Brief.	Frustration.
Manager: I thought you knew where we were coming from. Because we discussed this last week.	Clarification.	Marginally adequate.	Truthful.	Relevant	Brief.	Use of nuance of meaning in 'this' on line 4.
Garba: I wasn't around.	Reason for ignorance.	Skeletally adequate.	True.	Skeletally relevant.	Brief.	

Utterance	Contextual Background	Quantity	Quality	Relevance	Manner	Researcher's Additional Observations
Manager: We are going with your camera. A good cameraman who will tell a story not a man who will pan until you tell him what to do. In fact, I'll prefer you to go with her to Zaria.	Reiteration of point and further directive.	Adequate.	Truthful.	Relevant.	Brief.	
Garba: Me?	Pretentious question.	Inadequate.	Untrue.	Irrelevant	Brief.	
Manager: Yes. So you can tell a story with your camera.	Buttressing the directive.	Marginally adequate.	Truthful.	Relevant.	Brief.	Parallel construction
Garba: *Wayyo*! (Oh no!)	Additional stories for panorama.	Inadequate	Truthful.	Irrelevant.	Brief.	Code switching. Uncertainty.
Manager: Amin Abbas has some stories because when he came in yesterday... he had about 3 stories. I don't know – none of them is coming in for Panorama?	"	Marginally adequate.	Truthful.	Relevant.		

Utterance	**Contextual Background**	**Quantity**	**Quality**	**Relevance**	**Manner**	**Researcher's Additional Observations**
Manager: Ok, Austin needs to take his place. What was the story? What is in a name? Something about names	"	Skeletally adequate.	True.	Relevant.	Brief.	Uncertainty.
Manager: He's Rogo's friend. Hamisu Rogo, the two of you are together.	Deviation.	Skeletally adequate.	True from the speaker's perspective.	Irrelevant.	Brief	Use of nuance of meaning in 'He's' on line 1.
Rogo: *Wallahi! Ba aboki na bane*. (Truly, he's not my friend)	Protestation of innocence.	Inadequate.	Truthful.	Irrelevant.	Brief.	Code switching.
Manager: You go about together.	Backing up the previous point.	Inadequate.	Truthful.	Irrelevant	Brief.	
Garba: *In dai turanci ne, a gan suna na a can. Mu gan daya na turanci*. (If it is my English, look at my name over there. Let's look at one place where it is in English.)	Defence.	Inadequate.	Not truthful.	Irrelevant	Brief.	Code switching.
Rogo: Garba's name is there also.	Defensive response.	Skeletally adequate.	Truthful.	Irrelevant	Brief.	Equivalent form deletion.

Utterance	**Contextual Background**	**Quantity**	**Quality**	**Relevance**	**Manner**	**Researcher's Additional Observations**
Manager: *Ga sunan ka a nan. Ko wanan mutumin ka ne*? (Your name is here. Or is this your pal?)	Reiteration of point.	Skeletally adequate.	Truthful.	Relevant.	Brief.	Code switching.
Rogo: *Yar Labai, ya rubuta suna na ne a kan* Panorama. *Ga Ibrahim fa*! (Your Highness, he wrote my name on Panorama. Ibrahim is here).	Defence.	Skeletally adequate.	Not truthful.	Relevant.	Brief.	Code switching.
Garba: *Wato* Panorama *akwai wahala ko*? (So,Panorama is difficult?)	Reason for complaints.	Adequate.	Truthful.	Skeletally relevant.	Brief.	Code mixing.
Manager: That is why *mutane ke guduwa*(people are shying away). It is really tasking.	"	Adequate.	Truthful.	Relevant.	Brief.	Code mixing.

Utterance	**Contextual Background**	**Quantity**	**Quality**	**Relevance**	**Manner**	**Researcher's Additional Observations**
Forson: I'll expand it.	There is a story on the Police extremism.	Adequate.	Truthful.	Relevant.	Brief.	Use of nuance of meaning in 'it'.
Manager: Anything about Panorama, people can create anything out of it. *Amma*(but), we're creating terrorists in the guise that we're fighting crime. You need to see how they are moving around. Please try to visualise this thing. Try as much as possible. Those days when we were doing something like camera, camera lens, I saw how it was. I don't know whether it is pressure of work. Let's call it a day.	Deviation to advantage of working on panorama and returning to the need for the story on the police.	Marginally adequate.	Truthful.	Relevant.	Not brief.	Use of nuance of meaning in 'they' on line 8.

4.3. DISCUSSION

This segment has analysed the exchanges that occurred within two editorial board meetings using our theoretical model taken from Grice's Cooperative Principles and mainly from his maxims namely: the maxims of quality, quantity, relation and manner. Each utterance from the topics has been analysed based on its adherence to or departure from the maxims.

Our analysis in this section has proven what was earlier noted in this research work that the topic and flow of conversation in a newsroom discourse is determined by the Manager, News and Current Affairs, or anyone presiding over the meeting of a particular day.

An editorial board meeting allows for some rules of turn-taking to be employed. Of particular reference is the use of the Transition Relevant Place which is the recognition of the end of a turn and construction of a unit. The researcher observed that once a person is speaking, other participants will allow the speaker to express his or her point unless the Manager, News feels he has to come in to control the conversation as it is the norm in such a set up or a correspondent does same to his fellow correspondent. Basically, we will witness a great deal of interruptions in the newsroom discourse.

A typical illustration is in Meeting 1:

1. **Ola:** Em, the, the main problem we had
   was that we were not able to take the last story .The second
   thing applied to the second
   story on teachers...

Manager: They gave a condition for you to be there-that it was not going to be an all-government affair and you must have registered with the...

2. **Forson:** Sometimes Oga (Master), let us be frank-we say Look! give me one minute'. We do that, Hamza will say no or Oga(Master) Aminu….

Manager: I don't like the Hamza approach.

3. **Forson:** How many people …

Manager: *Dakata, dakata*! (Wait, wait!) It happened with the case of Aisha when she did the divorce story for Panorama. Hamza said she was going to do four and a half, four and a half.

In Meeting 2, we see a similar case:

4. **Rogo:** Yes I went as an ambassador. Aminu Abbas sent for...

Manager: You went as an adviser.

5. **Rogo:** No as an ambassador. They invited me, so I went. Actually it is a formal *eh*, launching for payment of hajj which of course only eighty six people have paid the money... the hajj fares are now confirmed.

Kaduna State is paying in three
categories. There is the smallest,
there is the medium which is the
first time they are...

Forson: And the executive.

Relating these responses to the maxim of Relevance, the interruptions were all related to the general context of the discussions being held at the time except for cases where assumptions were being made as seen in 5 above.

The maxim of Quantity was, however, adhered to in most cases giving the fact that the interruptions were made within the context of the topics at hand. So, they can be said to be appropriate because they adhere to the norms of a newsroom discourse.

The researcher notes further that newsroom discourse makes use of Rule 1a of Turn Taking Application at the first TRP of any turn. If 'c' Current Speaker selects 'n' Next Speaker in the current turn, then 'c' must speak and the next speaker must be next.

This element can be found in a newsroom discourse and just as normal conversation is, there are exceptions to the rule. This is based on the premise that a question or comment directed at someone or an observation is thrown to the house for responses. In this regard, the answers normally adhere to the maxims of quantity and relevance. It is on rare occasions, that they flout the maxim of quality. This point can be illustrated thus:

1. **Manager:** Let's get started.
   Yesterday, how did it go?

   Ola: The main problem we
   had was that we were not
   able to take the last story;

the second thing applied to the second story on teachers...

2. **Manager:** You attend their meeting. Honestly, this Council, I don't know, what is the mandate, the real mandate of this thing?

   Forson: It serves as a think tank.

3. **Manager:** Wait a minute, what makes it an electronic registration?

   Rogo: Because it is by computer, because it captures all the details of you. It is not registration by proxy. Sometimes when you put your papers, that is the last they see of you before you go to Mecca; sometimes when you are coming to board the plane they find out you are too old or you are too ill you will become a burden to officials.

   So this new registration, you have to be there so that if you can make it, you are allowed to go.

4. **Manager:** We are going with your camera. A good cameraman who will tell a story not a man who will

pan until you tell him what to do.

In fact, I'll prefer you to go with

her to Zaria.

Garba: Me?

Manager: Yes. So you can

tell a story with your camera.

In terms of the relativity to Rule 1c, where it was stated that: if 'c' has not selected 'n' and no other party selects, then 'c' can continue but needs not to. This rule will be impossible to follow due to the role of dominance given to the Manager in the newsroom since it is his duty to select and decide when others can contribute to the conversation to maintain the topic flow. The implication of this is that the chances of overlaps are almost non-existent owing to the instances where the Manager has had to cut some speakers short to make a point relevant to the general context.

1. **Forson:** Or Oga(Master)

   Aminu, like the Austin story.

   Manager: *Dakata, dakata*

   (Wait, wait).You cannot just

   come here without knowing

   what I have and tell me:

   "Give me one minute."

2. **Rogo:** Visually, I'll empower

   the story. I have tapes that...

   Manager: That story is for four.

   I was thinking of making....

   Please that story is for four.

4.4. MAXIM OF QUANTITY

The researcher made use of degrees of specification in the analysis of data using the maxim of quantity because the nature of newsroom discourse allows for participants in an editorial board meeting to deviate from the topic of discussion or make utterances based on the notion that everyone present can grasp the said speaker's intent in the utterance given. This is observed in the choice of words used during the conversation. Thus, the researcher based the degree of specification on being adequate, marginally adequate as well as being skeletally adequate while cases that have little or no bearing with the topic were labelled inadequate.

In general terms, the maxim of Quantity was adhered to most of the time especially when the flow of conversation is within the confines of the general context.

This can therefore be said to be appropriate because the maxim of quantity specially says:

"Do not say more or less than you have been asked".

In Meeting 2, the same applies to the exchanges below:

Speaker1: There are certain instances when
even Oga Aminu would say: ‘Ok leave
this one , remove that paragraph’ that
kind of one is ok .
The issue of like –you don’t know what
I have. Sometimes, you cut until you cut
the meaning of the whole story.
Speaker 2: Yes, that is what I don’t like but
you reporters must respect yourselves.

Why must you, at your age, at your age, allow somebody to tell you what is not good? You don't know what is good at your age?

We are inching towards a situation whereby you bring a report, a producer should be able to say "Let me sign my signature I stand by you because this is perfect".

That is the level we are now because some people wake up on the wrong side of the bed and bring it to the newsroom.

That thing has to be enforced. It is a professional thing. We are even lucky that human beings control transmission here. In other media, broadcast media, computers do.

The moment you get there on seven –thirty, it doesn't wait for you to sign out- it cuts you off and introduces the next programme.

You are on your own.

In Meeting 2, the same applies to the exchange below where the Manager asks a reporter a question:

> Wait a minute! What makes it an
> electronic registration?

The reporter's response was not a violation of the maxim of quantity because he alone had knowledge of the issue sought after. This he explains thus:

> Because it is by computer, because
> it captures all the details of you.
> It is not registration by proxy.
> Sometimes when you put your papers,
> that is the last they see of you before
> you go to Mecca; sometimes when you
> are coming to board the plane, they find
> out you are too old or you are too ill.
> You will become a burden to officials.
> So this new registration, you have to
> be there so that if you can make it,
> you are allowed to go.

Responses of this kind are commonplace in a newsroom discourse.

The need to contribute to a topic, especially when given the opportunity, may elicit the wrong response or the right one suited for the topic at hand as reflected below:

> **Manager:** I understand in the sense that
> I am aware that other responsibilities
> force you out to the streets *em*... and
> this other one on... I think *em* can we

refresh our memories. You know that issue took almost the whole of our editorial meeting. We come from the physical aspect of using left hand at home even as we were growing up, if our parents noticed that you had a habit of using the left hand to eat, they go passionate and would try everything to stop it. This takes us to the flip aspect of the leftist. It brings us to this other aspect relating to ideologies -anybody who is outside the mainstream is considered a leftist- mainstream .We still insist there is creativity in the mainstream. We decide what is mainstream. In the Nigerian situation, if we are outside the *status quo*(existing state of things), if you disobey the *status quo*, you are considered a leftist. But those of us who challenge the *status quo* are actually doing the real thing. So, I don't know what the implication is. It is more of a spoken thing than insisting on using the visuals of the hand or whatever.

Rogo: The left have also over the time... the
left handed people. There has not
been a scientific proof that some of
them have been very outstanding.
They are very very inspirational
people who, in fact, they have...
I don't have any verbal expression to
say it. They are people, their activities
you know, they are ideologies you know-
not in the sense of something like ideology.

The first speaker gave an elaborate view of the topic to be discussed. Though it stemmed out of a pre-existing topic, the speaker did not flout the maxim of quantity in his address. But the next speaker, on the other hand, had a view he could not explain thereby making his response inappropriate because it was not best suited for the line of thought considered.

Responses to some questions as observed, sometimes elicit very appropriate responses:

Question:...what is the mandate,
the real mandate of this thing?
Response: It serves as a think tank.
Question: What time do you want to leave?
Response: Eight O'clock.

The responses above are in conformity to the maxim of quantity in the sense that they are both straightforward answers that require no elaboration of the point rendered.

The exchange below, on the other hand, was marginally adequate because it was not informative enough:

Speaker 1: Let's look at it away
from the physical aspect. From
the physical aspect it is translated
to people looking at their ideologies
from that perspective. You know all
societies- we look at left in the negative
sense of the word. They don't believe
it's good.

Speaker 2: It's like I said.

Instances where the degree of specification was marginal, a speaker's input had lexical entries that seem to provide a hint to the point made; but it was not clear enough to give the direct message intended as the example below shows:

1. **Ola:** *Em*, the-the main problem we had was that we were not able to take the last story. The second thing applied to the second story on teachers...
2. **Rogo:** Visually, I'll empower the story. I have tapes that ...
3. **Manager:** That story is for four. I was thinking of making....Please that story is for four.

Some respondents also flouted the maxim of quantity because they made incomplete contributions to the general context either as a result of interruptions or errors of their own making:

1. **Manager:** I agree it's not the case.

   So *em* we have to...

2. **Rogo:** I think we have to, have...
3. **Forson:** How many people …
4. **Manager:** Ok, Austin needs to take his place.

   What was the story? What is in a name...?

Some respondents, in the course of deviating from the topic at hand, rendered their contributions inadequate thus flouting the maxim of quantity as well:

1. **Rogo:** *Wallahi! Ba aboki na bane* (Truly, He is not my friend).
2. **Manager:** You go about together.
3. **Rogo:** Garba's name is there also.

4.5. MAXIM OF QUALITY

Generally, the maxim of quality is adhered to when the exchanges that occur during an editorial board meeting are studied. This is because the context of the topics discussed leaves no room for falsehood but where there is such, the conversation has taken on an informal tone:

1. **Manager:** We are going with your camera.

   A good cameraman who will tell a story

   not a man who will pan until you tell him

   what to do. In fact, I'll prefer you to go to

   Zaria with her.

2. **Garba:** Me?
3. **Manager:** Yes. So you can tell a story

with your camera.

Garba: *Wayyo*!

4. **Rogo:** Garba's name is there also.
5. **Garba:** *In dai turanci ne, a gan suna*

   na a can. Mu gan daya na turanci.

   (If it is English, look at my name over there.

   Let's look at one place where it is in English.)
6. **Manager:** *Ga sunan ka a nan.*

   Ko wanan mutumin ka ne? (Your name is here.

   Or is this your pal?)

4.6. MAXIM OF RELEVANCE

In general terms, the maxim of relation is one of the maxims most adhered to. This is dependent on the fact that the participants in the editorial board meeting always follow the flow of the conversation even when there is a deviation from the general context of the discussion with few instances where the speakers try to shy away from their duties and thus we made use of degrees of relevance to highlight them:

1. **Manager:** I thought you knew where we were coming from. Because we discussed this last week.

2. **Garba:** I wasn't around.

3. **Manager:** We are going with your camera. A good cameraman who will tell a story not a man who will pan

(rotate a camera) until you tell him what to do. In fact, I'll prefer you to go with her to Zaria.

4. **Garba:** Me?

The input of the first speaker was relevant to the topic of discussion but as the conversation goes on, we see the second speaker moving from a skeletally relevant answer to an entirely irrelevant one.

4.7. MAXIM OF MANNER

In this research, we can deduce from the data explored that participants in an editorial board meeting try to be brief most of the time, and ambiguity is almost non-existent.

4.8. RESEARCHER'S OBSERVATIONS

In this study, the researcher has observed that there were some additional features in the data that prompted a desire for analysis using other arms of linguistics such as corpus linguistics, psycholinguistics and sociolinguistics.

This prompted the researcher to delve into some of these areas using the data gathered to ascertain whether newsroom discourse is flexible in nature by focusing on the use of formulaic and repetitive expressions such as nuances of meaning which form a part of corpus linguistics as it gives an insight into linguistic analyses of language studies focused on discourse, lexicography, grammar, register variation etc and the emotions underlying utterances such as stuttering, stammering, frustration, uncertainty, and hesitation which are areas of study in psycholinguistics as well neurolinguistics. Equivalence can be analysed in

lexicography and parallelism finds its link with grammar while sociolinguistics is used to analyse code- mixing and code -switching.

4.8.1. Nuances of Meaning

The researcher noted that nuances of meaning were highly employed in utterances of participants in a newsroom discourse due to the fact that they are a part of everyday language. *The Oxford Advanced Learner's Dictionary* (1993) posits that a nuance is a subtle difference in meaning, colour, feeling, etc.

In meeting 1, some examples were noted:

1. **Manager:** You attend their meeting. Honestly, this Council, I don't know…what is the mandate, the real mandate of this thing?
2. **Forson:** It serves as a think tank.

3. **Manager:** We will wait and see; we will wait and see what they are doing.

The underlined words above refer to the Council that attends to the needs of teachers.

In the example below, 'thing' is used to refer to the strike embarked upon by teachers:

> Manager: And also yesterday, we had to drop one of our stories to accommodate the teachers' story. The teachers' thing is painful in the sense that there is a new dimension to the suspension of the strike. All this while, the state government

had not said anything. Yesterday was the first official statement on the issue of teachers strike as it relates to Kaduna State.

The understanding shared between a speaker and listener below allows for the nuances used in some utterances:

i. They say there has to be up to 30% increase in the fare because of the increase in aviation fuel and in the accommodation fees that are being charged in Saudi Arabia.

ii. At least, thirty something percent and Kaduna State having the highest number of pilgrims, we have at least 8,500 pilgrims to the holy land and then, they are launching; they launched the formal take- off of the electronic registration.

'They' in (i) refers to the Kaduna State Muslim Pilgrims Board while in (ii) 'they' and 'we' refer to Kaduna State.

4.8.2. Repetitive Expressions

Repetitive expressions were a common feature in the utterances of participants in an editorial board meeting. This is due to the fact that there is no restriction to the way language is used as long as the intended message is transmitted. In a bid to actualise this, we noted that some utterances had underlying emotions such as: uncertainty, frustration, and hesitation which most likely may be pointers to the presence of a speech disorder like stuttering.

Stuttering, according to Aliu (1981) in *The Journal of Education and Rehabilitation*, is a form of acute disfluency manifested through visible hesitations, prolongations, unnecessary pauses and repetitions of sounds or words and other truncations in what should normally be a smooth flow of speech.

While studies have attempted to prove that there is an increased chance of communication breakdown where the presence of one or more participants in a discourse suffers from speech impairment like stuttering, aphasia, or cluttering, the flow of communication in a newsroom is not necessarily affected by them.

a. i. **Ola:** Em, the-the main problem we had was that we were not able to take the last story; the second thing applied to the second story on teachers...

ii. **Manager:** They gave a condition for you to be there-that it was not going to be an all-government affair and you must have registered with the...

iii. **Sarki:** Council

In the first utterance, the speaker exhibited traits akin to those of stutterers while the response by the second speaker showed signs of hesitation and the third speaker was still able to follow the discussion given his input.

A further look in the table of analysis will show a preponderance of emotions like frustration:

i. **Forson:** Sometimes Oga, let us be frank-we say Look! Give me one minute'. We do that, Hamza will say no or Oga Aminu...

ii. **Ndeyang:** There are certain instances when even Oga Aminu would say: 'Ok leave this one, remove that

paragraph' that kind of one is ok .The issue of like –you don't know what I have sometimes you cut until you cut the meaning of the whole story.

iii. **Garba:** *A'a!* As you were talking, you just said there is going to be a visual thing.

iv. **Garba:** So, for me asking, am I committing an offence? So that I can know if we are going with our camera?

Hesitation can be seen in:

i. **Manager:** The producers…in this way, we will be able to produce a bulletin within the time frame like a properly packaged Olympic report.

ii. **Rogo:** No as an ambassador. They invited me so I went. Actually it is a formal eh launching for payment for hajj which of course only eighty six people had paid the money... the hajj fares are now confirmed. Kaduna State is paying in three categories: there is the smallest, there is the medium which is the first time they are ...

iii. **Manager:** That story is for four. I was thinking of making....Please that story is for four.

We noticed the presence of repetitions in:

i. **Manager:** We will wait and see; we will wait and see what they are doing. We have said it several times- the success of a compact bulletin is an all- encompassing thing.

ii. **Manager:** *Dakata, dakata*. You cannot just come here without knowing what I have and tell me:"Give me one minute".

iii. **Rogo:** In Hausa "*Ana yi nan, shi yana kankarewa''* i.e. he is always bending, he is always bending. *Bahago ke nan.*

iv. **Manager:** Please do. Please do because we are coming from *em*... Glory where is she? The agreement is that she will.... Aisha, it's like you know the where abouts of Glory. She is your personal person. Where is she before we call in the police?

We can also find traces of uncertainty in the examples given below:

i. **Rogo:** The left has also over the time... the left handed people. There has not been a scientific proof that that some of them have been very outstanding. They are very inspirational people who, in fact they have, I don't have any verbal expression to say it, they are people,

their activities you know they are ideologies you know not in the sense of something like ideology.

ii. **Ndeyang:** Yes when I initially, when I came up with the topic, I wanted to find out- like when somebody is referred to like the Hausa would say: "this person is leftist".

iii. **Rogo:** I think we have to have...

4.8.3. Parallel Construction

Parallel construction is also found in the utterances of speakers in the newsroom.

http://grammar. ccc.coment.edu./grammar/parallelism.htm posits that the principle of parallel construction requires that expressions of similar content and function be outwardly similar.

This is not usually the case because speakers tend to violate this principle due to the desire to express themselves so that listeners will grasp the intent of their messages.

Consider the examples below:

a) i. **Manager:** We will wait and see; we will wait and see what they are doing. We have said it several times the success of a compact bulletin is an all- encompassing thing.

ii. **Manager:** The producers…in this way, we will be able to produce a bulletin within the time frame like a properly packaged Olympic report.

b) i. **Rogo:** That he is not using the hand well.

ii**. Manager:** He doesn't understand.

c) i. **Manager:** We are going with your camera. A good cameraman who will tell a story not a man who will pan until you tell him what to do. In fact, I'll prefer you to go with her to Zaria.

In the examples above, we see a confirmation of the point made above which further proves that the principle of parallel construction was rarely adhered to due to the freedom exercised by participants in a newsroom to speak without having to use someone else's expression.

4.8.4. Equivalence

This is the use of words that can be used to replace other words without altering the context of the utterance in which the words were used. These are usually synonyms or near-synonyms. Studies have shown that they have degrees of equivalence based on the translation given to lexical items, though the degrees of equivalence will not form part of our analysis. The researcher has observed that equivalent form deletion was dominant due to the liberty of speakers to use language spontaneously.

In the examples below, we will highlight cases of equivalent form deletion as used in some utterances:

i. **Manager:** We are inching towards a situation whereby you bring a report and the producer should be able to say "let me sign my signature. I stand by you because this is perfect". We are

even lucky that human beings control transmission here. In other media, broadcast media, computers do. The moment you get there, it doesn't wait for you to sign out- it cuts you off.

ii. **Manager:** Lami, these people said your visit is for tomorrow.

iii. **Manager:** You have a script or rather, you've started on something already on autism?

iv. **Lami:** I don't have it here.

The underlined words in the utterances above are clear indicators that there are more appropriate words to be used but there were obviously deleted.

4.8.5. Code- Mixing and Code- Switching

We noted that participants in an editorial board meeting during their discussions had a habitual tendency to mix English and Hausa within an utterance. Sometimes, Hausa was spoken solely for parts of their discussions because it is the language of the environment while the only word used frequently in Pidgin English was 'Oga' which means 'Master'. Code- mixing occurs when conversationalists consciously or unconsciously use two languages in communicating to the point that they change from one language to the other in the course of a single utterance. Code- switching as defined by Gumperz (1976) is the random alternation of two languages both within and between sentences.

This borne out of the fact that, a code in sociolinguistics is seen as a language, speech variety or dialect. Thus, this research will handle these two sociolinguistic aspects hand-in-hand.

Some instances where code- mixing was found can be seen in the examples below though edited for proper comprehension:

i. **Rogo:** In Hausa ”*Ana yi nan, shi yana kankarewa*’’ that is, he is always bending, he is always bending. *Bahago ke nan*(That’s a left-handed person).

ii. **Garba:** Oga, *ba za ta tafi da* cameraman tomorrow *din ba na daukan hotuna?* (Master, won’t she go with a cameraman tomorrow for taking pictures)?

iii. **Garba:** *A’a*! (No!) as you were talking, you just said there is going to be a visual thing.

iv. **Manager:** That is why *mutane ke guduwa*. (people are shying away) It is really tasking.

In the examples below, we will notice that code- switching was employed in the course of the discussion between some participants:

Exchange (a)

Manager: He’s Rogo’s friend. Hamisu Rogo, the two of you are together.

Rogo: *Wallahi! Ba aboki na bane*. (Truly, He is not my friend)

Manager: You go about together.

Rogo: Garba's name is there also.

Exchange (b)

Garba: Oga, *ba za ta tafi da cameraman tomorrow din ba na daukan hotuna*(Master, won't she go with a cameraman tomorrow for taking pictures)?

Manager: A'a*! Za ta shiga mota kawai ta je*(No, she will just board a vehicle and leave).

Garba: *A'a*! (No!) as you were talking, you just said there is going to be a visual thing.

Manager: Wait a minute!

Garba: *A'a! Ran ka ya dade*(No, no, Your Highness)

Manager: Is that the practice?

4.8.6. Frequently Asked Questions (FAQs)

Questions are commonplace in any discussion or conversation to aid understanding of the topic of discussion.

In the course of this research, FAQs were hardly used because of the peculiarity of each exchange and it was also due to the rhetorical nature of some questions as noted earlier in this chapter.

Rhetoric were also applied in the utterances of members of an editorial board meeting especially in the utterances of the head of the team. His ability to control all the proceedings during meetings implies that he may make comments, ask questions, and engage in continuous talk without seeking responses. This is reflected in the exchanges below taken from Meetings 1 and 2:

1. **Manager:** Sports and International News suffer and I know all our Sports and International are well packaged.
   They are produced. They don't just download and cut.
   Let us try and do the correct thing and respect ourselves.
2. **Manager:** And also yesterday, we had to drop one of our stories to accommodate the teachers' story. The teachers' thing is painful in the sense that there is a new dimension to the suspension of the strike.
   All this while, the state government had not said anything. Yesterday was the first official statement on the issue of teachers strike as it relates to Kaduna State.

3. **Manager:** Please supervise Glory's
   editing so that we do justice to it.
   She has a very nice script. Supervise
   it so that we don't waste that story
   because the management of the
   story will determine how good the
   story will be and she is a rookie
   -she is a rookie. Please supervise it
   so we don't waste valuable resources.
   Manager: Who else is owing us a story?
   Hmn, hmn. You are looking at me!
   Lami is not ready, but we would have
   loved to have her story tomorrow.
   You have already done certain things?
   You already have a sketch? No! No! No!
   I'm just asking because I can, I can...
   What you are going to do in Zaria...
   We will call it - is more of a visual
   thing than any additional fact.
   Look over it today and tomorrow. Well,
   make sure you are here early.

In terms of adherence to the maxim of Quantity, it is quite obvious that the Manager has the tendency to flout the maxim when he feels strongly about a particular point. In terms of relation, there is also a high chance of him flouting the maxim of Relevance if he has to change the topic to another one. In most instances when he employs the use of rhetorics ,

logic and reality are usually not a problem because it has been observed that as the head of the team, his utterances conform with the maxim of Quality.

These observations are pointers to the fact that the maxim of Manner may not be adhered to in this case since one person has changed topics without waiting for a response thereby making way for lengthy utterances.

4.9. CONTEXTUAL BACKGROUND

This segment was used as a guide to understanding the context of each utterance taken. Through it, we were able to understand one fact-that language does not need quantity for a complete message to be given.

It is also a part of the basis for the researcher to formulate another dimension for analysis using previous expressions to understand current ones to show that the very nature of newsroom discourse allows for the use of utterances.

It is to help us observe how the participants have conformed or deviated from the maxims but are not used in the same sense as maxims are normally used.

4.10. FINDINGS

We discovered that there is room for jokes, side talks, etc in newsroom discourse because it forms part of the discourse structure.

In the researcher's personal analysis, newsroom discourse allows for the inclusion of features found in other arms of linguistics i.e. nuances of meaning, repetitive expressions, parallel constructions, equivalence, code-mixing and code-switching as they form part of the features found in spontaneous language while it still retains its formal nature.

Newsroom discourse, in addition to having a rigid structure just like other forms of discourse that are predetermined by an institutional framework, is not devoid of flexibility. This point

can be noted in the similarities between newsroom discourse and normal conversations thus, affirming the need for this study.

The nature of dialogue in all newsrooms could be said to be alike. This is based on the researcher's observation of an editorial board meeting at Gombe Media Corporation during her period of National Youth Service while serving in the News and Current Affairs Department there. The proceedings during the editorial board meetings in that newsroom and the researcher's knowledge of discourse analysis were the foundation for this research and the case study examined, proves this point.

CHAPTER FIVE

SUMMARY, CONCLUSION, LIMITATIONS TO THE STUDY AND RECOMMENDATIONS

5.1 SUMMARY

In this research, we focused on the analysis of the newsroom dialogue using the exchanges during editorial board meetings

Our aim has been to highlight poignant features of a newsroom discourse using a discourse analysis framework with the data obtained.

The researcher has observed in the course of the study that the semi- formal nature of a newsroom discourse allows for flexibility because of the fact that spontaneity can sometimes be applied to conversational flow while maintaining the formality of the discourse.

The researcher has therefore deduced from this flexibility that there is a point at which newsroom discourse comes together with Conversational Analysis to show a relativity that cannot be ignored. This is due to the peculiar nature of newsroom discourse-it is similar to language used in informal contexts and this fact, is the main attraction to the study.

This study also observed that the nature of a newsroom discourse gives the Manager authority to ensure that there is order during an editorial board meeting. Such an authority is recognised by all participants in the meeting because he has the sole right to control the conversation as well as starting-up any meeting or bringing it to a close thereby making interaction flow smooth.

This research has been treated in five chapters- Chapter One is a general introduction to the research while Chapter Two is a critical review of related literature. In Chapter Three, we presented the methodology adopted for gathering the data for this work. Chapter Four is a

combination of the analysis and discussion of data, while Chapter Five is the summary, conclusion and recommendations.

5.2. CONCLUSION

This research has attempted to describe a newsroom discourse as a naturally occurring speech event. We have described newsroom discourse as a discourse structure comparable, and related, to other speech events.

The researcher made use of two editorial board meetings with about 5 topics as the basis of our analysis. We utilised our data to demonstrate conversational patterns between participants' dialogue as they discussed each topic during our analysis.

Pragmatic insights were applied to our analysis thereby proving that newsroom discourse has a discernable discourse structure.

The analysis showed that newsroom discourse demonstrates as much flexibility as language in spontaneous contexts and they also possess some features that make them conversational.

In specific terms, our analysis shows that exchanges in the newsroom discourse are as institutionalised as they are spontaneous owing to the hierarchical structuring employed in the newsroom. Exchanges in a newsroom discourse have proven that there is a mutual recognition of the maxims of cooperation between the participants in a newsroom such that any violation is deliberate due to the semi-formal nature of the conversational pattern employed.

5.3. LIMITATIONS TO THE STUDY

The set up of a newsroom is designed conference-style and it is as a result of this, recording contributions of participants proved difficult. It was distracting to move round the room recording the speeches of participants and as such, the researcher had to place the

recorder used for the research at a central position but in spite of this, some voices were not audible enough.

Another limitation was the pace of the conversation – it was a bit fast-paced, making the researcher have slight difficulty in taking down complete notes as the meeting was going on.

5.4. RECOMMENDATIONS

The work did not carry out a comparative analysis of Conversational Analysis and Newsroom Discourse since they have some similar features. There is therefore the need to embark on a comparative study in that area to determine their similarities and differences.

The researcher also recommends that other unexplored aspects of discourse known for flexibility can be assessed for the possibility of spontaneity and subsequent study.

5.5. SUGGESTIONS

In the course of gathering data for this research, the researcher discovered that the liberal use of Hausa language in the NTA Kaduna newsroom affected the clarity of spoken English due to its interference with the language. Some of the reporters were found to have a heavy Hausa accent that was not easy for non-Hausa speakers to understand at first contact. Thus, the use of an indigenous language should be reduced and periodic trainings done on phonetics and phonology by NTA for its staff.

Due to the nature of the editorial boardroom dialogue which the researcher found is likened to everyday conversation, a suggested possible researchable topic to work on in the future is: A Conversational Analysis of Newsroom Dialogue.

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APPENDIX I

Meeting I

Manager: Let's get started. Yesterday, how did it go?

Ola: Em, the,the main problem we had was that we were not able to take the last story; the second thing applied to the second story on teachers...

Manager: They gave a condition for you to be there-that it was not going to be an all-government affair and you must have registered with the...

Sarki: Council

Manager: You will not appreciate what is being said until you go to the local governments and see people who parade themselves as teachers. These are drop-outs from schools or those whose brothers are councillors or Sarki here will give a note- this guy, this guy! You are not supposed to be here because you are the opposite of what we represent. Wallahi tallahi(I swear to God).

Sarki: I agree with you Sir.

Manager: Your Sarauta(Chieftaincy title) is undermining progress.

Sarki : I am not a politician .

Manager: You attend their meeting. Honestly, this Council, I don't know…what is the mandate, the real mandate of this thing?

Forson: It serves as a think tank.

Manager: We will wait and see, we will wait and see what they are doing. We have said it several times the success of a compact bulletin is an all- encompassing thing.

Manager: The producers…in this way, we will be able to produce a bulletin within the time frame like a properly packaged Olympic report.

Manager: You see the situation with Hamza- I asked him what the duration of the report is. He said about two minutes' said, must it be two minutes he said two minutes so I took particular interest in seeing why he felt that what he did was the appropriate thing and I think there is a point because if you tamper with what you have, you would have altered the story these are exceptional cases. So, when we have stories like that ,it alters the bulletin in a way. That means you can either drop or reduce the duration of other stories to accommodate a special report like that. I think that is the way to do it

Forson: Sometimes Oga(Master), let us be frank-we say look! Give me one minute. We do that , Hamza will say no or Oga(Master) Aminu….

Manager: I don't like the Hamza approach.

Forson: Or Oga(Master) Aminu, like the Austin story....

Manager: Dakata, dakata(Wait, wait). You cannot just come here without knowing what I have and tell me give me one minute….

Forson: How many people …

Manager: Dakata, dakata.(Wait, wait.) It happened with the case of Aisha when she did the divorce story for panorama. Hamza said she was going to do four and half, four and half…

Jemima: Three minutes.

Manager: You have to look at the story because, four and half minutes- some of the arguments must be banned to make a point. You get me? (Forson nods)

Forson: Sometimes a producer would say go and cut it down. You stand your feet to some extent no…

Forson: Sometimes a producer would say go and cut it down. You stand your feet to some extent no…

Ndeyang: There are certain instances when even Oga Aminu would say: 'Ok leave this one , remove that paragraph' that kind of one is ok .The issue of like –you don't know what I have sometimes you cut and cut until you cut the meaning of the whole story.

Manager: Yes that is what I don't like but you too reporters, must respect your selves. Why must you at your age, at your age allow somebody to tell you what is not good? You don't know what is good at your age. We are inching towards a situation where by you bring a report, a producer should be able to say "let me sign my signature I stand by you because this is perfect" .That is the level we are now because some people wake up on the wrong side of the bed and bring it to the news room. That thing has to be enforced -it is a professional thing. We are even lucky that human beings control transmission here. In other media, broadcast media, computers do. The moment you get there on seven –thirty it doesn't wait for you to sign out- it cuts you off and introduces the next programme. You are on your own.

Manager: Sports and International suffer and I know all our Sports and International are well packaged. They are produced .They don't just download and cut. Let us try and do the correct thing and respect our selves.

Manager: And also yesterday we had to drop one of our stories to accommodate the teachers' story. The teachers' thing is painful in the sense that there is a new dimension to the suspension of the strike. All this while the state government had not said anything. Yesterday was the first official statement on the issue of teachers strike as it relates to Kaduna state. So, it was actually an important story. So, these are some of the things we consider before we…

Manager: Talking seriously, there was confusion yesterday whether it is Brazil Hamza is going to because they wanted him yesterday to come at a point-he didn't know what to do so, I told him to abandon NNPC. Just when he arrived, they said it was not Brazil. I said ok, let me clear this- why would I have to rely on second hand information. Let me go to the source and so, I called Moji. I said:"Madam please can you clarify the issue concerning the trip to

Brazil? Is Hamza going as earlier said?"She said she had earlier called to say that it was not Brazil-that it was the Madrid trip in October but he, he has to take his passport for processing. You get? She said I should put our people on alert. They can call anytime ….There is no big deal in going out to report but there is a big deal in holding your country spell-bound in thinking that you can call Aminu Yahaya in France for instance- nobody in Nigeria has the situation except Aminu Yahaya. The right and wrong about it is in his reach and everything about that report and its credibility rests on his shoulders. That is why when we come here and yarn, we are not afraid because we are looking at tomorrow. Five years ago, it was unthinkable-you can only dream. Today its happening and getting to the situation where we not only go out but we go and view it live

Manager: I don't see you doing any other job. Its just like prostitutes because even prostitutes who say they retire, they become magajiyas (pimps)

Meeting II

Manager: Rogo, I heard you stopped over at Zaria yesterday.

Rogo: Yes I went as an ambassador. Aminu Abbas sent for...

Manager: You went as an adviser.

Rogo: No as an ambassador. They invited me so I went. Actually it is a formal eh...launching for payment of hajj which of course only eighty six people have paid and the money, the hajj

fares are now confirmed. Kaduna State is paying in three categories there is the smallest, there is the medium which is the first time they are introducing it there is the...

Forson: And the executive.

Rogo: Not the executive. Well, I didn't say that. They say there has to be up to 30% increase in the fare because of the increase in the aviation fuel and in the accommodation fees that are being charged in Saudi Arabia. So, there is an increase added. At least, thirty something percent and Kaduna state having the highest number of pilgrims, we have we have at least 8,500 pilgrims to the holy land and then, they are launching, they launched the formal take-off of the electronic registration. That means anyone who is going to hajj this year from Kaduna- which is the first, will have to have it.

Manager: Wait a minute, what makes it an electronic registration?

Rogo: Because it is by computer, because it captures all the details of you. It is not registration by proxy. Sometimes when you put your papers, that is the last they see of you before you go to Mecca; sometimes when you are coming to board the plane they find out you are too old or you are too ill you will become a burden to officials. So this new registration, you have to be there so that if you can make it, you are allowed to go...

Manager: Do you have visuals?

Rogo: Visually, I'll empower the story. I have tapes that...

Manager: That story is for four. I was thinking of making....Please that story is for four.

Manager: Lami, these people said your visit is for tomorrow.

Lami: Ok Sir.

Manager: Em, Aminu, stand in for Hamza and try to get transport for her and try to arrange her things for her to go ... What time do you want to leave?

Lami: Eight O' clock

Manager: We don't want stories

Lami: Ok sir

Manager: Forson, if there is a draft, let's expand Panorama

Manager: Let's discuss Panorama. Ndy?

Ndeyang: Sir!

Manager: *Kin ji ko? (*Did you hear?) You are looking at me but the way you said stories. Ko in gaya masu ne? (Am I to tell them?) So, can you tell me what you have done? Which of them have you finished?

Ndeyang: Leftists.

Manager: You see the problem with not finishing these stories is that by the time you go back to them, it's like starting afresh and that's my pity for you. It's like starting afresh because anyway you fuse together the strands- it may not fit. This one, it has been revealing but em, I don't know how far you went before you abandoned it.

Ndeyang: The problem is the shots na(for) left handed persons

Manager: I understand in the sense that I am aware that other responsibilities force you out to the streets em, and this other one on... I think em can we refresh our memories. You know that issue took almost the whole the whole of our editorial meeting we come from the physical aspect of using left hand at home even as we were growing up, if our parents noticed that you had a habit of using the left hand to eat, they go passionate and would try everything to stop it. This takes us to the flip aspect of the leftist. It brings us to this other aspect relating to ideologies-anybody who is outside the mainstream is considered a leftist- mainstream .We still insist there is creativity in the mainstream. We decide what is mainstream. In the Nigerian situation if we are outside the status quo, if you disobey the status quo, you are considered a leftist but those of us who challenge the status quo are actually doing the real thing so, I don't know what the implication is. It is more of a spoken thing than insisting on using the visuals of the hand or whatever.

Rogo: The left has also over the time, the left handed people. There has not been a scientific proof that that some of them have been very outstanding. They are very very inspirational people who in fact they have... I don't have any verbal expression to say it, they are people,

their activities you know they are ideologies you know not in the sense of something like ideology.

Manager: You know there is something about the left...

Rogo: You find out that they are artists mostly.

Forson: Even in sports the leftists; in table tennis where the rights can pass, the leftist do and sometimes the leftist beat the right handed

Manager: I don't know, we actually; we actually itemized the way this leftist issue will be addressed from common exchange of the hand to general understanding and even then the, the general thinking associated with the left; generally from the home to the general society is something that somehow- you get me? Like I don't know if anybody has seen the need to challenge his parents why would they be against him using the left.

Rogo: By the time you try to offend one of them, the society will quickly react. Leftist you know it's not common here. Its recognized by the society so, when you try to use the left obviously, the society will frown at it because it is part of the societal laws that the right is the right thing. That's what I am saying so, there is an arbitrary law within the society that defines...

Manager: I remember when we had this same argument. I remember the Zonal Director was here em... We now ended by asking this question: "At the end of the day, what is your story? Are you just going to engage in some exercise?''

Rogo: Exercise by bringing out those things that people know or talk about? In all ramifications?

Ndeyang: Yes when I initially, when I came up with the topic, I wanted to find out- like when somebody is referred to like the Hausa would say: "this person is leftist".

Rogo: Bahago(Leftist).

Manager: Bahagon mutum(left-handed person).

Ndeyang: Wanan, bahagon (This one is left handed) and its the...

Manager: Ameen bahagon mutum(left-handed person) ne meaning...

Rogo: That he is not using the hand well.

Manager: He doesn't understand.

Rogo: In Hausa "Ana yi nan, shi yan kankarewa'' i.e he is always bending, he is always bending. Bahago ke nan(That's a left-handed person).

Manager: And that not necessarily wrong. It does not mean Ameen is wrong. It's just that he doesn't want to be part of the band wagon.

Ndeyang: That is what I am saying. Is it really bad? Is the leftist ...is he really em, in the negative connotation? Is it really that?

Manager: I agree it's not the case. So em we have to...

Rogo: I think we have to, have...

Manager: I think that poser is good- what we need. Is it really bad? Is left really bad? In your collection, what do you have?

Ndeyang: I had an interview with a medical doctor.

Manager: Yes,

Ndeyang: Over what we talked about. You know, your ability to use any part of your body is being controlled by the brain so if it is left, I don't know what he called it ehen- dominant. That means you are likely to use your right and if it is right, that means you are likely to use your left. If you are well trained that as you are growing up, that means you can use the two. There are people that are comfortable using the two-they use left and right. There is a word for it.

Rogo: Ambi-dexterity-using both sides very well. You can call it ambidextrous. That is people who can use both hands.

Manager: Let's look at the connection.

Ndeyang: Let's look at it away from the physical aspect, from the physical aspect it is translated to people looking at their ideologies from that perspective. You know all societies we look at left in the negative sense of the word. They don't believe it's good.

Manager: It's like I said.

Ndeyang: He's talking about the em, it may not really be wrong. It's just that the society has a thing about this band wagon- effect. Where the majority go, that's where everybody will want to go whether it's wrong or right, it doesn't matter as long as the majority are there but once somebody just decides to break away and wants to see it differently, they will all say 'Aha! Which type of person is this one?' Everybody is seeing it this way- you you're looking at the other way. In our Nigerian context they call it the spoilers.

Manager: That's how we'll do it. We need different approaches.

Manager: Sincerely and honestly, can we show it this week?

Ndeyang: I'll go and book the appointment.

Manager: Please do, please do because we are coming from em... Glory where is she? The agreement is that she will.... Aisha It's like you know the where about of Glory. She is your personal person. Where is she before we call in the police?

Aisha: She is on her way.

Manager: She is on her way? Please let her be on her way. We agreed that she is coming in today. She has a very fine script, very fine script very fine script. I'll advise all corpers to follow after her write up. It's very rich very rich em, Forson!

Forson: Sir,

Manager: Please supervise that editing.

Forson: Okay.

Manager: Please supervise Glory's editing so that we do justice to it. She has a very nice script. Supervise it so that we don't waste that story because the management of the story will determine how good the story will be and she is a rookie -she is a rookie. Please supervise it so we don't waste valuable resources.

Manager: Who else is owing us a story? Hmn, hmn. You are looking at me! Lami is not ready but we would have loved to have her story tomorrow but you have already done certain things? You already have a sketch? No! No! No! I'm just asking because I can, I can... What you are going to do in Zaria, we will call it - is more of a visual thing than any additional fact. Look over it today and tomorrow well, make sure you are here early.

Lami: Okay sir.

Manager: Why are you pinching the guy?

Lami: He is laughing.

Manager: He has the right, the right to laugh so long as he is not causing any distraction so, the man is protected.

Garba: Oga, ba za ta tafi da cameraman tomorrow din ba na daukan hotuna(Master, won't she go with a cameraman tomorrow for taking pictures)?

Manager: A'a! Za ta shiga mota kawai ta je(No, she will just board a vehicle and leave).

Garba: A'a! (No!) as you were talking, you just said there is going to be a visual thing.

Manager: Wait a minute!

Garba: A'a! Ran ka ya dade(No, no, Your Highness)

Manager: Is that the practice?

Garba: There are times when we use NTA Zaria.

Manager: Okay, we're going with our camera.

Garba: So, for me asking, am I committing an offence? So that I can know if we are going with our camera?

Manager: I thought you knew where we were coming from. Because we discussed this last week.

Garba: I wasn't around.

Manager: We are going with your camera. A good cameraman who will tell a story not a man who will pan until you tell him what to do. In fact, I'll prefer you to go to Zaria with her.

Garba: Me?

Manager: Yes. So you can tell a story with your camera.

Garba: Wayyo! Oh!

Manager: Amin Abbas has some stories because when he came in yesterday, he has about 3 stories. I don't know – none of them is coming in for Panorama?

Manager: Ok, Austin needs to take his place. What was the story? What is in a name? Something about names.

Manager: He's Rogo's friend. Hamisu Rogo, the two of you are together.

Rogo: Wallahi! Ba aboki na bane. (Truly, He is not my friend)

Manager: You go about together.

Rogo: Garba's name is there also.

Garba: In dai turanci ne, a gan suna na a can. Mu gan daya na turanci. (If it is English, look at my name over there. Let's look at one place where it is in English.)

Manager: Ga sunan ka a nan. Ko wanan mutumin ka ne? (Your name is here. Or is this your pal?)

Rogo: Yar Labai,ya rubuta suna na ne a kan Panorama. Ga Ibrahim fa! (Your Highness he wrote my on Panorama. Here is Ibrahim.)

Garba: Wato Panorama akwai wahala ko? (So, Panorama is difficult?)

Manager: That is why mutane ke guduwa. (people are shying away) It is really tasking.

Forson: I'll expand it.

Manager: Anything about Panorama, people can create anything out of it. Amma,(but,)we're creating terrorists in the guise that we're fighting crime. You need to see how they are moving around. Please try to visualise this thing. Try as much as possible. Those days when we were doing something like camera, camera lens, I saw how it was. I don't know whether it is pressure of work.

Let's call it a day.

APPENDIX II

Interview Questions

1. Can you give a brief on your educational background?
2. How about your professional background. When did you start working with NTA?
3. What workshops or trainings were you privileged to attend?
4. What challenges have you experienced so far?
5. When was NTA Kaduna established?
6. How many stations do we have in the country?
7. How was News production in the past and what equipment were used for production then?
8. How is NTA Kaduna trying to meet up with the demands of its audience?
9. Do you make use of modern equipment?
10. What is the staff strength?