

**STRATEGIES FOR INTENSIFICATION IN ETSAKO
LANGUAGE**

BY

**HOPE OSIGBEMHE (MISS)
ART1801611**

**DEPARTMENT OF LINGUISTICS STUDIES
FACULTY OF ARTS
UNIVERSITY OF BENIN
BENIN CITY, NIGERIA**

AUGUST, 2023

**STRATEGIES FOR INTENSIFICATION IN ETSAKO
LANGUAGE**

BY

**HOPE OSIGBEMHE (MISS)
ART1801611**

**SUBMITTED IN PARTIAL FUFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF A BACHELOR OF
ARTS DEGREE (BA) FROM THE DEPARTMENT OF
LINGUISTICS STUDIES,
UNIVERSITY OF BENIN.**

AUGUST, 2023

APPROVAL PAGE

This is to certify that this project was carried out by **HOPE OSIGBEMHE (MISS)** with the matriculation number **ART1801611** in the Department of Linguistics Studies, Faculty of Arts, University of Benin, Benin City, Nigeria.

Osigbemhe Hope

Mr. E.J. Edionhon
(Project Supervisor)

Date _____

Dr. M.S. Agbo
(Head of Department)

Date _____

PLAGIARISM CERTIFIATION

I, **Hope OSIGBEMHE** with the matriculation number **ART1801611** declare that this work Titled **STRATEGIES FOR INTENSIFICATION IN ETSAKO LANGAUGE** has successfully passed the anti-plagiarism test with (-) and so does not violate any copyright regulation.

Sign: _____
Hope OSIGBEMHE

Date: _____

DEDICATION

This work is dedicated to my ever supporting and encouraging parents Mr.& Mrs. Osigbemhe whose unwavering love, guidance, and support shaped me into who I am today. I am forever grateful for all that you've done for me. Thank you for your sacrifices and the countless lessons you've taught me.

ACKNOWLEDGEMENTS

I would like to extend my sincere appreciation to the following individuals, whose unwavering support and guidance have made this project possible:

First and foremost, i am very grateful to God for granting me access to his wisdom and I am immensely grateful to my parents, Mrs. Precious Osigbemhe and Mr. Lucky Osigbemhe. Your boundless love, encouragement, and sacrifices have been the foundation upon which I've been able to pursue my aspirations. Your belief in me has been my driving force, and I am blessed to have you as my role models.

I would also like to express my deep gratitude to my dedicated supervisor, Mr. E. J. Edionhon. Your expertise, patience, and insightful feedback have been instrumental in shaping the direction of this project. Your mentorship has not only enhanced my research skills but also ignited a passion for continued learning.

To all my friends and colleagues who offered their valuable suggestions and encouragement, I extend my heartfelt thanks. Your input has enriched this project beyond learning

Lastly, I want to acknowledge the support of my academic institution and all those who contributed indirectly, enabling me to access resources that facilitated the completion of this project.

This project stands as a testament to the collective effort of everyone mentioned above. Thank you for being a part of my journey.

TABLE OF CONTENTS

Title page	-	-	-	-	-	-	-	-	i
Approval page-	-	-	-	-	-	-	-	-	ii
Plagiarism certification	-	-	-	-	-	-	-	-	iii
Dedication	-	-	-	-	-	-	-	-	iv
Acknowledgements	-	-	-	-	-	-	-	-	v
Table of contents	-	-	-	-	-	-	-	-	vii
Abstract	-	-	-	-	-	-	-	-	x

CHAPTER ONE: INTRODUCTION

1.0	Background to the Study	-	-	-	-	-	-	-	1
1.1	Statement of the Problem	-	-	-	-	-	-	-	2
1.2	The Research Questions	-	-	-	-	-	-	-	3
1.3	Objectives of the Study	-	-	-	-	-	-	-	3
1.4	Method of Data Collection	-	-	-	-	-	-	-	4
1.5	The Etsako Language and People	-	-	-	-	-	-	-	5

CHAPTER TWO: LITERATURE REVIEW

2.0	Introduction	-	-	-	-	-	-	8
2.1	Conceptual Framework	-	-	-	-	-	-	8
2.1.1	Intensification	-	-	-	-	-	-	8
2.1.2	Intensifiers	-	-	-	-	-	-	11
2.1.3	Emphasis	-	-	-	-	-	-	14
2.2	Previous Studies	-	-	-	-	-	-	15
2.3	Theoretical Framework	-	-	-	-	-	-	17

CHAPTER THREE: DATA PRESENTATION AND ANALYSIS

3.0	Introduction	-	-	-	-	-	-	20
3.1	Adverbs	-	-	-	-	-	-	20
3.1.1	Evaluation of Adverbs	-	-	-	-	-	-	23
3.2	Hyperbole	-	-	-	-	-	-	25
3.2.1	Analysing Hyperbole	-	-	-	-	-	-	26
3.3	Reduplication	-	-	-	-	-	-	27

3.3.1	Analysing Reduplication	-	-	-	-	-	-	29
3.4	Exclamation	-	-	-	-	-	-	32
3.4.1	Analysing Exclamation	-	-	-	-	-	-	33
3.5	Ideophones	-	-	-	-	-	-	37
3.5.1	Analysing Ideophones	-	-	-	-	-	-	38

CHAPTER FOUR: SUMMARY, FINDINGS AND CONCLUSION

4.0	Introduction	-	-	-	-	-	-	41
4.1	Summary	-	-	-	-	-	-	41
4.2	Findings	-	-	-	-	-	-	42
4.3	Conclusion	-	-	-	-	-	-	42
	References	-	-	-	-	-	-	44

ABSTRACT

The study examined the strategies for intensification in Etsako. The aim was to account for and describe the various processes evident in the realization of intensity in the Etsako language. Data for the study were drawn from several discourses where native speakers use the language for discourse and constructions for intensification were elicited. Using the Basic Linguistic Theory of language description, the paper described the different strategies – adverbs, ideophones, hyperbole, etc. – in use in the language to satisfy the basic human need to emphasize. The study discovered that adverbs such as gbè, bù, yán, ówàná, and ideophones like gbògbògbò, kpàkpàkpà are all techniques used for emphasizing intensity. The study’s findings reveal that Etsako language utilizes tactics such as reduplication, exclamations, ideophones, and hyperbole to enhance emphasis and intensity.”

CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

The study of strategies for intensification in the Etsako language is an area of linguistic research that focuses on understanding how speakers of the language express the concept of intensification. Intensification refers to the process of making something stronger, more forceful, or more extreme. In language, intensification is often used to add emphasis, increase the impact of a statement, or highlight certain aspects of meaning.

Intensification is a linguistic phenomenon in which the meaning of a word or phrase is intensified or increased by the addition of additional elements that express a sense of increased degree, emphasis or importance.(Traugoot and Trousdale, 2013).

The study of intensification in languages involves examining the various linguistic devices and strategies used by speakers to convey intensity. These strategies can include lexical means, such as using specific words or phrases with inherently intense meanings, as well as grammatical and syntactic constructions that modify or amplify the meaning of a statement.

Studies on intensification also investigate the semantic, syntactic, and pragmatic aspects of intensifying expressions. They analyze the different types of intensifiers used, their distribution in sentences, and their effects on meaning. This study helps to uncover the underlying structures and patterns of intensification in Etsako.

With all these in mind, the study of strategies for intensification in the Etsako language involves investigating the various linguistic devices used by speakers to express intensity. This research contributes to our understanding of Etsako grammar, and linguistic typology, while also aiding in language documentation and preservation efforts.

1.1 Statement of the Problem

The statement of the problem for this study would be identifying the linguistic devices and strategies employed by speakers of the Etsako language to convey intensification, and comprehending how these strategies are structured and function within the language's grammar and communication. This research seeks to address the lack of comprehensive understanding of the mechanisms through which intensification is achieved in the Etsako language, contributing to linguistic knowledge, language preservation, and documentation.

1.2 The Research Questions

The study aims to address the subsequent inquiries

- i. What are the various intensification strategies used in Etsako language?
- ii. What are the sociolinguistic factors that influence the use of intensification strategies in Etsako language?

1.3 Objectives of the Study

This research project explores intensification strategies in the Etsako language. The study aims to identify and analyze the various techniques used to intensify words and phrases in the language. To achieve this aim, the study set two objectives;

- i. To identify the different ways in which speakers of Etsako language intensify their speech.
- ii. To investigate the social and cultural factors that affect the use of intensification strategies in Etsako language.

1.4 Method of Data Collection

This study utilizes a blend of qualitative and quantitative research approaches for data gathering. These methods are designed to gather linguistic data from native speakers of Etsako in order to analyze and identify patterns of intensification in their language use.

Another method of data collection is through interviews and elicitation tasks. Interviews with native Etsako speakers, specifically targeting questions or prompts related to intensification. This allows researchers to elicit specific examples of intensifying expressions and gain insights into how speakers consciously and unconsciously use intensification in their speech. Elicitation tasks may involve asking participants to complete sentences, describe situations, or provide translations that require the use of intensifiers.

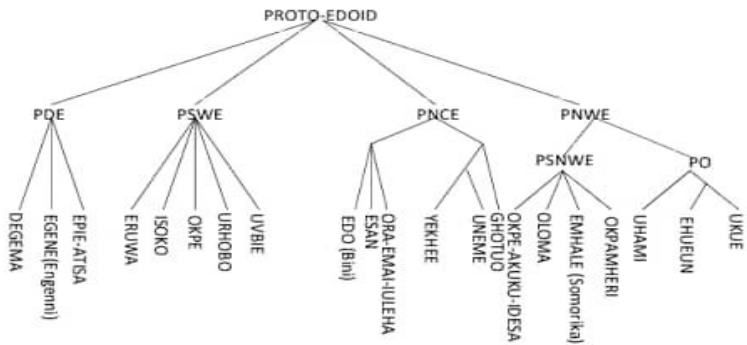
A large collection of written or spoken texts—in the Etsako language was compiled. The corpus can include a wide range of text types, such as narratives, conversations, speeches, or traditional stories. By systematically analyzing the corpus, researchers can identify patterns of intensification, examine the contexts in which intensifiers are used, and quantify the frequency and distribution of specific intensifying expressions respectively.

to note that the data collection process for studying intensification in the Etsako language should be conducted in collaboration with native Etsako speakers and with respect for their language and culture. Ethical considerations, such as informed consent and participant confidentiality, should be carefully followed throughout the research process.

1.5 The Etsako Language and People

The Etsako people are the prominent ethnic group in the Northern region of Edo State, Nigeria. They have historical links to the ancient Benin kingdom. Currently, they administratively cover Etsako East, Etsako West, and Etsako Central as local government areas in Edo State. These areas are centered in Agenebode, Auchi, and Fugar, respectively. The Etsako group also includes the Owan community. Together, with the Akoko-Edo people, they collectively make up Afemai (Edo North). They reside in the extensive hills and valleys of Northern Edo state, known for their strong warriors. Interestingly, colonial invaders dubbed them “Kukuruku people,” referencing their unique rallying “battle cry” code-sound. The Afemai people share close linguistic and historical bonds, with their origin often traced back to a migration from Benin around the 14th century BC, according to oral tradition. Their ancestors are believed to have initially settled in the South Ibie region

before gradually populating other areas such as Weppa Wanno lands, Okpella land, Uzaurue, and more. Etsako language is part of the Edoid subgroup within the larger Niger-Congo language family. Specifically, it falls under the Northwestern Edoid branch, which encompasses related languages spoken in Nigeria. Within the Edoid subgroup, Etsako is grouped as part of the Afemai cluster, along with other languages like Ivbie North-Okpela-Arhe, Okpamheri, and Weppa-Wanno. The Afemai cluster itself is further categorized within the broader Edo language group, which includes various dialects and languages primarily spoken in Edo State, Nigeria. The Edo language group is part of the larger Kwa language family, which is one of the major language families in sub-Saharan Africa. While Etsako shares similarities with other languages within the Afemai cluster, it also has distinct features that set it apart. Variations in vocabulary, pronunciation, and grammar exist among the different Etsako dialects, reflecting the geographic and historical diversity within the Etsako-speaking communities.



KEY:
 PDE: PROTO DELTA EDOID
 PSWE: PROTO SOUTH WESTERN EDOID
 PNCE: PROTO NORTH CENTRAL EDOID
 PNWE: PROTO NORTH WESTERN EDOID
 PSNWE: PROTO SOUTH NORTH WESTERN EDOID
 PO: PROTO OSSE

The Edoid family tree, Elugbe (1989)

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews the conceptual review of emphasis and intensification. Previous studies on emphasis and intensity in African and Nigerian languages, and the justification of this study.

2.1 Conceptual Framework

The concepts reviewed here are; Intensification, Intensifiers, and Emphasis. These concepts are reviewed because they are concepts on which the study surrounds and they are used to make conceptual distinctions and organize ideas.

2.1.1 Intensification

Intensification refers to the process of emphasizing or strengthening the meaning or impact of a word, phrase, or statement. It involves using linguistic devices to intensify the degree or extent of something, often to convey a heightened emotion, emphasis, or emphasis on a particular quality or characteristic. “Intensification refers to a linguistic process in which the

degree of a particular quality, trait or behavior is increased or strengthened, Claridge(2008). In language, intensification often involves the use of specific lexical elements or grammatical structures that increase the strength or urgency of a statement or explanation”.

According to Traugott and Trousdale (2013) intensification is a linguistic phenomenon in which the meaning of a word or phrase is reinforced or increased by the addition of additional elements that express a sense of increased degree, emphasis or importance. These additional elements may include adverbs, adjectives, reinforcing prefixes or suffixes or certain grammatical elements of “structure”.

Intensification can be achieved through various linguistic means, including:

- a. Adjectives and adverbs: Using stronger adjectives or adverbs to amplify the description or intensity of a noun or verb. For example, instead of saying "I'm tired," one might say "I'm extremely exhausted."
- b. Amplifiers: Adding words or phrases that intensify the meaning. This can include words like "very," "extremely," "absolutely," "completely," "utterly," and so on. For example, "That's a very big problem."

- c. Repetition: Repeating a word or phrase for emphasis. For instance, "I told you a hundred times!"
- d. Hyperbole: Employing exaggerated statements or claims not meant to be taken literally. Hyperbole emphasizes the extremity or intensity of something. For example, "I'm so hungry I could eat a horse!"
- e. Strong language: Using words or phrases with strong connotations or emotional impact to intensify the meaning. This can involve using profanity, slang, or culturally loaded terms, depending on the context.
- f. Intensifying modifiers: Adding specific words or phrases that intensify a statement. These modifiers include "absolutely," "totally," "completely," "utterly," "seriously," and others. For example, "I'm absolutely furious!"
- g. Reduplication: Repeating a word or part of a word to intensify its meaning. For instance, "I'm so, so happy!"

It's important to note that the use of intensification in language can vary across cultures, contexts, and social norms. What is considered intense or appropriate in one setting may not be the same in another. Therefore, it's essential to be mindful of the context and audience when using intensification in language.

Intensification meets basic human needs that need to be emphasized. We often fear that our listeners do not understand the full meaning of what we are saying, so we rely on intensification to reinforce the meaning of what we are saying.

2.1.2 Intensifiers

Over the course of time, there has been considerable research attention directed towards intensifiers. Intensifiers refer to words or phrases that modify or underscore the significance of another word or phrase. They are employed to convey a heightened level or strength of a specific quality, action, or condition. Intensifiers can take the form of adverbs, adjectives, or adverbial phrases, and they are commonly utilized in both spoken and written English to provide emphasis, amplify emotions, or bolster statements. These intensifiers are versatile and find application across different contexts, including expressing emotions, enhancing adjectives, and accentuating actions or occurrences. Some common examples of intensifiers include “very,” “extremely,” “highly,” “totally,” “absolutely,” “utterly,” “completely,” “quite,” and “really.”(Lorenz 2002:149)

Quirk et al. (1985: 590) differentiate between two primary sets of intensifiers: “amplifiers” and “downtoners.” Within the scope of this research, amplifiers pertain to intensifiers that emphasize the significance of an adjective (such as “really,” “so,” “very”), whereas downtoners indicate intensifiers that diminish the impact of an adjective (like “a bit,” “kind of,” “a little bit”). Although both these categories elevate the degree of an adjective, they do so in opposite directions. Amplifiers can be further divided into “boosters” and “maximizers,” based on the level of enhancement they provide. Boosters heighten the degree of the adjective (e.g., “very,” “so,” “really”), whereas maximizers elevate the degree to the utmost point on the scale (e.g., “completely,” “absolutely,” “utterly”). All the intensifiers analyzed in this study belong to the amplifiers category, specifically as boosters.

Méndez-Naya (2003) suggested that "swiðe" initially intensified predicative adjectives before extending its usage to intensify attributive adjectives. Recent research on Modern English intensifiers proposes that certain latent intensifiers like "proper" tend to intensify predicative adjectives. Intensifiers are recognized to operate within a dynamic system with multiple dimensions. This implies that when the frequency of one intensifier increases, it is

probable that the frequency of other intensifiers decreases (Ito & Tagliamonte, 2003; Tagliamonte & Roberts, 2005; Tagliamonte, 2008).

One influential linguist who made significant contributions to the understanding of intensifiers is Rodney Huddleston. Huddleston, along with Geoffrey K. Pullum, co-authored the comprehensive reference grammar book “The Cambridge Grammar of the English Language” in 2002. In this book, they discuss intensifiers extensively, providing analysis and examples within the framework of English grammar. While they did not coin the term “intensifier,” their work has contributed significantly to our understanding of the subject.

Tagliamonte (2008) stated that intensifiers are very popular and they offer researchers the opportunity to study language change for three reasons: versatility, ability to change rapidly, and variety. It is the “ideal choice in terms of a form of recycling.

Intensifiers are not closed phrases or parts of speech. It is very flexible and can contain a wide range of words. Intensifiers can evenly emphasize parts of speech (Barnfield and Buchstaller 2010).

Intensifiers are words that magnify, stress, or lessen the impact of an adjective or adverb in a sentence. Typically, English extracts these intensifiers from a group of words referred to as degree modifiers, which are words that provide a measure for the concept they modify. More precisely, they originate from a subset called adverbs of degree, also known as degree adverbs. However, when utilized as grammatical intensifiers, these words shift from their role as degree adverbs because they no longer merely quantify the concept they modify; instead, they imbue it with emotional emphasis. On the contrary, terms like “moderately,” “slightly,” and “barely” function as degree adverbs but do not serve as intensifiers.

For example

“She is very intelligent.” (The intensifier “very” amplifies the degree of intelligence.)

“I’m extremely tired.” (The intensifier “extremely” emphasizes the level of tiredness.)

“He runs incredibly fast.” (The intensifier “incredibly” emphasizes the speed of running.)

2.1.3 Emphasis

Emphasis denotes the strength or degree of intensity in expression, lending weight or importance to a subject. This involves granting specific prominence, whether in speaking or reading, to particular words or syllables. It also encompasses the deliberate stressing or insisting upon certain aspects. Emphasis involves consciously attributing special significance to an element, be it a word, sentence, or information (Hornby & Lewis, 2005). Frequently, emphasis is employed for the purpose of persuasion. However, in cases where persuasion isn't necessary and no alternatives exist, emphasis serves to underscore information that necessitates specific action or to elucidate facts. Within the realm of the English language, diverse methods exist for infusing emphasis into a sentence or a segment of it. As per Zapata (2008), during specific scenarios, a distinct emphasis can be achieved by accentuating the pronunciation of words that bear importance. Moreover, Zapata (2008) puts forward the idea that emphasis can be achieved by occasionally rearranging an element within a sentence to its beginning, causing a reversal in the order of the subject and the auxiliary verb.

2.2 Previous Studies

The history of intensifiers has been the subject of various studies over the last few decades. A pioneer in intensifier research is Stoffel (1901). To understand

why current research in this area is worthwhile, its important to look back at the history of intensifiers. The flexibility and frequency of use of intensifiers today make them an important indicator of language change.

Barnfield and Buchstaller (2010) state that “good” and “perfect” represent a “ minority of enhancement systems to date”, but while new intensifiers are becoming more popular, older intensifiers are not necessarily perfect. It is not worth it if it’s not working. Therefore, use disappear from the system.

Dlugan (2012) examined one of the most unforgettable speeches in history, Martin Luther King Jr.’s “I Have a Dream.” He examined some of these strategies and how they are used to reinforce the mesage. He points out that anyone can learn language skills from Martin Luther King's historical masterpiece, so it’s worth digging deeper. This book focuses on Martin Luther King Jr.’s five key lessons for writing and delivery speeches, collected from his most famous speeches.

Elizabeth and her colleagues (2013) propose several strategies for achieving emphasis and reinforcement. These strategies include repetition, the use of intensifiers, and promoting positivity, among other methods. Elizabeth (2013)

explains that repetition involves the repeated use of words, phrases, sentences, and ideas.

This practice serves to underscore key points and ideas, aiding in the accentuation of primary elements and providing reminders for the audience.

Humphrey Kirimi, Peter Kinyua, Zachery Njogu Waita, Colombia Kaburi, Muriungi published an article in 2016 titled “strategies for emphasis in Kimthambi”. Using overlaps, questions and claims for emphasis in Kimthambi.

Lodhi (2001) investigated the strategies used in Swahili and showed a strategy of emphasis and strength. He identified suction, germination, and reduplication.

Jegar (2001) addressed negative reinforcers in Hausa. His article is titled measurement and directionality.... “Adverbial intensifiers with negative polarity (never, ever, not at all).” A number of morphologically complex adverbial intensifiers have been identified, found in Hausa spoken and written (especially adverb of degree) medium sentences, or where appropriate , negative sentences.

2.3 Theoretical Fframework

The theoretical framework suitable for the study of intensification strategies in Etsako language is the Cognitive Linguistics theory. This theory posits that language is not just a set of arbitrary symbols, but rather a reflection of human cognition and experience. It emphasizes the role of conceptual systems in shaping linguistic structures and meanings. It views language as an essential element of human thinking and emphasizes the role of cognitive processes in shaping linguistic structure and meaning. It offers valuable insights into the study of intensification by examining how speakers conceptualize and express heightened degrees of meaning.

Intensification involves highlighting certain aspects of a concept or event to amplify its impact. This theory may investigate how speakers construe and categorize intensified expressions, examining prototype effects and variations in the application of intensifying strategies based on cognitive salience and context.

In the context of intensification strategies, Cognitive Linguistics theory can help to explain how speakers of Etsako language use various linguistic devices to express emphasis and intensity. For example, the theory can shed light on how the use of reduplication, intensifiers, and other grammatical constructions contribute to the expression of emphasis. In this context, certain

words or expressions in Etsako might have a primary meaning and be polysemous with an intensified sense. For example, a word that typically refers to a small object might take on an intensified meaning when used in specific contexts. Intensification strategies in Etsako might involve specific grammatical constructions or collocations that are used to convey heightened intensity, such as reduplication, amplifiers, or specific syntactic patterns. This analysis would help uncover the cognitive underpinnings of intensification in Etsako and provide insights into how speakers of the language conceptualize and communicate heightened intensity.

Overall, the Cognitive Linguistics theory is a suitable framework for the study of intensification strategies in Etsako language. Its emphasis on the relationship between language and cognition can help to provide insights into the underlying conceptual systems that shape linguistic structures and meanings.

CHAPTER THREE

DATA PRESENTATION AND ANALYSIS

3.0 Introduction

This chapter highlights the data collected from speakers of the language and the different categories they represent in emphasis and intensification. The categories displayed are:

- i. Adverbs
- ii. Hyperbole.
- iii. Reduplication
- iv. Exclamations
- v. Ideophones

3.1 Adverbs

An adverb is a verb, an adjective and another adverb, a noun or a word that modifies a sentence. It is well known in linguistics that an adverb is an exclusive label. It refers to a wide range of items and is used in a variety of senses. Adverbs are modifiers of everything except for nouns (Schachter & Shopen 2007: 20). Adverbs often act as intensifiers, emphasizing something more or less. The amplifier has three different functions assigned to it:

allowing you to emphasize, strengthen, or weaken the sound. This section presents data on adverbs of Etsako.

DATA 1

gbè	“very”
i. ọ tó mhẹ gbè	“it is very painful”
ii. òsàmi gbè mhè.	“i am very hungry”
iii. ọ́nọ́mọ̀sì ọ̀sọ̀sẹ̀ gbè	“the girl is very beautiful”
iv. ọ́nélo ọ̀kọ̀kọ̀ gbè	“the house is very big”
v. ètómhẹ̀ ọ̀ tán gbè	“my hair is very long”

DATA 2

bù	“too”
i. ọ́nìkpègọ̀ ọ̀bùgbé	“ the money is too much”
ii. énémhà ọ̀bùgbé.	“ the food is too much”
iii. énéyà èbùgbé	“ the people are too much”
iv. énitásà ọ̀bùgbé	“the plate is too much”
v. òmhẹ̀ ọ̀bùgbé	“the noise is too much”

DATA 3

	yàn	“fast”
	kè	“quickly”
i.	yàn yàn vâlèánà	“come here quickly”
ii.	kè vùédá vâlè	“fetch the water quickly”
iii.	mhàkè yòbhà òwèná	“let us go to school quickly”
iv.	kè vâlè	“come back very quickly”

DATA 4

	rrò fié	“slow”
i.	rrò fié kwé né rà gbé	“gather the firewood very slowly”
ii.	rrò fié khiá	“walk very slowly”
iii.	rrò fié sé nú kpò	“sew the cloth very carefully”
iv.	rrò fié jí mhé mhé	“talk to me very calmly”
v.	rrò fié ésó	“do it very careful

DATA 5

	ééle	“today”
i.	ìgbè lẹ ééle	“i must beat you today”
ii.	á vùè énédá ééle	“we must fetch the water today”
iii.	ì yé lò ééle	“i must go home today”
iv.	à gbóná kànyá pùè ééle	“we must finish the work today”

DATA 6

Ówàná	“now”
i. kárò gùé ànàrré ówàná	“karo leave this place immediately
ii. wé nùkhúmì ówàná	“take the drugs immediately”
iii. úwòmhé ómhe kẹ̀ válè é̀lò ówàná	“my mother said i should come home immediately”
iv. fámẹ̀ òsámé́ ówàná	“pay me my money immediately”

3.1.1 Evaluation of Adverbs

Adverbs are verbs, adjectives, nouns or words that modify sentences. Adverbs usually express manner, place, time, frequency, extent, degree of certainty, etc. Adverbs are traditionally considered a part of speech. However, modern linguists have found that this category is now used as a kind of “catch-all” category, and that different syntactic behaviors do not necessarily have much in common, except that they do not fit into any other category (noun, adjective, prepositions, etc). Adverbs are used to emphasize or intensify verbs and nouns by giving more information or modifying them. In Etsako, adverbs are used for emphasis or intensification, as shown in the examples below.

DATA 7

- a) gbè “very”
i) ò tó mhè “it is painful”
Ò tó mhè gbè “it is very painful”

From the example above it is clear that the inclusion of the Etsako adverb 'gbè' modified the verb 'painful' by increasing and emphasizing the level of pain felt by the speaker. Considering the neutral statement at the beginning of data 7), the listener may not be paying much attention to the speaker's pain, but the inclusion of the adverb makes the degree of pain felt by the speaker clearer, we get the conclusion that the speaker is paying attention. The intensifier indicates how much the speaker's posture deviates from the neutral form, so the listener knows how much pain they are feeling. The adverb 'gbè' in the example above takes the speaker's posture significantly away from the neutral form. For this reason, it shows how the use of adverbs can work as a strength-enhancing strategy for intensity. Below are more examples showing how adverbs in Etsako emphasize and intensify:

- ii) òsàmi gbè I am hungry
Òsàmi gbè mhè 'I am very hungry'

	b) bù	‘too’
i.	ónìkpègọ́ na bu	The money is much/plenty
	Ónìkpègọ́ ọ̀bù gbé	The money is too much
ii.	énémhà nà bù	The food is much/plenty
	Énémhà ọ̀bù gbé	‘The food is too much’

From the statements in the examples above. The use of the adverb “gbè” in data 7a) and 7b) clearly increases the speaker’s message from a neutral utterance to a strong form of the same utterance. These examples are included in this analysis to further support the use of adverbs as intensifiers.

3.2 Hyperbole

Hyperbole is a form of figurative expression where the speaker communicates one concept but implies something different (Stern, 2000). To simplify, the actual message of the statement varies from the intended meaning (Recchia, Howe, Ross & Alexander, 2010). In the context of hyperbole, speakers don’t directly state X; instead, they convey that something exceeds X (Claridge, 2010). Through the use of exaggeration, they go beyond the boundaries that listeners anticipate (Burgers, Brugman, Lavalette & Steen, 2016). In this

section, we present data showing hyperbole as an enhancement strategy in Etsako:

DATA 8

- i. ósà mí nọ gbé mhé nà, ímá kì wí “the rate at which i am hungry, i can
í gálí ọ̀nọ̀ khọ̀khọ̀ nà bẹ̀lọ̀ eat garri that is as big as a house”
- ii. ọ̀nọ̀mọ̀sìná sósè ọ̀yà á mẹ̀ “the girl is as beautiful as a
mermaid”
- iii. ọ̀nọ̀mọ̀sì ọ̀bié nábá khè “the girl is as black as a pot”
- iv. úsọ mólí ọ̀kọ̀kọ̀ nábókè “his head is as big as a mountain”
- v. ọ̀nọ̀sàhó ọ̀gbèdín nábó òdù má “the man is as fat as a buffalo”

3.2.1 Analysing Hyperbole

The use of exaggeration generally conveys the feelings and emotions of the speaker or the people the speaker may be speaking to. The following examples shows how Etsako uses exaggeration for emphasis and intensity.

DATA 9

- i. Ósà mí nọ gbé mhé nà, ímá kì wí “the rate at which i am hungry, i can
í gálí ọ̀nọ̀ khọ̀khọ̀ nà bẹ̀lọ̀ eat garri that is as big as a house”.
- ii. Ọ̀nọ̀mọ̀sìná sósè ọ̀yà á mẹ̀ “the girl is as beautiful as a
mermaid”

iii. Ónòmòsì òbíé nábákhè “the girl is as black as a pot”

Hyperbole is a natural form of exaggeration, this remedy is used in Etsako for emphasis and strengthening. In example 9)i, the speaker can simply say òsàmi gbé mhè “ i am hungry” so that the listener understands that he needs food, but the use of hyperbole makes the speech more intense. See also examples 9)ii and 9)iii, a speaker can speak in a neutral way, but the use of hyperbole causes the speech to deviate from neutrality. Analysis of the data revealed how adverbs abbreviated adverbs, vowel lengthening, and exaggerated expressions function as dynamic strategies for intensification.

3.3 Reduplication

In the realm of linguistics, reduplication constitutes a morphological process whereby the core or base of a word (or a segment of it), or even the complete word, is replicated either exactly or with a slight modification. Reduplication serves to convey a variety of meanings, encompassing intensification, pluralization, or repetition. At times, reduplication involves copying the entire word, as seen in this definition, while on other occasions, it involves replicating only a section of the word. According to Wang (2005), repetition and reduplication are frequently employed interchangeably because they share

common features. In this section we present examples showing reduplication in Etsako language.

DATA 10

- | | |
|----------------------|--------------------------------|
| yàn yàn | “fast fast” |
| i. yàn yàn vâlèánà | “come here fast fast/ quickly” |
| ii. yàn yàn viò ámhè | “Fetch the water fast fast” |
| iii. yàn yàn vâlè | “come back fast fast/quickly” |

DATA 11

- | | |
|-------------------------|------------------------------|
| gbè gbè | “ very very/a lot” |
| sò sò. | “very very/a lot” |
| i. ọ tó mhè gbè gbè | “ it pains me alot” |
| ii. ètómhè é tán sò sò. | “ my hair is very very long” |
| iii. énémhà é sò sò sò. | “the food is very very good” |

DATA 12

- | | |
|-----------|---------------|
| Ééle | “today” |
| Ééle ééle | “today today” |

- i. ì gbè lè ééle ééle “i must beat you today today”
- ii. á vùè ẹnèdá ééle ééle “we must fetch the water today today”

DATA 13

Rrò fié “slow”

Rrò fié rrò fié “slow slow”

- i. rrò fié rrò fié kwé né rà gbè gather the fire wood slow slow/ very slowly
- ii. Ọ rrò fié rrò fié khiá He walks slow slow / very slowly

3.3.1 Analysing Reduplication

Reduplication occurs in different languages and language groups, even with different levels of language productivity . Etsako reduplication is used for emphasis and intensification and below is an analysis of how reduplication is uses in the Etsako language.

DATA 14

- a) Yàn ‘fast’
- Yàn yàn ‘fast fast’
- i. Vàléànà come here
- Yàn vùléànà come here fast

Yàn yàn vâlèánà come here fast fast/‘come here quickly’

The word ‘yàn’ in this language is an adverb that modifies a verb and intensifies it as an independent adverb, as seen in the second statement of data 14a) above. However, reduplication further strengthens the modified verb, as shown in the third statement of data 14ai). A reduplicated adverb serves as a more stressed form of expression, while the inclusion of an adverb serves as a means of intensification. Here are some other examples of how using fewer adverbs can give you a stronger and more stressed form of a statement compared to using the adverb alone:

ii. Viò ámhè fetch the water

Yàn viò ámhè fetch the water fast

Yàn yàn viò ámhè fetch the water fast fast/‘fetch the water
quicky’

From the three forms of the above statements it is clear that the adverb ‘yàn’ intensifies the verb ‘fetch’ and that doubling the adverb further strengthens the verb and emphasizes the adverb.

b) Ééìè “today”

Ééìè ééìè “today today”

i) Ì gbè lè I must beat you

Ì gbè lẹ́ ẹ̀ẹ̀lẹ́ i must beat you today
 Ì gbè lẹ́ ẹ̀ẹ̀lẹ́ ẹ̀ẹ̀lẹ́ I must beat you today today

ii) Á vùẹ́ ẹ̀nẹ̀dà We must fetch the water
 Á vùẹ́ ẹ̀nẹ̀dà ẹ̀ẹ̀lẹ́ We must fetch the water today
 Á vùẹ́ ẹ̀nẹ̀dà ẹ̀ẹ̀lẹ́ ẹ̀ẹ̀lẹ́ ‘we must fetch the water today’

From the example above, it is clear that the adverb ‘ẹ̀ẹ̀lẹ́’ which means ‘today’ emphasizes the time when the action is performed, and when it becomes plural, it increases the listeners awareness of the fact that the action must be performed. This indicates that stress and intensity becomes more pronounced as adverbs decreases.

DATA 15

a) Rrọ̀ fiẹ́ ‘slow’
 Rrọ̀ fiẹ́ rrọ̀ fiẹ́ ‘slow slow’
 Rrọ̀ fiẹ́ kwé né rà gbe ‘Gather the firewood carefully/slow’
 Rrọ̀ fiẹ́ rrọ̀ fiẹ́ kwé né rà ‘Gather the firewood very carefully/slow
 slow’
 i) Rrọ̀ fiẹ́ khiá Walk slowly
 Rrọ̀ fiẹ́ rrọ̀ fiẹ́ khiá ‘Walk slow slow’/Walk very slowly

In data 15) above, the second syllable of the adverb rrò fié ‘slowly’ was duplicated to create a more stressed form of the adverb rrò fié rrò fié ‘slow slow’ . data 15) presents three statements, the first of which does not use adverbs. In this statement, there is no form of coercion in the speaker’s statement. The second statement with adverbs emphasizes how exactly we want the listener to proceed. This statement was more intense than the first, but if the adverb ‘rrò fié’ was partially shortened, as seen in his three statements in the examples above, his first two statements created a more powerful form.

3.4 Exclamation

An exclamation is a type of sentence or utterance that is used to express strong emotion, surprise, excitement, or other intense feelings. It is characterized by its exclamatory tone and punctuation, usually an exclamation point (!) at the end of the sentence. Exclamations are often used to convey joy, anger, fear, astonishment, or any other heightened emotional state. Exclamations can be standalone sentences or can be embedded within a larger sentence. They are meant to grab attention and emphasize the speaker’s or writer’s feelings or reactions. For example:

- “Wow, what a beautiful sunset!”

- “Ouch! That hurt!”

- “Hurray! We won the game!”

- “Oh no, I missed the train!”

Below are examples of exclamations in Etsako language used to show emphasis.

DATA 16

emò á mà míè! “ what happened!”

ó khò khò ló ò! “ nawa!”

óghènà! “ God!”

ógúè! “ something!”

èbá! “ ee!”

ávà! “abomination!”

3.4.1 Analysing Exclamation

Exclamations are commonly used in everyday language , literature, poetry and other forms of expressive writing. They add emphasis and convey the

intensity of the speaker’s emotions or reactions. Below is an analysis on how exclamation is used in Etsako language.

DATA 17

émò áàmà miè! What happened!?

This exclaiming statement seems to reveal surprise, worry, or a feeling of immediacy. The word “émò” appears to serve as an exclamation, similar to saying “Oh!” or “Look!” The phrase “ámà miè” could be interpreted as asking “what happened” or “what’s happening.” When combined, it conveys a reaction to something unexpected or significant.

DATA 18

Ó khò khò ló ò! Tell me something

This exclaiming statement appears to function as a plea or instruction, encouraging someone to disclose or convey information. The phrase “Ó khò khò ló ò” can be rendered as “Share something with me.” The repetition of “khò khò” could highlight the pressing nature or inquisitiveness of the plea,

akin to expressing “Share with me promptly” or “Share with me immediately.” The exclamation underscores a wish for communication or information sharing and could be employed in different scenarios to encourage someone to reveal something of significance or interest.

DATA 19

Óghèná!

God

This exclamation pertains to the term “God.” Within Etsako culture, this exclamation is utilized to invoke or communicate with the divine. It embodies respect, wonder, and a recognition of a higher force. The term “Óghèná” probably finds use in diverse situations, encompassing expressions of thankfulness, pleas, or admiration. Essentially, this exclamation holds considerable spiritual significance, serving as a potent term to summon the presence and supremacy of a higher entity in the Etsako language and culture.

DATA 20

Èbá!

Ee!

This exclamation serves as a manner of affirming or agreeing, similar to the expressions “Yes!” or “Alright!” It’s often utilized to convey consent, acknowledgment, or approval. Depending on the situation, it might also denote enthusiasm or keenness. The exclamation “Èbá!” is commonly used in reply to a statement or a request.

DATA 21

Óguè Tell me something

This exclamation can be interpreted as “Tell me something.” It’s a plea or directive that urges someone to disclose information or convey a message. The word “Óguè” is used to prompt individuals to provide details, explanations, or stories. It signifies a desire for conversation or interaction and showcases curiosity or a strong interest in hearing the perspective of the other person.

DATA 22

áwà Abomination

This exclamation translates to “Abomination.” It signifies something that is seen as morally incorrect, sinful, or socially unacceptable. The exclamation “áwà” is commonly used to strongly express disapproval or condemnation for actions, behaviors, or situations that defy cultural, religious, or ethical norms. Essentially, “áwà” is a potent and emotionally charged term used to classify and criticize actions or circumstances that are deeply objectionable within the framework of Etsako culture and values. Exclamations in Etsako hold significant roles as powerful conveyors of emotions, reactions, and appeals. These linguistic forms convey a wide range of feelings, such as surprise, agreement, urgency, reverence, disapproval, and curiosity. Whether confirming, seeking information, invoking divine presence, or denouncing actions, Etsako exclamations play a crucial role in expressing cultural nuances, emotions, and intentions within conversations and interactions.

3.5 Ideophones

For the purpose of making comparisons, ideophones can be characterized as an expansive lexical category of distinctive terms that vividly portray sensory experiences (Dingemans 2019). Ideophones have been extensively examined due to their remarkable phonological attributes, their symbolic connections between structure and meaning, as well as their rhetorical functions.

Ideophones also represent words, frequently onomatopoeic in nature, that elucidate a predicate, qualifier, or adverb concerning aspects such as manner, color, sound, scent, action, condition, or degree.

DATA 23

gbògbògbò	“ hit”
kòkòròkò	“crow”
kpàkpàkpà	“ clap”
pínòpínò	“ raindrops falling”
kwè kwè	“ heart beat”

3.5.1 Analysing Ideophones

Ideophones often have distinctive sounds and sound patterns that mimic or evoke the sensations or actions they represent.

The analysis below will tell more about this tool for intensity

DATA 24

gbògbògbò.

This ideophone is employed to depict the noise produced when an object repeatedly hits or collides with a surface. It could signify a deep, thudding sound, possibly resembling the impact of something being forcefully struck or

dropped. The repetition of syllables serves to underscore the vigor of the action, generating a clear auditory impression of a potent and sudden collision.

DATA 25

Kòkòròkò

This ideophone mimics the crowing sound of a rooster, emulating the distinct call of the bird and is frequently used to signify the early morning hours. The repeating syllables imitate the recurring, slightly rough and prolonged tone of the rooster's crow, capturing the unique vocalization of the bird.

DATA 26

Kpàkpàkpà

This ideophone is used to imitate the sound of hands clapping repeatedly. It captures the sensation of clapping and synchronized hand movements. The recurring syllables simulate the sharp, rhythmic sound produced by hands coming together in applause or rhythmic clapping, conveying a sense of movement and rhythm.

DATA 27

Pínòpínò

This ideophone replicates the sound of raindrops falling consistently onto a surface, portraying the repetitive and calming character of the sound. The reiterated syllables imitate the rhythmic sequence of raindrops striking a surface, conjuring a mild and uninterrupted sound that brings to mind the sensation of rainfall.

DATA 28

Kwèkwè

This ideophone imitates the sound of a heartbeat, evoking a sense of rhythm and pulsing sensation. The repetition of syllables mirrors the rhythmic thumping sound of a heartbeat, effectively conveying the regular and steady rhythm of the heartbeat's pulsation.

To sum it up, just like in other languages, these ideophones serve a crucial purpose in Etsako culture and communication by effectively conveying sensory experiences and actions. In each case, these ideophones utilize the structure of the Etsako language to vividly depict auditory experiences and actions, enriching communication by directly invoking sensory and emotional associations.

CHAPTER FOUR

SUMMARY, FINDINGS AND CONCLUSION

4.1 Summary

The purpose of this study was to find a strategy of emphasis and intensification in Etsako. This study was based on descriptive theory. Chapter one considered the introduction to the study, including people and cultures, data collection methods, research questions, aims and objectives of the study, analytical frameworks . Chapter two reviews relevant literature, analytical framework, intensifiers, intensification and emphasis. Previous studies and their results were also reviewed to underscore the validity of this study. Chapter three introduced the data collected for the study and also analysis of the data. After careful observation of the data collected for this research, we identified various strategies for emphasis and intensification in Etsako. Some of these are general phenomena that are enhanced in all languages, while others are unique to only some languages. Strategies of emphasis and intensification considered in this study included adverb use, adverb doubling, vowel lengthening, and hyperbole etc.

4.2 Findings

Through research and data analysis, several key insights into the intensification strategies employed by speakers of the Etsako language have been uncovered.

Firstly, it was observed that Etsako language utilizes reduplication as a method for emphasizing and reinforcing certain aspects of speech. Additionally, adverbs are employed to intensify and emphasize expressions. Ideophones, unique words that vividly depict sensory experiences, also play a significant role in intensification within the language.

Furthermore, speakers utilize exaggeration as a deliberate strategy for emphasizing and intensifying their speech.

Lastly, exclamation serves as an intensification tool in Etsako language. These findings align with the research objectives: firstly, they help identify the various methods of speech intensification in Etsako, and secondly, they point towards potential social and cultural factors influencing the use of these intensification strategies, reflecting the language's rich and nuanced communicative culture.

4.3 Conclusion

The study is to account for the strategies for emphasis and intensity in Etsako.

The research questions this study sought out to answer were;

- i) what are the various intensification strategies used in Etsako language? the language uses morphological and phonological processes for intensification which includes the use of reduplication, adverbs, exclamation, ideophones and hyperbole. the combination of these devices allows for nuanced and expressive communication in the language.
- ii) What are the sociolinguistic factors that influence the use of intensification strategies in Etsako language? aspects within sociolinguistics, such as social position and dynamics of authority can influence the use of intensification strategies in Etsako. In certain social contexts, individuals with higher social status or authority may employ more intense or emphatic language to assert their position or convey their authority. communicative context are also a major sociolinguistic factor that influences the use of

intensification strategies that is the specific situational context in which communication occurs can influence the use of intensification strategies. Factors such as the formality of the setting, the relationship between participants, and the topic being discussed may impact the choice and frequency of intensification devices. In more formal or professional settings, speakers may employ less overt or restrained intensification, while in informal or emotional contexts, more explicit and vivid strategies may be used.

REFERENCES

- Barnfield, B. & Buchstaller, I. (2010). Intensifiers on Tyneside:longitudinal developments and new trends. *English Worldwide*, 31(3), 252-287.
- Burgers, Brugman, C.B, Lavalette, K.Y.R.D. & Steen. G. (2016) A method for linguistic hyperbole identification in discourse. *Metaphor and Symbol*, 31(3), 163-178.
- Claridge, C. (2008). *Intensifiers in English: a socio-pragmatic analysis*, 1700-1900. Cambridge: Cambridge University Press.
- Claridge,C. (2010). *Hyperbole in English: a corpus-based study of exaggeration*. Cambridge, Uk: Cambridge university Press.
- Dingemanse, M. (2019). Redrawing the margins of language: Lessons from research on ideophone. *Languange and Linguistics Compass*, 13(5).
- Dlugan, M. (2012). “*Six minutes speaking and presentation skills*”. London: cup
- Elizabeth et al. (2013). “*VCE year 12 English skills*”. London: Cup.

Elugbe, B. (1989). *Comparative Edoid: Phonology and Lexicon*. Delta Series. No. 6, Port Harcourt: University of Port Harcourt Press.

Hornby, L. (2005). *Oxford advanced learners dictionary of current English*. London: Oxford university press.

Humphrey K., Zachary, P.K., Colombia, N.W. & Muriungi, K. (2016). *Strategies for emphasis in Kimthambi*.

Ito, R. & Tagliamonte, S.A.(2003). Well weird, right dodgy, very Strange, really cool layering and recycling in English intensifiers. *Language in Society*, 32(2), 257-79.

Jegar, P. (2001). *Quantification and polarity.....Negative adverbial intensifiers (never, ever, not at all)*.

Lodhi, A. (2001). The suffixes - fu and -vu in Swahili: a preliminary analysis. Africa and Asia. *Gotëborg Working Papers on Asian, African Languages and Literatures*, 2, 4-26.

Lorenz, G. (2002). Really worthwhile or not really significant"? *A corpus-based approach to the lexicalization and grammaticalization of intensifiers in Modern English*, 149.

- Mendez, N. (2003). Intensifiers and grammaticalization. *The Case of Swipe English Studies*, 84(4), 372- 391.
- Quirk et al. (1985). *A comprehensive grammar of the English language*. 590. London: Longman.
- Rodney, H. & Geoffrey, K.P. (2002). *The English grammar of the English language*, 598-662. Cambridge: Cambridge University press.
- Ross, H.S. & Alexander, S. (2010). Children's understanding and production of verbal irony in family conversations. *British Journal of Development Psychology*, 28, 255-274.
- Schacter, P. & Shopen, T. (2007). *Parts of speech systems*, 20. Cambridge: Cambridge University Press.
- Stern, J.(2000). *Metaphor in context*. London: MIT Press.
- Tagliamonte, S. & Roberts, C. (2005). So weird, so cool, so innovative: *the use of intensifiers in the television series, friends, american speech*, (80), 280-300.
- Tagliamonte, S. (2008). So different and pretty cool: *Recycling intensifiers in Toronto, Canada, English Language and linguistics*, 12(2), 361-394.

Traugot, E.C. & Trousdale, G (2013). *Constructionalization and constructional changes*. Oxford: CUP.

Wang, S.P. (2005). Corpus based approaches and discourse analysis in relation to reduplication and repetition. *Journal of Pragmatics*. (37), 505-540.

Zapata, E. (2008). *Ways of expressing emphasis in English*. Cambridge: Cambridge University Press.