

## **Educators' expressible perceptions of Entrepreneurship Education policy in Nigeria**

Abdulmalik Yusuf Ofemile<sup>1</sup> Eunice Oluwakemi Chukwuma-Nwuba<sup>2</sup>

<sup>1</sup>FCT College of Education, Zuba Abuja, Nigeria, [abdulmalikOfemile@yahoo.co.uk](mailto:abdulmalikOfemile@yahoo.co.uk)

<sup>2</sup>University of Northampton, UK, [sheinspired@gmail.com](mailto:sheinspired@gmail.com)

Corresponding Author: Abdulmalik Yusuf Ofemile

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### **ABSTRACT**

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*Entrepreneurship education is geared towards making individuals creators and managers of businesses however, in Nigeria this objective has remained unattainable due to poor implementation in universities. Successful implementation of entrepreneurship education has been linked to the educator's level of understanding and interpretation of the five dimensions of Entrepreneurship Education (24). Thus, there is the need to understand how entrepreneurship educators communicate their understanding of the five dimensions in the effective implementation of EE in Nigeria. This paper reports a study that tries to understand how entrepreneurship lecturers training Engineers spontaneously communicate their understanding of the dimensions as indicators of their perceptions of who they are, their roles, their institutions, and students because these may impact on successful implementation of EE in Nigeria. Six universities were purposively selected because they have been offering entrepreneurship education and are representative of the North-Central geo-political zone of Nigeria. From these, six entrepreneurship educators were randomly selected and interviewed using a semi-structured guide. The interview focused on the lecturers' understanding and implementation of the five dimensions of entrepreneurship education as it relates to engineering students within their universities. The results indicate that educators displayed a variety of communication behaviours such as translanguaging practices, use of fillers and pragmatic strategies during interaction. They projected a strong personal identity although, some of these did not meet the requirements for successful implementation of Entrepreneurship Education. Educators identified with their universities as one group yet to some extent, excluded their alumni and students. The National Universities commission was perceived as the interloping other while local businesses were projected as uneducated partners. The paper outlines the implications of these findings for communication and policy implementation in entrepreneurship education in Nigeria.*

**KEYWORDS;**-*Entrepreneurship education; perception; five dimensions of entrepreneurship education; identification; othering; spontaneous communication; Translanguaging, Nigeria*

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### **I. INTRODUCTION**

Entrepreneurship education (henceforth EE) in Nigeria is new given that it was just included in the curriculum in 2007. EE aims to provide students in tertiary institutions with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of ventures. EE is considered a lifelong learning process that shapes competitiveness within any economy thus, it hopes to contribute to the reduction in graduate unemployment that has been on the rise following the introduction of the structural adjustment programme (SAP) in the mid-1980s. This paper focuses on EE as offered to Engineering undergraduates in preparation for life after school because some of the major aims of engineering is to enable students develop skills in job creation through self-employment. Specifically, it looks at communication issues in EE as projected by entrepreneurship educators' perception as basis of assessing policy implementation.

Implementation issues such as the disconnect between policy and implementation attributable in part to improper interpretation of policy by critical stakeholders. Such disconnect epitomises the difference between entrepreneurial intention (henceforth, EI) and actual practice of EE foregrounded by the educator's perceptions and attitudes. EI is a multidisciplinary area of research that straddles social psychology and entrepreneurship. Social psychology in EI focuses on the mental processes generating attitudes and beliefs that influence effective action [36] such as Ajzen's (1991) Theory of Planned Behaviour (TPB). Entrepreneurship research on its own served to establish the applicability of TPB model in entrepreneurship as done by [34].

Some research indicates that entrepreneurship education programmes (EEPs) are positively related to the development of entrepreneurial intentions and indeed entrepreneurial behaviours [3; 5; 28; 30; 39]. However,

studies have also found negative and neutral effects of the programme. For example, Von Graevenitz et al. [63] and Oosterbeek et al. [46] in studies carried out in Germany and the Netherlands respectively found that EEPs impacted negatively on learners' entrepreneurial intentions (EI). Reasons advanced for these inconsistencies in results include: the methods used in evaluation; differences in EEP variants (some are self-select, others are compulsory); lack of theory-driven framework in research [13;59]. Consequently, this paper holds that the study of EEPs' outcomes in diverse contexts are influenced by culture such that, results in advanced economies where research is concentrated might not be necessarily applicable to emerging economies such as Nigeria due to cultural differences.

Culture is a key feature that influences how people interact in any context and interaction is made possible through the joint action of language use and norms of interpretation applied between interlocutors in any speech event. Sociolinguists describe speech event as socially contextual situations where speech takes place [31] such as a dinner party, a family meal, or an interview context. People use language in these contexts to define the routines and rituals of communication and how these affect the aims of interaction. Such aims within the context of this paper include EI as expressed in EE policy in Nigeria. As outlined earlier, EE policy implementation may be influenced by the educator's articulated understanding of the policy as communicated during relevant speech events. Relevant speech events or situations in this paper refer to opportunities to express opinions on EE policy as afforded by interviews. Thus, there is the need to understand how specific cultural influences such as language use and interpretation can affect the outcome of EEPs in emerging economies such as Nigeria.

EE in Nigeria is a contradiction of sorts because, it has a policy whose aims are sometimes at variance with the aims and implementation strategies of universities implementing the policy. In addition, during implementation, the institutional goals are at variance with global practices. For example, some universities train law students in tailoring, brick-making or even cookery as part of EE instead of training them on how to manage law firms, consultancy outfits or provide specialised legal services in emerging areas such as the knowledge economy. In comparison, university students in the UK are encouraged to venture into outfits that are directly or indirectly linked to their areas of study. Thus, it is not surprising that there are more spinouts coming out of UK universities while there are no records of spinouts emerging from research in Nigerian universities. The practical mismatch in EE experienced in Nigeria may be attributable to faulty interpretation of EE policy by educators. Following these, this paper uses lecturer's verbal communication of their understanding of the five dimensions of EE to understand their perceptions of their roles, institutions and students as well as other stakeholders in the implementation of EE.

The paper is structured as follows. I. introduces and conceptualises the effect of faulty interpretation on effective implementation of EE in Nigeria. II. reviews literature and introduces the concept of expressability. It also discourses the process of identification in speech. Methodology is outlined in III., results are presented in IV, the implications are shown in V while VI. covers conclusions.

## **II. LITERATURE REVIEW**

Expressability refers to an interlocutor's ability to fluently and precisely convey thoughts or feelings in words and/or by actions that effectively communicate their understanding of something, linguistic practices, interlanguage competences and discursive identities displayed during interaction.

Expressability as a micro-process of information management begins with Comprehension – (the ability to understand something such as policy input) and active expressability used to display that understanding in words and deeds. Comprehension and expressability are two intertwined processes used in this study to assess how interlocutors make a sense of input and the strategies employed to effectively communicate their understanding of input to a variety of audiences.

It is accepted among linguists that linguistic competence determines a person's communicative competence [31;27,16] for example, one's ability to use a language to interpret, apply and communicate their understanding of comprehensible input depends on their knowledge of the language. In addition, interpretation is described as the communication process of developing models for understanding, bringing out meanings and relationships as well as assembling conceptual schemes between and within texts [17]. This is explained by Krashen's [33] Comprehension Hypothesis which states that, we acquire language and develop literacy when we understand messages as 'comprehensible input' comprising what we hear and read. This implies that communication is effective when input at every turn is clear, intelligible, accurate, and integrable into the receiver's existing knowledge of a given context such as EE.

Expressability is linked to the interlocutor's comprehension competence because they are both affected by the same knowledge sources and processes that include, schematic knowledge, knowledge of interaction situations, and conceptual knowledge of the language system used for interaction [45]. These common knowledge sources and processes create a symbiotic relationship between comprehension and expressability where aspects of one reinforce efficiency in the other and may also aid the interlocutor's interactional development both as a speaker and listener in any interaction context. The relevant knowledge sources and processes are outlined below.

Schematic knowledge is made up of interlocutor background and procedural knowledge brought to bear when receiving input and communicating understanding. Background knowledge comprise facts such as academic knowledge that an interlocutor brings to an interaction situation and aspects of a person's interaction culture capital. Culture capital is described as the embodied form of long-lasting dispositions of the mind and body [36] acquired and unconsciously used as a social asset, for example, turn-taking, nonverbal language, and translanguaging practices used during interaction

Procedural knowledge is the knowledge of steps and actions used to achieve the goal of interaction in any context [50]. Canagarajah [9] compares procedural knowledge with Canale's [10] strategic competence as a component of communicative competence because procedural knowledge enables interlocutors to manage communication, negotiate meanings, codes, and identities while achieving the aims of interaction. For example, the participants' procedural knowledge of EE and English language use are the tools for achieving the conversational goals of projecting their understanding of the five dimensions of EE and capacity for appropriate language use during interaction.

Secondly, interlocutors' knowledge of interaction situations affects their expressability. This knowledge encompasses the forms of discourse used in interaction that can be used to characterise an interaction situation as linguistic as well as description of the occurrence of semantic and syntactic forms of language used in interaction, such as parts of speech. For example, semi-structured interviews as a form of discourse was used to elicit the respondents' understanding of five dimensions of entrepreneurship education model of the National Agency for Enterprise and Construction [43] because, Semi-structured interviews engender spontaneous speech and imprint linguistic features unto the interaction context.

In addition, Bidabadi and Yamat, [7] posit that interlocutors in such a context require socio-affective strategies for building interaction such as the ability to predict the relationships between linguistic forms and meanings. This ties in with Adolphs' [1] findings that interlocutors need contextual cues to effectively analyse relationships between surface structures and context such as lexical, linguistic, paralinguistic, prosodic or pragmatic structures used to encode interlocutor -expectations during interaction.

Another source of information affecting expressability is systemic and refers to the interlocutor's conceptual knowledge of the language. Conceptual knowledge is described as knowledge of abstract and general principles of a language system [52] that enable interlocutors to process input and communicate effectively. Conceptual knowledge is interwoven with aspects of linguistic contexts because, both involve components of language that form the co-text used to process input and convey thoughts efficiently during interaction such as semantic, syntactic, phonological, prosodic, nonverbal, and pragmatic competences.

In addition, conceptual knowledge is linked to lexical coverage. Lexical coverage is the percentage of words in a discourse or text known to interlocutors that will enable them to effectively comprehend input during interaction [2]. Research indicates that lexical coverage is critical to L1 and L2 comprehension. To this end, a study by van Zeeland and Schmitt, [62] concluded that at 95% coverage, language users would need to know between 2,000 and 3,000-word families for adequate comprehension. This finding ties into research suggesting that less skilled users of a language spend more time decoding unfamiliar words or rely more on context to decode input because they lack the linguistic competence to properly decode input [59]

As mentioned earlier, comprehension is an in-built aspect of expressability thus, lexical coverage could also affect an interlocutor's expressability specifically, where expressability relates to the communication process of developing models for understanding, bringing out meanings and relationships as well as assembling conceptual schemes between and within texts [17]. The ability to give explanation, analysis and meanings to input such as EE policies as implemented in a given context such as Nigeria.

When considering actual performance or use of language in context, expressability is used to assess an interlocutor's mastery of pragmatics, grammar, and vocabulary of a given language as used by a speech community. The speech community concept is often used in variationist sociolinguistic work, where the use of particular linguistic variants is correlated with speakers' membership to demographic social categories such as class-based, gender, and profession, etc. Specifically, a speech community is defined as a community sharing the same language, knowledge of rules for the conduct, interpretation, form and patterns of use, expectations, and ways of interpreting of speech communication [24;64;31]. For example, entrepreneurship educators, researchers and students can be thought of as a speech community because the linguistic forms and structures used for professional interaction within the discipline are sufficiently similar yet, the same features make them distinct from carpenters or traders.

In addition, expressability determines the linguistic practices that an interlocutor uses during interaction such as translanguaging. "Translanguaging is a paradigm for describing the use of linguistic and semiotic resources in superdiverse and transnational places" [53:14] To this end, Simpson [53] and Baynham, et al. [8] used Jakobson's classification to extend the classification of translanguaging practices from interlingual to include intralingual, intersemiotic and interdiscursive. Intralingual translanguaging i.e. movement and shifts from specialised language registers to everyday language in a bid to explain technical ideas [8:20]. Interlingual

translanguaging i.e. movement and shifts between two distinct languages [53; 22] for example between English and a Nigerian language.

Following these, we extend translanguaging practices to include crosslingual translanguaging used here to describe movements and shifts between distinct varieties of one global language for example, between Jowitt's [32] Popular Nigerian English (PNE) and Nigerian pidgin English. PNE is the set of forms that are stable and regularly occur in the English usage of Nigerians though not in uniform regularity [31:58]. PNE as distinctive forms grow from a diversity of Nigerian linguistic and cultural roots. This ties in with the view that translanguaging practices enable interlocutors to spontaneously use mental grammars developed from social interaction as a linguistic system with contributory features from more than one source language to produce new practices during interaction [22; 32].

Expressability as a linguistic strategy is also used to project interlocutor identity during interaction. This ties in with Steiner's [54] view that language enables groups to keep to themselves 'the inherited springs of identity' [54:243]. This also implies that, language is used to separate one's identity from others and to confer some form of identification on others.

### **Speaking our Identity**

One of the interpersonal functions of communication is the assertion of identity because this is what portrays us as individuals and members of a group because we often use language to speak our identities [42] This suggests that language is used to describe how different kinds of identities are produced in spoken interaction and written texts [44]. Identity assertion focuses on psycho-sociological processes through which identity is created, while individuality focuses on how language use sets an interlocutor apart from other interlocutors during interaction. As outlined earlier, interaction situations influence expressability, but they also constitute the discursive environments in which identity work is being created such as everyday conversation, institutional settings, and narratives (stories).

Identity assertion and creation within discursive environments occur through identification. Identification is "the act, conscious or not of accurately imagining oneself in another's place" [30:255]. Erik Erickson's (1982) theory of psychosocial development argues that as human beings, we possess many characteristics that are honed through a person's socialization process from education, family upbringing that eventually define who we are. The fifth stage of development relates to identity and role confusion when people start asking existential questions such as Who Am I and What Can I Be? It is at this stage that an identity is created when the individual can define themselves through the self-confidence to externally project their goals, life mission, positions and perspectives on issues surrounding their environment. Gross [24] opines that this stage affects how individuals build and maintain social relationships. This in turn, ties into the role of language use as a social bonding element among humans that also serves to tell others who they are.

Two forms of identification manifest when people interact and communicate in a speech event and these are, projected and Introjected identification [38]. Projected identification refers to a situation when an individual's feelings and ideas are presented to be received by others while introjection occurs when feelings and ideas are taken in by an individual or entity to furnish self-identity [30; 57].

Stryker and Burke [55] opined that identities are internalized role expectations that are organized in hierarchical salience where the individual make choices from time to time on which identity to use or project. Identity salience is defined as "the probability that an identity will be invoked across a variety of situations, or alternatively across persons in a given situation" [56:286]. For example, in the hospital the doctor sees her patient and as they leave the hospital the doctor takes her son to the cafeteria, adopting the identity of a mother. This in part is reflected in Mead's view that 'self' is a social structure and personality is reflected in symbolic interactionism [12; 59] where self is viewed as a structure of roles, identities or role identities [56; 55:40].

As people adopt different identities in each context, their communication strategies may change to suit each context because each category is linked to specific actions, and characteristics. Using the previous example, the type and structure of language used between the doctor and patient will differ from that used between mother and child in a cafeteria because the role they inhabit in specific contexts have different communication demands. Furthermore, Stryker et. al [55] and Stryker and Burke, [56] posit that identities are arranged into a hierarchy of control systems where some are higher than others in a way that the output of the higher ones set the standards for the lower ones.

The view that identities are internalized role expectations arranged in a hierarchical order ties in with Malancharuvi's [38] position that projected identification precedes and serves as a condition for introjected identification during interaction. The relationship between projection and introjection as presented by Malancharuvi [38] is unidirectional however, this paper holds that the relationship is potentially bi-directional because, human interaction is dynamic and dependent upon other factors such as settings, interaction purpose, message form, message content, tone and channel of communication which may influence the identity that an interlocutor brings to play first.

Going further, people have many identities for the persons they claim to be, the roles they play and the groups and categories they belong [9]. Such identities are created performatively because in ordinary everyday situations, people behave in ways that tell others who they are, what they do and their life expectations [23]. In communication contexts multiple identities could also be discursive, situated and transportable identities because people often produce different kinds of identities in spoken interaction and written texts [64]. These multiple identities manifest from interaction and are described as 'emergent identities' which may include but not limited to personal, social and relational identities [57; 30].

Personal identity is a person's own idea or view of who he/she is 'the real me' [57:170] and is a result of a person's multiple social contexts, connections and interaction with other people and contexts. Personal identity determines one's approach to life because it is linked to the role one plays in each context and the same can be argued for other collective identities such as students, lecturers or athletes.

People have a Social identity that emerges from interaction with others and can refer to the role one plays in an interaction as a discursive identity [56; 30]. This suggests that personal identities are not completely separate from social identities because both are created through interaction with others and role-related within a context for example, the gender identity being female, or male; educator or student is both a social identity and an important part of who a subject is [57; 30].

When two or more subjects share same personal and social identities they are said to have a group identity which is same as Francis and Hesters's [20] membership collection in communicative contexts. Group identity is reinforced by 'identity salience' or transportable identity [56; 65] because as outlined earlier, subjects carry different identities across different interaction contexts as required by choice and circumstances. Furthermore, Taylor [57] citing Anderson (1983) talks of the imagined community that is created by individual members of a large group like newspaper readers, TV watchers, facebookers, twitterers, who think that every other person doing these is getting the same experience with them. The feeling and imagination is shared so the public will think of academicians as professors, lecturers and researchers. Thus, language use among imagined communities sets each apart as a distinct speech community.

People can also have multiple identities that arise from their similarities, differences and connections with others in and across groups [56; 22]. However, when irreconcilable changes take place people tend to 'disidentify' [30:275] with a group and often project their disagreement by leaving the group for example, when a young girl becomes a mother, she automatically disidentifies herself from girls and joins another group- young women or mothers.

As a way of setting social boundaries, subjects also have a relational identity [50] conferred or given to one group by another as a label and it is that thing which says 'it is them not us' [57:178]. It is ascribed by others through the process of 'othering' which is a process of engaging with others we perceive as mildly or radically different from ourselves [14; 10]. Othering engages in some kind of space purification that serves to mark and name others as different from us [57]. Othering in human society is achieved through representational absence, representation of difference and representation of threat and sustained by the media, lack of education and information about the other [10].

### **III. METHODOLOGY**

#### **Population**

Six universities were purposively selected because they have been offering entrepreneurship education and are representative of the North-Central geo-political zone of Nigeria. From these, six lecturers of entrepreneurship education comprising equal numbers of male and female candidate were randomly selected.

#### **Procedure**

The study used semi-structured interview to interact with EE lecturers and it aimed at assessing their understanding and perceptions of the implementation of EE in Nigerian universities. The interaction was tailored around the five dimensions of entrepreneurship education model designed by the National Agency for Enterprise and Construction [42].

Semi-structured interviews enable interviewers to ask follow-up questions and also to allow the interviewee ask for clarification when needed. These made the interaction natural, spontaneous and enabled participants to provide a clearer perspective of their experiences in EE

Audio recordings of interviews held with the lecturers were collected for detailed transcription and analysis. To enable a focus on communication issues, a semi-structured guide was designed to focus the discussion around the five dimensions of entrepreneurship education as outlined by NAEC [42] to facilitate the interview process. The interview focused on the lecturers' understanding and implementation of the five dimensions of EE within their universities.

### **Data Analysis**

The data was subjected to two analytic methods. The first was a broad-based analysis done separately by the authors using a transcription key designed to make interpretation credible and easy. The corresponding author (first transcriber) and second author (second transcriber) separately transcribed the interviews. The first transcriber used voice walker a discourse transcription utility designed to facilitate the transcription of recorded discourse by giving the transcriber efficient control over how sound is played back.

The second transcriber played back the audio files on computer and transcribed by the ear. Both transcribers have experience in coding discourse using transcription guides. The following transcription codes were used to analyse the conversation:

- a. R: Row
- b. R1: Discussion framework
- c. R2: Column 1= Date; Column 2 = Interviewee- M/F; Column 3 = Dialogue column containing conversation content
- d. R3; R25; R74; R82; R104 indicate the overarching idea the section is focusing on.
- e. R4; R11; R18; R32; R39; R46; R53; R60; R67; R75; R83; R90; R97; R104: Indicate Interviewer and basic interview questions
- f. R16; R20, R30, R31, R34, R35, R37, R55 content in Blue are follow up questions asked by the interviewer.
- g. I: interviewer
- h. Interviewee: M= Male; F= Female
- i. [ ] indicates a pause
- j. <> indicates all forms of laughtalk
- k. { } indicates turn-taking violation, where one speaker seizes the turn of the current speaker
- l. Language within 'single quotation marks' indicates L1 (Nigerian) language use.
- m. Language within **backward slash** indicates a non-verbal filler that is relevant to the discourse
- n. Language within **upright slash** indicates crosslingual shifts in discourse

The second method involved a conversational microanalysis of the data using the codes to identify marked conversational features while looking in detail at communicative features, elements of spontaneous verbal speech, and translanguaging to achieve a common goal in understanding how explanations are structured and conveyed during interaction. In addition, participant responses were grouped under the five dimensions of EE which served as discursive themes were further microanalysis was done using membership categorisation analysis (MCA). MCA is concerned with the organisation of common-sense knowledge in terms of the categories members use in accomplishing their activities and through talk [20]. MCA has been used to assess the management of speakers' categorisation of themselves and others as well as to define how emerging categories may be linked[43]. For example, the descriptions of a category as woman, man, lecturer, puts each of them in distinct individual classes. However, when viewed as a collection e.g. profession, they become male/female; lecturer/student/architect. From these categories, emerging patterns are compared and analysed.

These transcripts were also sampled for inter-rater reliability assessment. The resulting Kappa, indicating very good agreement or almost perfect agreement, falls within the Landis and Koch benchmark of .81- 1.00 and Altman benchmark of .81- 1.00 respectively[25]. The following coefficient correlation value. IRR coefficient correlation for gestures displayed by participants indexed by Fleiss Kappa ( $\alpha$ ) is 0.79 while Krippendorff alpha ( $\alpha$ ) is 0.80 implying a substantial and excellent agreement. However, detailed transcripts of interviews are not attached as appendices but will only be made available on request with appropriate approval.

## **IV. RESULTS AND DISCUSSION**

Results indicate that participants displayed a high level of expressability as shown in their linguistic practices, interlanguage competences, and identification projected displayed during interaction.

### **Linguistic Practices**

Linguistic practices displayed include Interlingual, intralingual (Garcia & Wei, 2014; Simpson, 2016) and crosslingual translanguaging strategies.

### **Interlanguage Translanguaging**

F001 codemixes using English and Nigerian language in one sentence "Those people just copy the things they see in 'Oyibo' (R 41). Given that the respondent is Yoruba, the word 'Oyibo' is interpreted as a Yoruba word for Europe or European or Caucasian which makes the sentence ambiguous. However, the notion conveyed here is that authorities just copy ideas from Europe or America without considering local peculiarities.

### **Intralingual Translanguaging**

This is the most dominant form of translanguaging practice observed the interaction. Respondents consistently shifted between registers and everyday words while explaining concepts in entrepreneurship education such as “SIWES” Internship (R76, 77, 80, 81) to explain work experience students engage in to gain practical experience; Networking (R96) to explain activities designed to provide opportunities for students to meet and establish professional relationships with people or organisations that may promote their careers later. Others include, ‘business plans’ (R98-103) to explain class activities and lesson focus; continuous assessment (CA) to explain evaluation practices (R105-110: ).

However, it was also observed that sometimes respondents used appropriate registers but in the wrong contexts as shown in the interaction below:

“I: What other methods would you say if applied in teaching entrepreneurship would produce a better result and why? (R53: )

F001: You mean apart from lecture?

Interviewer: Yes, apart from lecture method that you already apply.

F001: [Pauses] Like which method do you have in mind?

Interviewer: like case study, inviting guest lecturer etc?

F001: Well, I teach them business plans and they also write business plans as part of their assessments (R54: )

F001’s final response suggests wrong decoding of the question asked because, instead of identifying the teaching methodology following the examples given, the respondent talks about teaching activities.

### **Crosslingual Translanguaging**

Respondents sometimes displayed crosslingual translanguaging practices when communicating as they shifted between educated Nigerian English and pidgin form within one sentence that is meant to convey one idea as shown below

M006: The objective is to get them to start their own business. No white collar jobs. So instead of looking for job endlessly, they can start a business. *No bi so*’ (Is that not it?) Hopefully, it will help them.

When asked to explain the academic objectives of EE (R25), M006’s response was communicated in mixture of ENE and pidgin English (R29)-

### **Interlanguage Competences**

As outlined in 2.3, expressability measures an interlocutor’s level of mastery of pragmatics, grammar, and vocabulary of a given language used in a speech community. These represent the respondents’ interlanguage development

### **Grammatical Competence**

This in Canale’s framework refers to mastery of sentence formation. The lecturers are able to place morphemes in their proper positions to make the sentences grammatically correct (Mason, 2009). For example, in R 13:F001 “I have been teaching the subject since the university started it”( ) The regular continuous tense ‘teach +ing’ and the regular past tense ‘start + ed’ are properly formed and used

Apart from that, the subject’s questions cut across different stages of Pienemann’s development sequence (Lightbown and Spada, 2006). Examples include R22- : M006: “Are you asking about training specific to me as a lecturer of entrepreneurship?” (stage three Fronting); 2R41 F001:“ Is that in the minimum standard as well? ...<Laughs>Is it really there, madam?”; Take half of the semester off for internship? (stage four Inversion in wh + copular and yes/no questions with other auxiliaries) Complex questions

Question tag: R66- : F004 Assess their skills? Are we supposed to do that?

Negative question: R76:M003-What will it add to them when they must participate in the general one?

Embedded question: ...which method do you have in mind?

### **Pragmatic Competence**

Pragmatic competence is the knowledge and use of linguistic aspects of a language in appropriate and contextualized speech acts [6]. The results indicate that participants displayed good mastery of pragmatic skills. They were able to employ formulaic structures without heavy reliance on them e.g. R31:F004- ‘Do you know that ...’ They could also use language productively with appropriate shift in conventional indirectness e.g. R28- :M005 ‘ You know that the job market is a problem especially to our graduates...’ These could be attributed to the subjects’ linguistic knowledge of English language and years of using English in diverse contexts.

Other indicators of IL development include the use of rhetorical questions in 2:8 indicating that she was thinking aloud, and the subject's repetition of questions without changing anaphora. Jowitt (ibidem) says these are characteristics of discourse in Nigerian languages and PNE.

Formulaic language includes pause fillers (e.g., "Like", "Er" or "Uhm") F001 "Errm I'm not sure how long ago now. "Errmm..." (F001, R13); "erm" (M005, R35-) and conversational speech formulas (e.g., "You've got to be kidding," "Excuse me?" or "Hang on a minute").

Filled pauses consist of repetitions of syllables and words, reformulation or false starts where speakers rephrase their speech to fit the representation they best perceive, grammatical repairs, and partial repeats that often involve searching for the right words in one's lexicon to carry across an intended meaning [13]. There are basically three distinct forms for filled pauses: (i) an elongated central vowel only for example, "Aah yes..." (M002, R88, R95-) suggesting that the participant experiences an Aha! moment or sudden realisation and insight when answering a question [45]. However, consistent use by the respondent suggests that it may be a speech mannerism acquired in the language learning process.

Nonverbal fillers such as facial actions, gestures and sighs can be used as pragmatic markers indicating listener comprehension or incomprehension of and attitudes towards speaker utterances during interaction [45]. For example, when asked "does your university have ties with small businesses in your community? If yes, what role do they play on the GST entrepreneurship course? M003 \frowns\ before replying thus "Yes. But such ties are not exclusively for GST teaching." (M003, R84- ). Frowning while speaking suggests that M003 has personal preferences and intrapersonal stances (Scherer,2005) regarding the role of local small businesses in EE.

Laughter is a simple, stereotyped, innate, human play vocalization that has a punctuation effect in conversation and indicates the dominance of speech over laughter [48]. Sometimes when people talk, they also laugh at the same time described as Laughtalk. Laughtalk is used in this paper to include laughing, giggling, and talking at the same time. Male respondents displayed laughtalk 18 times while females recorded only 5 laughtalk incidences. This affirms earlier studies suggesting that male speakers use laughter more than females to punctuate their speech during the interaction [42]

### Identification

Respondents projected the following identities in their verbal responses during interaction. Educator, personal, and relational identities where each has a narrative function. The narratives are produced interactively without detailed analysis of the interviewer's role.

Educator identity (Table 1) below emerges as function of the narrative indicating the lecturers' roles in the implementation process. The first educator indicator is educational qualification which is an aspect of personal identity that has been introjected through training in university.

**Table 1: Discursive Educator Identity**

Educator Identity		
I: Your educational Background?		
		Lexical choices
R5	M003	My background is B.Sc. Management Studies, MBA Marketing, and PhD Management
R6	F001	I have BSc in Agric Economics, MSc Agric Economics and PhD in Agric Economics
R7	M005	BSc and MSc Agric Economic
R8	M006	My first and second degrees are in the same field. BSc and MSc Accounting
R9	M002	My degrees are in Agric Economic. BSc. and MSc Agric Economics
R10	F004	Agric Engineering. BSc and MSc

Although, the reference 'academic qualifications' allows the participants' qualifications to be collected together as EE educators, but their individual qualification in management, agricultural economics, accounting and agricultural engineering indicate that none has the academic and professional training in EE. The lecturers may face category membership denial from the global collection of EE educators because, their individual qualifications are not in entrepreneurship per se. This suggests that they may have the full knowledge of theories, principles, academic processes foregrounding EE globally to effectively inhabit the role of EE educator.

Participants expressed opinions that set social boundaries between them and other stakeholders (Table 2 above). When asked if guest lecturers with practical business experiences are used in entrepreneurship classes, some respondents engaged in space purification that marked guest lecturers as different from EE lecturers.

Guest lecturers were portrayed as uninformed F001: "What will they teach? They don't have the course outline". Guest lecturers who were business owners were also portrayed as unlettered- M005: "Most of the small business owners here are illiterates". F001's response suggests that the lecturer is in deliberate denial of the ability of business owners to teach because they do not have the course outline. M005's response objectifies local business owners and reduces them to the level of people who cannot read or write so, cannot teach.

In addition, guest lecturers were perceived as a threat to an already existing system just as the poor are considered a threat by the affluent [14] -M006: “<Laughs>Teach what madam? What will I be doing when they are teaching? You want them to take my job? <Laughs>”. M006 re-echoes the perception that local business people are incapable of teaching in the opening sentence then goes on to express fear of losing her job to guest lecturers.

These views suggest that these lecturers do not understand the role of guest lecturers in EE because some do not know that this is a requirement of the minimum standard as shown in this dialogue ()

-F001: Is that in the minimum standard as well?

I: Interviewer: Yes

F001:<Laughs>Is it really there, madam?

I: Interviewer: Yes, it is.

In addition, their lack of information about local business owners and perceived threat and loss of privilege by involving guest lecturers is precipitating exclusion [14]. This is detrimental because, students are not given the opportunity to benefit from the practical experience of real entrepreneurs.

**Table 2: Discursive Relational Identity-Othering**

Relational Id-Othering		
I: Are guest lecturers/practitioners with practical experience used in entrepreneurship classes? Give reasons for your answers		
Lexical choices		
R41	F001	<b>We</b> don't. What will <b>they</b> teach? They don't have the course outline. Is that in the minimum standard as well? I: Interviewer: Yes <Laughs>Is it really there, madam? I: Interviewer: Yes, it is. <b>Those people</b> just copy the things <b>they see in [Oyibo-L1 use]</b> (Europe(an) syllabus
R42	M005	No. <b>Most of the small business owners here are illiterates.</b> Like I said earlier, it's almost impossible to include them in our teaching.
R44	M006	<Laughs>Teach what madam? <b>What will I be doing when they are teaching? You want them to take my job? &lt;Laughs&gt;</b> The answer to your question is no, we don't use them, and we can't use them

Lecturers' ignorance about the minimum standards is rationalised when some stakeholders such as policy makers were perceived as implementing educational policies without consideration for the peculiarities of Nigeria -F001: "Those people just copy the things they see in [Oyibo-L1 use] (Europe(an) syllabus" This is another form of othering which serves to show dissatisfaction with government approach to educational administration and planning in the country. While this is true to an extent, the EE lecturer's inadequate knowledge of the minimum standards points to a contradiction and a shortcoming that may curtail their ability to effectively implement the policy in their contexts.

Furthermore, institutions are portrayed as radically different from others. First lecturers align themselves with their institutions using lexical choices such as the inclusive 'We', 'Us' then, they project other universities as inferior to theirs- M002: "Madam, our university is different to most. <Laughs> we designed the course content in response to our community needs before the NUC minimum standard" (). In addition, this response projects their university as proactive with contextualised programmes.

The preceding examples show that communicating our understanding of things is routine in interaction. Critical implications emerge that take us beyond description, when we juxtapose the practices that exemplified above with what is said about EE implementation in policy circles and education. The final section will discuss these implications for EE policy implementation in Nigeria.

## V. IMPLICATIONS

These findings have important implications for Entrepreneurship education, emphasizing the role of strategic communication procedures in different interactive domains and illustrating educators' potential impact on the implementation of EE for Engineering education in Nigeria.

The reality of contemporary communication, however, is not emphasised in national, and institutional EE policy and practice, because, expressability is assumed to be given when educators are highly educated. This may narrow both scope and content of policy implementation strategies. In Nigeria and in many other places, ability to speak fluent English is erroneously assumed by many to be a same as effective comprehension particularly when interacting with educators in higher education. Pedagogical and policy responses are required that reflect and value the translingual, crosslingual and interlingual realities of the Nigerian educator during interaction. These communicative strategies emanate from translanguaging which was conceived in educational contexts by bilingual educator Cen Williams and colleagues and used to describe (and stress the pedagogical usefulness of) patterns of language use in Welsh education system. Policy planners, implementors and educators

need translingual awareness [11], as they develop a complex mosaic of multilingual and multicultural communicative competences, repertoires and language resources for use in EE implementation.

Although, EE educators possess competent communication skills, there are many intervening variables lying between their comprehension of EE policy and their ability to effectively communicate that understanding. Such variables include use of expressions suggesting that EE educators may not have an excellent understanding of the policy which in turn raises questions about their ability to implement EE policy effectively.

There is also the need to enhance their knowledge and understanding of the theoretical bases of verbal and non-verbal communication, as well as the cultural, social, and economic bases of communication in every context beginning with their local environment as this may curb their negative perceptions regarding other stakeholders in the EE system such as local entrepreneurs around their institutions

Educators need to develop their policy assessment skills in order to exploit some of the specialised forms of pedagogic knowledge in entrepreneurship. Such specialised knowledge may enable them to identify, practice and develop a wide range of transferable skills that will prepare their Engineering students for further study and employment. It is clear that the misunderstanding of policy, lack of adequate information, and personal bias as projected during interaction may pose challenges for the effective implementation of EE policy in Nigeria.

## VI. CONCLUSION

This paper has been able to conceptualise the problem of faulty interpretation on effective implementation of EE in Nigeria, introduce the concept of expressability, define how different types of identification emerging from spontaneous speech and used interviews to elicit responses that were transcribed. Findings suggest that even in interaction between people from same backgrounds, some aspects of translanguaging practices may still apply to make interaction meaningful. Interlocutors use speech to create and project their identities as well as their perceptions about other people's identities. Given the mixed responses from textual analysis, there is potential for using multimodal approaches to research such interactions in greater detail to fully understand communication occurring as stakeholders try to implement EE policy in these contexts. There is also the need to explore understanding of the EE policy among other students, regulatory bodies, university administrators and entrepreneurs to get a holistic interpretation of the policy as a way of ensuring successful implementation.

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