

# THE INTERNATIONAL JOURNAL OF HUMANITIES & SOCIAL STUDIES

## Lexico-Semantic Analysis of Anthems of Selected Universities in Ekiti State, Nigeria

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### **Abstract:**

*Anthems often encode institutional values, hence, useful in constructing identities for such institutions. The university community is one of such organisations that are usually identified by their commonality in goals. One means by which universities showcase what they stand for is through the use of anthems. Several studies have explored the linguistic analysis of national anthems, with little attention paid to the analysis of language used in anthems of universities in Nigeria. This study, therefore, examines the use of language and their meanings in the anthems of selected universities in Ekiti State, Nigeria. This study adopts Halliday's Systemic Functional Linguistics for its emphasis on language use in relation to context. Anthems of three universities in Ekiti State, namely- Bamidele Olumilua University of Education, Science and Technology (BOUESTI), Federal University, Oye-Ekiti (FUOYE) and Afe Babalola University (ABUAD) were purposively selected representing state, federal and private universities, respectively. The study reveals that rich but simple lexical items help in the basic comprehension and memorization of the lyrics in the anthem. Lexical devices such as repetition, synonymy, tactical deployment of nouns, verbs, adjectives and metaphors also foreground important ideas in the anthems.*

**Keywords:** *Universities anthems, ekiti state, federal university oye- ekiti, Bamidele Olumilua University of education, science and technology, Afe Babalola University*

### **1. Introduction**

An anthem, according to Kellen (2003: 166), 'the words that must always be sung, that have always been sung whose words and tune seem like permanent signs thereby making entities like nations appear permanent.' Grancea and Blaga (2013) also define an anthem as a solemn song of literary and religious significance. Anthems usually praise heroes, historical figures and claim divine, national or institutional spirit. Anthems contribute to the representation of a country or institutions, to the creation and strengthening of national or institutional solidarity. Singing the anthem has a major psychological effect upon masses, due to its enhancement of national or institutional commitment. Anthems are composed for institutions in order to repeatedly remind members and the general public about their core mandate and values. The composition of anthems by institutions also signals autonomy just like in the case of nations where the national anthem symbolises freedom from imperialism. Anthems may also help in the publicity of institutions.

The university community is one of such autonomous institutions, which in its quest to distinguish and spell out its core values, resort to the use of anthems as a cohesive bond to hold its members committed to its objectives and goals (Mwinwelle, Adukpo and Mwinwelle, 2019). Institutional anthems, therefore, create homogeneity in the midst of heterogeneity. The word 'university' originates from the Latin word *universitas* which refers in general to a number of persons associated into one body, a society, company, community, guild or corporation. In modern usage, the word has come to mean an institution of higher education offering tuition in mainly non-vocational subjects and typically having the power to confer degrees.

Universities anthems are institutional symbols which unite and challenge members to rise to the task for which these universities are established. They are, therefore, recognized patriotic songs with standard duration and dignity representing the identity of universities and usually employed by leaders of universities as instruments of cohesive bond among members of the university community and a means of reinforcing targeted goals of the university. Most universities have songs or poetic verses that serve the purpose of filling its students with feelings of solidarity and are played at official functions. Just as countries have national anthems and other national songs, universities also have their anthems and other songs about the university. Institutions are lyrically and rhythmically identified in anthems. The words in anthems are often few but encode a great deal of vital latent meanings which could best be identified through holistic in-depth linguistic analyses.

Anthems are not haphazardly composed. Through the instrumentality of language, they are composed to communicate certain meanings, especially to uniquely identify an institution. Composers, therefore, go through strategic processes coupled with research to compose their works. The same strategic processes are required by researchers in order to decode such works to bring out the encoded latent meanings. University anthems employ the use of language in context in order to transmit some information across to build solidarity among members of the university's community, hence the need to also analyse them from the linguistic perspective. Literature indicates that university anthems have not received attention in terms of linguistic research. It is based on this premise that the present study seeks to conduct a linguistic analysis of anthems of selected universities in Ekiti State, Nigeria.

## 2. Literature Review

Linguistic analysis of anthems has been given attention in previous studies from various linguistic approaches such as pragmatics, pragma-stylistics and stylistics. However, most of the research works that border on anthems are mainly concerned with national anthems of various countries. Previous studies on national anthems have focused on the linguistic features in the anthems, with emphasis placed on thematic and genre features (Dze Ngwa, 2014; Azam and Negar, 2014; Mustafa, 2015), content words (Oyeyemi, 2018; Amenorvi and Grumah, 2019), cohesive devices (Mwinwelle, Adukpo and Mwinwelle, 2019) and clauses (de Souza, 2008; Wang and Ma, 2018).

Dze-Ngwa (2014) examines from the historical perspective a review on rethinking Cameroon's National Anthem and the challenges it poses to internal cohesion. His study reveals that unlike other national symbols, Cameroon's anthem rather breeds discord instead of promoting concord and harmony among a people who had been torn apart by their colonial masters and reunited. Azam and Negar (2014) also conduct a linguistic study on national anthems of forty-eight (48) Asian countries as well as the UN Security Council's five permanent member countries to find out the linguistic similarities and differences between the findings in these anthems. Their study establishes that among the permanent members of the Security Council, the Russian national anthem had similarity in language use with other Asian countries which is divergent from the anthems of the other members of the Security Council. Oyeyemi (2018) considers a linguistic analysis on the Nigerian national anthem with the aim of exploring its linguistic elements for optimal understanding and comprehensibility. The findings of his study reveal that the composer combines the techniques of grouping, prominence and cohesion in organizing the text in a complementary way, so that shifts are created, to some extent, through the role assigned to the participants to bring some linguistic materials into greater prominence than others through words like unity, love, loyalty and peace as indicators of the fact that Nigeria is a heterogeneous society that needs these elements to maintain her nationhood.

A few studies have also focused on the linguistic analysis of anthems of universities in Africa. One of such is Mwinwelle, *et al.* (2020), which investigates how lexical cohesion is used in selected Ghanaian university anthems. Four Ghanaian public university anthems are analysed drawing on the lexical cohesion theory. The results reveal that among the types of lexical cohesive devices, repetition and collocation are predominantly used to make the anthems lyrical which creates rhythm to draw the attention of listeners in order to make the anthems memorable while super-ordination is least used to minimise lexical variety in order to make the anthems less wordy.

In the same vein, Mwinwelle, *et al.*, (2020) adopt a qualitative exploratory procedure to conduct a transitivity analysis of process types and their encoded implications in four selected Ghanaian university anthems using the transitivity framework by Halliday and Matthiessen (2014). The results indicate a preponderant use of material processes to spell out the expected actions to be taken by members of the universities to inure to the holistic progress of their institutions. Other process types such as relational, mental and verbal processes are minimally used to establish relationships, eulogize and personify the universities as important institutions worthy of praise.

Alabi (2021) examines foregrounding as a stylistic framework, the functions of phonological and lexical repetition, and graphological deviation in the anthems of five - first, second, third, fourth and fifth-generation universities owned by the Nigerian federal government. The written text of the anthems of the sampled universities, which were obtained largely from the websites and documents, owned by the universities, were content and language analysed. The results indicate the use of lexical repetition, phonological repetition, punctuation and capitalization to portray the universities as centres of knowledge and excellence. The results also indicate that students and staff of these institutions love and take pride in them.

In all, there is a gap in the literature as regards the linguistic analysis of universities' anthems, especially a comparison of anthems of state, federal and private institutions, hence the need for this study.

## 3. Theoretical Framework

This study draws on Halliday's Systemic Functional Linguistics. Systemic functional grammar (SFG) is a grammatical model developed by Michael Halliday in the 1960s. The term 'systemic' refers to the view of language as 'a network of systems, or interrelated sets of options for making meaning' (Halliday, 1994:15); whereas the term 'functional' refers to the view of language as a means of communication in different social contexts. Thus, SFG does not focus only on how language is structured but it also deals with how language is used.

Hallidayan Linguistics is a theory, which examines language in relation to the social interactions which the language encodes and the cultures within which these social interactions are embedded. The four main theoretical claims of SFL are:

- language is functional,
- the function is to make meaning,

- these functions are influenced by the social and cultural contexts in which they are exchanged, and
- the process of using language is a semiotic process, the process of making meanings by choice.

Summarily, one can say that the focus of SFL is with how people use language. According to Eggins (2004: 11), 'the overall purpose of language then is a semantic one. Each text we participate in is a record of meanings that have been made in particular context'.

#### 4. Methodology

The study is descriptive and qualitative in nature and underpinned by Halliday's Systemic Functional linguistics. For the purpose of this study, anthems of three universities in Ekiti state, namely- Bamidele Olumilua University of Education, Science and Technology, Ikere-Ekiti (BOUESTI); Federal University, Oye-Ekiti (FUOYE) and Afe Babalola University, Ado-Ekiti (ABUAD), representing state, federal and private universities respectively, were purposively selected. These three universities were established within the last twelve years. BOUESTI is a state-owned university established in 2020. The university specializes in the areas of Education, Science and Technology. FUOYE is a federal government university founded in 2011 and established in Oye-Ekiti and Ikole-Ekiti, making it two campuses. The university offers degree in Agriculture, Engineering, Social Sciences and Sciences as well as Arts, Law, Management Sciences, Pharmacy and Education. ABUAD is a private university in Ado-Ekiti, established in 2009 by Aare Afe Babalola. In founding the university, the purpose and objective of the Founder is to reform education in Nigeria by providing and leading others in quality education, service, industry and character as well as discipline. The university operates collegiate system and has five of such colleges. They are: College of Law, College of Sciences, College of Medicine and Health Sciences, College of Engineering and College of Social and Management Sciences. Data for the study (i.e. anthems) were collected from the websites (including YouTube recordings), newsletters and documents of the three universities.

#### 5. Result and Discussion

Different lexical devices have been strategically used in the anthems to achieve particular effects and meanings. Some of these devices are repetition, lexical relations, tactical use of verbs, nouns and adjectives. These devices are deployed to convey emphasis and to tie the constituents of the discourse together. These lexical devices are taken in turns for explication.

##### 5.1. Lexical Reiteration

Reiteration is a linguistic device often used for emphasizing concepts and ideas in discourses. The anthems of the selected universities rely heavily on repetition as a potent lexical cohesive device for achieving cohesion across the different parts of anthems and for emphasizing ideas. Various forms of repetitions are used in the anthems. These include: a repetition of the names of the universities, repetition of the pronouns we and our, repetition of nouns and verbs, phrases and sentences. Excerpts below show the reiteration of names of universities in the anthems.

- Welcome to BOUESTI (Line 1)  
BOUESTI, our mandate is learning for self-reliance (chorus, line 1) BOUESTIA
- Arise and shine, lift high your flag (LINE 1, FUOYE)  
Federal University Oye-Ekiti (LINE 2, FUOYE)  
Arise and shine, lift high your flag (LINE12, FUOYE)  
Federal University Oye-Ekiti (FUOYE)  
Arise and shine, lift high your flag (FUOYE)  
Federal University Oye-Ekiti (LINE 24, FUOYE)
- ABUAD We come oo (line 1, ABUAD)  
ABUAD We come (2x) (line 2, ABUAD)  
Out to lead others proud of ABUAD (LINE, ABUAD)

As seen in the examples above, one striking feature is the repetition of the names of the selected universities (BOUESTI, Federal University, Oye-Ekiti and ABUAD) in their respective anthems. This is done in order to foreground the names of these universities in the minds of their members so that whenever the anthems are sung, they create very strong psychological passion in their members to stay committed to achieving the mission, vision and goals of these institutions. For instance, BOUESTI's anthem repeats the abbreviated name of the university BOUESTI two times and Afe Babalola University anthem repeats its abbreviated name (ABUAD) three times, while Federal University, Oye-Ekiti's anthem repeats its full name three times and the abbreviated once. This appears like a form of chant which enhances the musicality of the anthems to arouse the passion and zeal of their members to physical and psychological action. From the examples above, each of the selected universities strategically mentions the name of their institution in the first or second line of their anthems in order to carry the passion through right from the beginning to the end of the anthems whenever they are sung.

Another aspect of reiteration noticed in the anthems is the repetition of the pronoun 'we' and 'our', particularly in the anthems of ABUAD and BOUESTI. The pronouns 'we' and 'our' are used repetitively in all the selected anthems to exclusively refer to members of the university community and other people who will share in the vision and mission of these universities by singing their anthems. The use of such pronouns often foregrounds solidarity and in-group categorization. The repetitive use of the pronouns indicates that universities are communities on their own made up of individuals, from different backgrounds, who come together to carry out the goal underpinning their establishments. Examples of the use of these pronouns are presented below:

- ABUAD We come oo (ABUAD, line 1)  
ABUAD We come (2x) (ABUAD, line 2)  
Our future for greatness (ABUAD, line 3)
- BOUESTI, our mandate is learning for self-reliance (BOUESTI, chorus Line 1)  
Our goal is to be a pride of the nation (BOUESTI, line 2)  
This is our creed; this is our bond (BOUESTI, line 3)

The use of these pronouns also indicates the fact that anthems are usually sung in a group to create institutional spirit of unity which confirms that anthems are sung to create divine, national or institutional spirit (Blagga, 2013). The repetition of the aforementioned pronouns assists in unifying the anthems under the umbrella theme an academic community with a shared responsibility.

Further, nouns, verbs, adjectives and sentences are repeated throughout the anthems to foreground the goals and values of the institutions and also create a sense of topic maintenance that contributes to the coherence of the anthems where all parts are linked.

- Arise and shine, lift high your flag (FUOYE, LINE 1)  
Arise, arise and shine (FUOYE, LINE11)  
Arise and shine, lift high your flag (FUOYE, LINE 12)
- and excellence is assured (ABUAD, LINE )  
and excellence is assured (ABUAD, LINE)  
and excellence is assured (ABUAD, LINE)
- Hide not your talents (till victory's won) (fuoye line 8)  
Labour on and on till victory's won (FUOYE, line 19)  
Victory shouts beckon at the horizon (FUOYE, LINE)
- To mould character and infuse knowledge (ABUAD, LINE)  
Service and character ABUAD (ABUAD, LINE)
- Be a star in the knowledge world (BOUESTI, Chr. Line 4)  
From the fountain of knowledge, the hills of science (BOUESTI, stanza 2, line 1)  
Of total knowledge for service (BOUESTI, stanza 3, line 4)

A glimpse at the excerpts above reveals that reiteration is used in the selected anthems to elaborate important ideas central to the establishment of the individual universities. The repeated lexical items emphasise the cardinal reasons for the establishment of the universities. In the anthem of FUOYE, there is the repetition of the verb *arise* which appears nine times and *shine*, which appears seven times. This appears to be a clarion call to members of the university community to rise to a challenge. *Arise* suggests taking action, showing forth or rising. The lexical item is there used to stimulate staff and students to actions. This is further reinforced by the reiteration of the noun *victory*, again three times in the anthem. In the anthem, FUOYE is portrayed as being in a battle she is determined to win via the choice of lexical items. The repetition of the lexical items, namely- *arise* and *shine*, therefore, serves to motivate or encourage members of the community to strife in winning the academic battle. The repetition of the sentence *lift high your flag* further emphasises this.

In the anthem of ABUAD, there is the repetition of the sentence *Excellence is assured* and the noun *character* to emphasise the vision of the university. The anthem not only emphasises excellence, but also places premium of its assurance or certainty. This suggests that the university does not give room for mediocrity as every member of the community is certain to excel. Character is also repeated in the anthem to emphasise its significance as part of the vision of the university. BOUESTI also emphasises *knowledge* by the reiteration of the lexical item *knowledge* and also represents self as a world class institution by its frequent reference to the noun *world*. This is seen in the excerpt below:

- We will make the difference in education world, science and technology (BOUEST, stanza 1, line 4)  
Be a star in the knowledge world (BOUESTI, chorus, line 4)  
In the world of competition (BOUESTI, stanza 2, line 4)

Amenorvi (2018) avers that repetition can serve a dual purpose of serving as a memory aid and as a point of emphasis.

## 5.2. Synonymy

'Synonymy' is another lexical cohesive device used in the selected anthems to foreground certain meanings and boost the cohesive bonds among the linguistic items used. Lexical items are considered synonymously related when they share the same semantic general feature intra-textually. For instance, BOUESTI places emphasis on its vision and mission using words with synonymous relations. A glimpse at the excerpts below reveals this.

- BOUESTI, our mandate is learning for self-reliance  
Our goal is to be a pride of the nation  
This is our creed, this is our bond  
Be a star in the knowledge world  
Groomed and nurtured for great leadership

In the excerpts above, the goal of the university is emphasized by the synonyms of *mandate*, *goal*, *creed* and *bond*. This further reinforces the notion that anthems of universities often encode their visions and the missions. The goals BOUESTI anthem foregrounds are to be the pride of the nation, a star in the knowledge world and to groom and nurture students for great leadership. *Groomed* and *nurtured* are also synonymous. FUOYE also deployed synonymy in its anthem

in order to foreground its intention to be visible to all. The lexical items show *the ways, display and hide not* belong to the semantic field of visibility. Show the way of excellence (FUOYE, line)

Show the way of innovation

Display your genius

Hide not your talents (till victory's won)

FUOYE sees itself as emerging and leading others in terms of excellence, innovation, genius and talents. These lines and synonyms suggest that the institution has the resources of excellence, innovation, genius and talents it intends to show or unravel to the world. These synonyms are used in the anthems as semantic and syntactic substitutes to help create lexical variety to avoid excessive and monotonous repetitions in the selected anthems.

### 5.3. Tactical Use of Nouns

Nouns appear to be used frequently in the selected anthems. Nouns are generally used to present various ideas in the anthem. These ideas border around the university, its products and the expectations of its products. The lines from the anthems illustrated below are used to advance the discussion on nouns.

- Where great future is built  
Where opportunities abound  
From the fountain of knowledge, the hill of science,  
Top-notch technology abound  
Groomed and nurtured for great leadership  
Our rich culture, our heritage  
Excellence above challenges  
Of total knowledge for service (BOUESTI)

BOUESTI's anthem shows the use of nouns depicting the advantages of being part of the institution. The choice of nominal phrases emphasises the assurance of a great future, opportunities, knowledge in science and technology, great leadership skills and excellence. They refer to the kind of products the university hopes to produce. The use of the nouns knowledge and excellence indicate that the university is a university of education whose core mandate is to impart knowledge. The core values of the Federal University, Oye-Ekiti are also foregrounded using nouns as seen in the excerpts below:

- Show the way of excellence  
Show the way of innovation  
Clad yourself with character  
Fear of God, patriotism  
Display your genius  
Hide not your talents  
Likewise, in ABUAD's anthem, certain values are emphasized using nominal phrases
- Delivery unequalled designed for high quality education  
To mould character and infuse knowledge  
The launching pad to excellence  
with determination  
Service and character  
our future for greatness  
and excellence is assured

### 5.4. Tactical Deployment of Verbs

Verbs are also represented in the anthems. The anthems make use of the present tense verbs to indicate the actions which members of the university community need to carry out in order to help the university meet its goal in the future. All these present tense verbs denote the state of the institutions and commitment. The lines illustrated below are used to detail the discussion on verbs in the anthems.

- Where great future is built (BOUESTI, line 2)  
Where opportunities abound (BOUESTI, line 3)
- Arise and shine, lift high your flag  
Federal University Oye-Ekiti  
Show the way of excellence  
Show the way of innovation  
Clad yourself with character  
Fear of God, patriotism  
Display your genius  
Hide not your talents (till victory's won) (FUOYE, lines 1-8)
- To mould character and infuse knowledge (ABUAD)  
Out to lead others proud of ABUAD

The identified verbs in the anthems of BOUESTI and ABUAD foreground the attributes of these universities. The verbs *to mould, to lead, infuse* and *is built* have positive denotations and therefore motivate members of the university communities towards positive actions. They also indicate the effect of the actions carried out by the members of the

university community on the university, its products and the nation at large. The use of the verbs captures the expected progress of the universities in concrete or physical terms. The verbs *arise, shine, show, clad, display* and *hide not* as seen in FUYOYE'S anthem also present a wakeup call to members of the university to champion the cause of making the institution progress and popular. FUYOYE's anthem is also rich in verbs denoting the call to defend the institution. Such verbs include *tear through, vanquish, aim, win* and *labour on and on*.

- Arise and shine, lift high your flag

Federal University Oye-Ekiti

May your glory never dim

Tear through the cloud and darkness

Vanquish shame and corruption

Aim for the utmost

Win every laurel

Labour on and on till victory's won (Fuoye, stanza 2)

These verbs belong to the semantic field of war or battle. The usage of these terms in the anthem, therefore, challenges members of the institution to war against everything that might want to stop the institution from achieving its aim. Staff and students are to tear down cloud and darkness which could connote ignorance and obscurity, vanquish shame and corruption which seem to pervade every sphere of the Nigerian society, aim for the best and win every contest. They are also encouraged to labour on and on, that is, to never relent until Nigeria is liberated and the black race is redeemed. The use of these verbs in the present tense indicates that the university does not believe in procrastination but in urgency.

### 5.5. Tactical Deployment of Adjectives

The anthems also use adjectives to describe the physical and psychological qualities of the university. The instantiations below are used to detail the discussion on adjectives in the anthem.

- Where great future is built (BOUESTI, stanza 1, line 2)

Top-notch technology abound (BOUESTI, stanza 2, line 2)

Groomed and nurtured for great leadership (BOUESTI, stanza 2, line 3)

- A unique environment with aesthetic structures

A beacon university (ABUAD, Lines 4 – 6)

The adjective *great* is used in BOUESTI's anthem to indicate the unlimited qualities that will be imbued in the products of the university who submit themselves to train under the tutelage of the institution. Top-notch also emphasise this quality. In ABUAD'S anthem, unique and beacon also emphasise physical and psychological qualities of the institution. The institution is represented as a being unique and an example for other institutions to follow.

### 5.6. Tactical Use of Punctuation Marks

Punctuation marks are also tactically used in the anthems, especially to create emotional connection, while the anthems are sung. Mukařovský (1964: 45) observes that 'more concretely: sometimes intonation will be governed by meaning (by various procedures), sometimes, on the other hand, the meaning structure will be determined by intonation; sometimes again, the relationship of a word to the lexicon may be foregrounded, then again its relationship to the phonetic structure of the text'. Lines 1 to 4 of the BOUESTI anthem, lines 2 to 10, 13 to 21 of FUYOYE's anthem and lines 1 to 17 of ABUAD's anthem constitute an excellent example of enjambment. They show that when the anthem is sung, there should be no pauses in the call to action.

## 6. Conclusion

In this paper, an exploration of lexical and graphological devices, such as lexical reiteration, synonymy, tactical deployment of nouns, verbs and adjectives in the anthems of selected state, federal and private universities in Ekiti-State shows that the universities are unique and forward looking. The paper has shown that the staff and students are motivated towards achieving specific goals via the choice of words in the anthems. The anthems serve as icons of institutional solidarity and identity in that they seek to unite their members and also emphasise the potential to achieve great things. Repetition of words and phrases also enhances the musicality of the anthems. In terms of aesthetics, the anthems are thoughtfully and creatively crafted, which is why they elicit the strong emotions of love and pride by the staff and students of the various institutions.

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### Appendix

#### **FUOYE's Anthem**

Arise and shine, lift high your flag  
 Federal University Oye-Ekiti  
 Show the way of excellence  
 Show the way of innovation  
 Clad yourself with character  
 Fear of God, patriotism  
 Display your genius  
 Hide not your talents (till victory's won)  
 Until Nigeria is liberated  
 Until the black race is redeemed  
 Arise, arise and shine

Arise and shine, lift high your flag  
 Federal University Oye-Ekiti  
 May your glory never dim  
 Tear through the cloud and darkness  
 Vanquish shame and corruption  
 Aim for the utmost  
 Win every laurel  
 Labour on and on till victory's won  
 Till Africa's Giant takes its place  
 Lives its name and reigns indeed  
 Arise, arise and Shine

Arise and shine, lift high your flag  
 Federal University Oye-Ekiti  
 Shun despairing voices  
 Claiming Nigeria's doomed  
 Sail on, leap frog, and scale the heights  
 History'll praise your golden strides  
 Arise Great FUOYE  
 God's grace be your strength (till victory's won)  
 Victory shouts beckon at the horizon  
 'Thanks to God, Nigeria reigns'  
 Arise, arise and Shine.

#### **ABUAD's Anthem**

ABUAD We come oo

ABUAD We come (2x)  
Founded by Afe Babalola  
A Believer in industry Determination  
A unique environment with aesthetic structures  
A beacon university  
Delivery unequalled designed for high quality education  
To mould character and infuse knowledge  
Out to lead others proud of ABUAD  
The launching pad to excellence  
with determination  
faith in ABUAD's philosophy of industry  
Service and character  
our future for greatness  
and excellence is assured  
and excellence is assured  
and excellence is assured

*BOUESTI's Anthem*

Welcome to BOUESTI,  
Where great future is built  
Where opportunities abound  
We will make the difference in education world, science and Technology

Chorus:

BOUESTI, our mandate is learning for self-reliance  
Our goal is to be a pride of the nation  
This is our creed, this is our bond  
Be a star in the knowledge world.

From the fountain of knowledge, the hills of science,  
Top-notch technology abound  
Groomed and nurtured for great leadership  
In the world of competition.

Our rich culture, our heritage  
Excellence above challenges  
All rolled into one, to define our ways  
Of total knowledge for service.