

**NARRATIVE STRUCTURE AND IDENTITY CONSTRUCTION IN CHILD  
VULNERABILITY DISCOURSES IN OYO STATE COMMAND OF THE  
NIGERIA SECURITY AND CIVIL DEFENCE CORPS**

**BY**

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## **CERTIFICATION**

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## **DEDICATION**

To:

the pure innocence and vulnerability of every child;  
every child conditioned to a life of hardship; and  
my child, Damilola Foyinsola.

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My unreserved gratitude goes to God for giving me the strength to successfully complete this research. In those times of weakness, God's love bore me up and kept me going.

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## ABSTRACT

Child vulnerability which involves the susceptibility of a child to abuse can spring from the interface of harmful sociocognitive factors, evident in the discourse of Anti Human Trafficking and Child Protection Unit (AHTU) of the Nigeria Security and Civil Defence Corps (NSCDC). Previous linguistic studies on child vulnerability focused mainly on the syntactic, semantic and sociolinguistic perspectives of interactions between security agencies and survivors/suspects. However, little attention was devoted to pragmatic perspectives on interactions of child vulnerability. This study was, therefore, designed to investigate the narrative structure and identity construction in the Oyo State Command of the NSCDC, with a view to capturing the context types, narrative structure and role identity in the interactions.

William Labov's Narrative Theory, complemented by Stephen Levinson's notion of context and M. A. K. Halliday and Ruqaiya Hasan's model of Contextual Configuration, served as the framework. The descriptive design was adopted. The Oyo State Command of NSCDC was purposively selected because of easy accessibility to participants. Four officers of AHTU NSCDC and 53 child survivors of abuse between ages 5 and 17 years were purposively sampled because of their availability and suitability. Fifty-three sessions of interactions between officers of NSCDC and child survivors of abuse were audio-recorded. The data were subjected to pragmatic analysis.

The discourse was marked by two types of macro context: social context and cognitive context. The social context demonstrated the evocation of dereliction and destitution. The cognitive context projected four intensifying factors of abuse, namely age, poverty, naivety and dependence; and four protractive factors, namely impuissance, stealth, intimidation and seclusion. Both context types were marked by anaphoric and cataphoric references projecting the children's abusive experiences. The use of reference was evident in the use of person, time and spatial deixis mostly, against the sparing use of discourse deixis, suggesting injured memory of the children. The narrative structure featured Abstract (A), Evaluation (E) and Coda (C) as optional elements, while Orientation (O), Complicating Action (CA) and Resolution (R) were obligatory, with the catalogue: (A.) ^ O. ^ {CA. ^ [(E.)} ^ (R.) ^ (C)}. The role identity types were institutional and ad hoc. Both identity types featured Greeting (G), Identity Presentation (IP), Narrative Evasion (NE), Trust Establishment (TE), Participants Relationship (PR), Action Presentation (AP), Narrative Alignment (NA), Appraisal (A) and Closing (C). The generic structure catalogues evident in institutional and ad hoc role identity types were [G^IP.]^NI^{NP.^{PR.}}^{(NA)^{(A)^{(C)}}} and [G^IP^NE.]^{(TE)^{PR.^{AP.}}^{(NA)^{(A)}}, respectively. Institutional roles showed officers as interrogators, who inquired and probed, and investigators, who censured and indicted. Children, in their role as responders, recounted and answered; and as relators, they clarified and defended. For the ad hoc role, the officers acted as confidants, encouraging and assuring; while the children acted as confessants, revealing the details of abusive events.

The interactions of officers of the Nigeria Security and Civil Defence Corps with child survivors of abuse capture the interface of the Nigerian social structure and child exploitation.

**Keywords:** Child vulnerability, Narrative structure, Identity construction, Security discourse

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

Whatever constitutes the use of language is said to be discourse, according to Brown and Yule (1983). The use of language to suit specific contexts of language use affects the effectiveness of communication. Language is for exchange of ideas or experiences between the source/sender and the receiver. It constitutes the tool with which information is transferred from source to target and vice versa for the purpose of feedback.

Linguistics—the scientific study of language—is beyond the study of sounds, words and phrase/sentences. Many factors which inform the meaning and/or interpretation of an utterance altogether are considered as aspects of linguistics as language does not exist in a vacuum. The consideration of language users, place of language use, time of language use, the uniqueness of each language user, language acquisition/learning, etc are the reasons for such disciplines as semantics, stylistics, pragmatics, discourse analysis among others.

It is important to understand the context of language use to be able to adequately interpret and understand conversations since the various contexts of language use dictate the rules and mannerisms that are permissible. These rules, although covert in most cases, are well understood by the participants of the conversation. Every context of language use dictates its language peculiarity. In the use of language in interrogations, the participants clearly understand the conversational rules that apply and the patterns of conversation to follow.

One of the very numerous contexts of language use is in relation to the vulnerable child. This vulnerability makes them to be at the mercy of the adult in whose custody they are or find themselves at a given period of time. Violence against the child occurs at school, home, communities and many other places that should ideally be where they should be safe (UNICEF, 2017) and by people in whose care they should ordinarily be safe. To

protect the interest of the vulnerable child is the reason for the formulation of policies in favour of the child by the UNICEF, World Health Organisation (WHO), countries, NGOs among many others. These bodies acknowledge the need for the all-round security of the child.

Interactions which consider the world from the purview of gender have lately received a wide range of scholarly attention. Recently, gender issues generate a lot of engagements in social interactions both in the physical and virtual spaces. In science, social science, law, literature, studies and discussions abound in the domain of gender. Linguistics is not left out in this trend of discursive engagement. Some of the engagements tend to project the disadvantages of the woman/lady/girl vis-à-vis their male counterpart.

Even though the boy child is vulnerable, his vulnerability cannot be compared with that of the girl child. Beyond being a child, the girl child is more vulnerable especially in Africa. This is because she is faced with such challenges as child marriage, lack of education (Alabi, Bahah and Alabi, 2014; Etumabo, 2016), female genital mutilation (Alabi, Bahah and Alabi, 2014), physical and sexual assaults, among many others. Gender based violence is popularly considered to be to be synonymous to violence against the woman, according to Oladepo, Yusuf and Arulogun (2011).

Federal Ministry of Women Affairs (FMWA) (2004) provides an overview of the measures provided by the government of Nigeria to shield children against violence. The measures provided by Nigeria to protect children against violence are legal; new legislations as listed by Federal Ministry of Women Affairs (2004:4) are:

- The Child's Rights Act (CRA) 2003;
- Trafficking in Persons (Prohibition) Law Enforcement and Administration Act 2003;
- Ebonyi State Law No. 010 (2001) on the Abolition of Harmful Traditional Practices against Children and Women;
- Edo State Female Genital Mutilation (Prohibition) Law 2002;
- Edo State Criminal Code Amendment Law 2000;
- Bauchi State Hawking by Children (Prohibition) Edict of 1985 CAP 58;
- Cross River State Girl Child Marriages and Female Circumcision (Prohibition) Law 2000;
- The Sharia Penal Codes of Zamfara, Kano Kebbi, Kaduna and Sokoto States of Nigeria equally protect children against various forms of physical and psychological violence.

From the above, it is obvious that efforts to create legal protection for children are jointly carried out by the state and federal governments of Nigeria. Despite these efforts however, children, especially those saddled with socioeconomic woes, are susceptible to abuses.

Beyond merely enacting codes and laws, the Nigeria government, according to the Federal Ministry of Women Affairs (FMWA) (2004), established systems saddled with the responsibility of attending to child related issues only; they include:

- National and State Child Rights Implementation Committees;
- Child Development Departments in the Federal and State Ministries of Women Affairs.
- National Council of Child Rights Advocates of Nigeria (NACCRAN) as the umbrella NGO involved in Child Rights advocacy;
- Nigerian Children's Parliament, inaugurated by the President of Nigeria
- National Agency for the Prohibiting of Traffic in Persons  
(FMWA, 2004:9)

Apart from the establishment of institutions that attend to child related issues exclusively, there are also government institutions with specialised departments exclusive to child related issues. These institutions are mainly put in place for the maintenance of law and order in the society. These institutions are:

- Special Presidential Committee on Human Trafficking, Child Labour and Slavery.
- Federal Ministry of Women Affairs
- Federal Ministry of Labour and Productivity
- Federal Ministry of Justice
- Federal Ministry of Information and National Orientation
- Nigeria Immigration Service
- Nigeria Customs Service
- National Boundary Commission
- The Nigerian Police Commission

(FMWA, 2004:9)

Even though these institutions are more general in their purviews, there are units and departments created for the protection of children. FMWA (2004) reviews the involvement of children in combating the violence they are faced with following more sensitisation by the government of Nigeria and other corporate bodies. Also available are the efforts of nongovernmental agencies to this course.

Ending Violence against Children in Cross River: Priority Actions (2014) reveals that the launching of *The Year of Action to End Violence Against Children* was the response of the federal government of Nigeria to the findings of the research on Violence Against Children (VACS) in 2014; hence, the call of the president of Nigeria on the government of every state in Nigeria to launch their campaigns for the purpose of protecting children against all forms of violence. The response of all states to this call therefore is the formation of State Priority Actions. Priority Action (2014) summarises the efforts of the government of Cross River State towards ending violence against children. The efforts outlined include the making and implementation of policies in their judicial, educational, health among other sectors to avert and attend to violence; children empowerment; training for those working with children; etc.

No Author (NA) (2014) is a compilation of the strategies of the government of Ogun State towards the national policy on the eradication of child labour. It presents the institutional structure in place and the various roles played by each of the institutions. Also, it provides a review of the network of flow of information among child support partners, agencies, committees, etc and provides information on the protection of victims of child labour.

NA (2019) lists both the Nigeria Police Force and Nigeria Security and Civil Defence Corps (NSCDC) offices as places of complaint in the occurrence of gender based violence. It further presents a distinction between trafficking and smuggling, child labour and child trafficking. It states how victims of abuse can be spotted and presents a list of means through which trafficking in persons and gender based violence occur. It further presents the legal provisions in Nigeria on gender based violence, child/forced marriage, trafficking and so forth while also providing insights on the framework for response to issues on gender based violence and trafficking—health, psychology, law and security.

The security agency that later came to be known as National Security and Civil Defence Corps (NSCDC) was instituted in 1967 by the government of Nigeria in Lagos as Lagos Civil Defence Committee. It was set up to educate the public on security issues—safety from attacks, bomb identification, safety measures, what to do after an attack. It mainly began as a body providing safety measures and survival strategies against various forms of attacks or disasters. It basically protected people from threats, attacks and catastrophes during the civil war. It became NSCDC in 1970. In 1984, it became a national security

agency and in 1988, a major restructuring that birthed state commands among others as more responsibilities were added by the government to its previous responsibilities. It was statutorily backed by Acts Numbers 2 and 6 of 2003 and 2007, respectively. Anti-Human Trafficking and Child Protection Unit of Nigeria Security and Civil Defence Corps (NSCDC) is a unit designed to handle cases on child vulnerability. This unit focuses on the protection of the child which none of the studies has considered.

NSCDC was not only set up by the Nigerian government to protect lives including private and public properties, it was also set up to work with other security bodies in Nigeria for the prevention and control of crime (Sarki and Yau, 2019). NSCDC exists to sustain peace and help the civil populace especially in relation to security issues and civil matters. Section 3 (f) of the NSCDC Act (2007) provides that NSCDC can arrest, detain and investigate legal processes.

NSCDC has over the years been consistent in providing security and investigating civil matters. They refer cases on human trafficking to NAPTIP. They investigate civil matters and refer them to court. As backed up by Act 2 of 2003 and amended Act 6 of 2007, the officers of NSCDC are responsible for the protection of people in times of crisis; overseeing, supervising and monitoring activities of private security companies; securing local, state and federal government properties; arrest and detention of offenders; investigation and initiation of legal processes against offenders; alerting and protecting people and their properties in dangerous times; provision of rescue missions in times of danger; restoration and maintenance of law and order in troubled places; crime control; resolution of crises; apprehension of criminals; law enforcement and provision of intelligence reports.

For the detection of crime, Sarki and Yau (2019) present the three levels which the detection of crime entails. They are recognition of crime committed, the discovery of the accused and the gathering of proof to arraign wrongdoers. The principles listed above guide the activities of the officers of NSCDC.

Despite the rights of the child entrenched in the Child Rights Act of the Federal Republic of Nigeria and many other policies that serve to protect the interest of the child, it is obvious that violence against the (girl) child is still very prevalent. In Nigeria, of all the very numerous occurrences of violence against the child, very few are reported to security and

law enforcement agencies, especially the Nigeria Security and Civil Defence Corps (NSCDC); and in the few reports are certain linguistic peculiarities. Also, every use of language is situated within the confines of context and this influences the adoption of linguistic strategies for a successful language event. Language use is very important in communication. The peculiarity of the contextual use of language, the narrative styles of the (child) victims among others all hint at participants' identity and the narrative style adopted by the participants to meet interactional goals.

## **1.2 Statement of the problem**

Child vulnerability is a discourse that has attracted and sustained scholarly engagements from several perspectives. Cheney (2010) states that this discourse is often solely linked to poverty and economic downturns; thus, it undermines children's struggles and under-represents their vulnerability to the outside world. Pereznieto, Jones, Hamad, and Shaheen (2014) recognise other sources of child vulnerability as including lack of education, violence, and lack of care for children with disabilities. These researchers also reveal that although there have been social protection programmes to actively reduce poverty and vulnerability, these have not adequately catered for children and young people, because they seem to be invisible to policy makers and the designers of social protection programmes. Arora, Shah, Chaturvedi and Gupta (2018) show that vulnerability is a phenomenon that refers to possibly poor results, risks or danger. This problem is described as cutting across health, social, and family factors and these factors have their indicators of vulnerability.

The paragraph above shows that child discourse has received scholarly attention in sociology and linguistics. Scholars such as Levin (2008); Adekeye (2008); Cheney (2010); Hamad and Shaheen (2014); Folaranmi (2014); Tyoakaa, Amaka and Nor (2014); Alabi, Bahah and Alabi (2014); Andrew and Etumabo (2016); Nkhoma and Charnley (2018) present varying sociological factors which they consider as being responsible for the vulnerability of the child and the various outcomes. Through these dissecting factors, these scholars agree not only on the vulnerability of the child but also on the fact that the girl child is more vulnerable. In addition, the experience of the girl child is sociologically projected by the Federal Ministry of Women Affairs (2004), Offorma (2009), Priority Action (2014) and Arora, Shah, Chaturvedi and Gupta (2018). Thus, the vulnerability and

the causes of girl child vulnerability are highlighted as well as the inadequacy of the social protection programmes and policies; however, first-hand information on the highlighted challenges confronting the girl child is lacking. Hence, there is a need for scholarly engagement of their interactions on issues that concern them.

There are both local and international studies (Oyeleye, 1985; Ogunsiji, 1989; Farinde, 1997; Borum, 2005; Heckman and Happel, 2005; Hazlett, 2005; Kleinman, 2006; Oyebade, 2007) that have focused on the interactions of security agencies (with survivors/suspects). These syntactic, semantic and sociolinguistic studies have only explored information elicitation: others bear on interactions among security agencies, between security agencies and survivors. It has become essential to examine interactions between officers and child victims as the core of interrogation, not just for elicitation of information or connection to factors that promote the practice of child abuse but as means through which the practice has been entrenched or curbed/alleviated. This study, therefore, seeks to examine the narrative patterns and the negotiation strategies in the domain of Anti-Human Trafficking and Child Protection Unit of Nigeria Security and Civil Defence Corps (NSCDC).

In the light of the above, the sociological and linguistic studies of child vulnerability have focused on interactions between survivors and other parties, hence, relegating the narration of survivors. Little attention was devoted to pragmatic perspectives on interactions of child vulnerability. Examining this will ensure greater results and provide a better way to understand the problem of child vulnerability. The identity construction, narrative structure and interactive discursive bearings of these interactions are important to projecting the vulnerability of the child for the purpose of mitigating the same in Nigeria.

### **1.3 Aim and objectives**

This study aims at examining identity construction and narrative structure in child vulnerability discourses in the Nigeria Security and Civil Defence Corps (NSCDC) domain for the purpose of providing a better perspective towards understanding child vulnerability.

The research objectives are:

- i. to explore the contextual features which have engendered child vulnerability;
- ii. to account for the narrative structure(s) in the interrogations; and

iii. to identify the construction of identity in the interactions.

#### **1.4 Scope of the study**

This research is restricted to interrogative sessions between officers of Nigeria Security and Civil Defence Corps (NSCDC) and child survivors of abuse. This study bears on the conversational sessions between officers of NSCDC and child survivors of abuse. Only cases reported at or referred to the Anti-Human Trafficking and Child Protection Unit of Nigeria Security and Civil Defence Corps (NSCDC), Oyo State Command are considered based on accessibility. Sixty recordings of interrogative sessions were utilised for the purpose of this research.

#### **1.5 Significance of the study**

This problem of the child is described by Arora, Shah and Gupta (2018) as cutting across health, social and family factors all of which indicate child vulnerability; also included is the problem of the inadequacy of child related policies and social protection programmes. The importance of this study, therefore, is in its provision of scholarly engagement on issues bearing on the interactions of the child on factors that directly affect them as this will help to further understand the vulnerability of the child.

This research will serve as an additional reference for studies in forensic pragmatics. It will complement other studies in this area of language study. It will also draw more scholarly attention to gender studies and its relation to the use of language in child related cases. It will provide a model for future endeavours in pragmatic, sociolinguistic and forensic studies of child vulnerability.

#### **1.6 Conclusion**

This chapter is an introduction to the research. It provides the background to the study which gives an insight into the reason for the study. The statement of the problem highlights the research gap that the study intends to fill. It also contains the significance and scope of the study. It provides information on the aim and objectives that the research sets to address.

## **CHAPTER TWO**

### **REVIEW OF RELEVANT LITERATURE AND THEORETICAL FRAMEWORK**

#### **2.1 Preamble**

There certainly have been many approaches to the study of the interrogative interactions between security officials and their respondents as they relate to social, political, gender, family among other issues. The reviews presented in this chapter hence provide insight into existing studies in this line of research for the purpose of unearthing the use of language especially in its relation to this domain of language use. This is found at the core of the position of language in meaning realisation and in human unity and separation.

#### **2.2 Relevant concepts**

##### **2.2.1 Discourse**

Discourse, according to Stubbs' (1983) explanation, is the bit of language higher than the clause. This explanation, however, does not provide exactly what can be regarded as the unit above the clause as the clause constitutes the largest unit of language in the hierarchy of language. Palmer (1978) takes this a little further by differentiating between sentences and utterances. He associates sentence to competence and utterance to performance. Performance, therefore, is expressed in either writing or speaking which are always situated within context.

Brown and Yule (1988) regard discourse as the use of language. Further, Yule (1997) explains that discourse is in how people comprehend what they read and what is meant by what is said, effective participation in a language interaction and knowing what constitutes coherent and incoherent discourse. Language use in any field of discourse is referred to as discourse. It is safe, therefore, to say that writing or speaking of any form can be regarded as discourse.

A discourse is differentiated from another based on what it is about. Hence, for instance, any form of writing or speaking related to child is called child discourse; if the writing or speaking bears on gender, it is called gender discourse. The same applies to political discourse, religious discourse, media discourse and the like.

### **2.2.1.1 Gender discourse**

Gender studies consider the world from the purview of gender and an engagement of this concept is germane to the success of this study because the matter of gender is very central to the data as well as its analysis. A lot of imbalances exist in different domains of human (co)existence; power plays a major role in how these imbalances play out. The less powerful are often exploited by the most powerful (Bejerano, No Date (ND)). Usman (2015:1) observes:

. . . the culture has been the grim responsibility of women like other members of the underprivileged and downtrodden class, to fed, serve, work, and fight and even die for the privilege class.  
(SIC)

The observation projects that class oriented society tends to allow for the less privileged to serve the privileged in the society and be at their mercy. Women constitute the underprivileged serving the men who are the privileged in the society. Gender studies, therefore, stands as a very indispensable way of setting societal imbalances straight; for instance, restrictive gender roles are enforced on the girl child right from childhood (Folaranmi, 2014). It considers the way through which social beliefs attributed to being feminine and masculine are formed. Feminism has brought about a distinction between sex and gender. While sex is biological, gender is sociological. Some attributes, traits and behaviours are attached to masculinity and femininity. Gender studies consider the way these attributes are formed. It also considers how positions and social roles become tools for the differentiation between man and woman.

A person is not separate from his social roles and the position (s)he occupies. It is safe to say that everything that relates to human beings—clothing, career, education, colour, role, etc—is gendered. Gender is socially constructed (NA, 2019). Femininity and masculinity are imposed. The society expects a boy or a girl to conform to their gender roles as they grow up. It is for this reasons that the behaviours expected of them are ingrained in them

from childhood. For instance, a girl child who is full of energy is authoritative is scolded and made to believe that she is supposed to be meek and a boy child who is very emotional is told not to be effeminate as boys are supposed to be strong and not weak.

Alabi, Bahah and Alabi (2014) aver that women who decide not to go in search of paid employment so decide because of the limited opening for them which is bound by culture. Some employers prefer male to female employees. This is evident as some jobs especially those that require leadership and physical strength are deemed suitable for men while those that require hospitality and brand attraction are well suited to women. These beliefs exist in spite of the interest of the prospective employee.

On the flip side, the woman is made to believe that she is supposed to depend on the man for living. This is the reason that in some families, when some women decide not to work, the society accepts it as long as she has a husband to cater for her financial needs. The reverse is the case when the man decides not to work because he has a rich wife. Even if there is a mutual understanding between the couple about the finances, the society will view this as an anomaly.

Gender dictates the prospects and spells out the roles of male and female (Alabi, Bahah and Alabi, 2014). Gender imbalance is obvious in gender stereotypes which distort human perception. Some jobs are seen as naturally belonging to men and some others to women as a result just because they are male or female respectively without any regard for ability. The opportunities available for women are little compared to those of men and job opportunities dominated by men are more paying than those dominated by women (Alabi, Bahah and Alabi, 2014). Women are accorded high regard when they take up jobs popularly attached to men while men are looked down on when they take up jobs popularly attached to women.

According to Bejerano (ND) it is the more powerful versus the less powerful. The less powerful likes to take up the appearance of the more powerful. Hence, the reason women wear men's clothing and men do not wear women's clothing. Men's clothing such as trousers, jackets, face caps, T-shirts, etc are adopted by women.

Hierarchies exist in all spheres of human endeavour. Gender inequality is a major factor that strengthens asymmetry between men and women. The economic power of most

women is weak as a result of their lack of education. It is not surprising however, that women constitute two thirds of illiterate population in the world (Folaranmi, 2014). This gives the man some form of control over her as she depends on him for financial relief. The girl child is the victim of child marriage, early school dropout, among many others. It is important to know the vulnerability of the woman to these vices as they place the girl child at a disadvantage compared with her male counterpart.

Gender is heavily coloured by cultural and traditional practices. Even though gender roles are not assigned the same way everywhere, there is no society where males are less powerful than females (Alabi, Bahah and Alabi, 2014). Gender studies therefore exists to correct the structure of gender imbalances in the society (Bejerano, ND).

Radical feminism points out the family as the root of the oppression of women (Igube, 2004). Women are oppressed as a result of historical and social belief systems strongly influenced by cultural norms and factors. These beliefs further strengthen the asymmetrical relationship between the man and woman. Equal opportunities exist for the man and woman in places where there is more enlightenment on gender balance. In spite of this, the woman is often laid back as a result of some decisions that have been made on her behalf as a child. Factors such as limited education, child marriage, etc keep her below her male peers.

Levin (2008) writes on gender inequality in the nineteenth century England. Women were not treated fairly in their search for work in the era. She claims that the economic reality of the time created a wide gulf between the men and the women as men earned more and worked in a better condition. Prostitution afforded the women more power because of their ability to meet their needs with the proceeds of their prostitution involvements and ultimately, their independence. The prostitutes had the air of social influence around them which made them to be sent out of the society even though the society still needed them; their boldness was such that they could demand for the right to vote. Levin (2008:5) comments on the double standards of the time thus:

The view that men needed prostitutes due to their “animal instincts” was an accepted one, similar to the modern notion that “men will be men.” It was also believed that an intrinsic male quality provided legitimate justification for treating other people, such as women or Blacks, like worthless objects. Moreover,

marriage did not seem to offer a haven of sexual release for men. Within marriage the ultimate ideal of sex was reproduction, so birth control was frowned upon. This also meant that masturbation and excessive marital sex were seen as aberrant behaviour. In fact, there was a general consensus that men should not “impose their animal desires” any more than necessary, which would be once a month for preference, once a week if desperate, and never during the menstruation or pregnancies. Therefore, there was an imposed celibacy on a husband and wife for roughly six years out of the first twelve years of their marriage. The same doctors who recommended “release” with prostitutes for a single man would attend to a married man who was having passionless sex with a prostitute “with less derangement” than if he were having sex with his wife. This reaction was based on the belief that a husband spoiled his wife’s moral qualities by encouraging her sexuality.

The quotation above indicates that women were needed by men to be prostitutes because they helped men to act out their ‘nature’ which marriage failed to offer. Sex within marriage was primarily for reproduction. Sex even in the confines of marriage was supposed to be once to four times a month. Celibacy was imposed on married couples especially during menstruation and pregnancies. All these were to ‘prevent’ the man from ‘spoiling’ his wife’s morals. Feminism recognises such the disadvantages that women are faced with and seeks to place women in at a level playing ground with their men counterpart. It seeks to counter the sociocultural factors that engender gender biases. Feminism relates to the sociocultural attributes of being feminine. According to Bejerano (ND), it is a construct based on expectations, both a person’s own and those of the people around her. Femininity highlights such feminine attributes as being sacrificial, caring, kind, weak, neat, meek, paying close attention to their physical appearance among many others. Many girls/women are however very different and in some cases, they are criticised or scolded for not nonconforming; frequently, they are reminded of the unacceptability of their behaviours. Hence, the reason for such expressions as ‘Are you a man?’, ‘No man will tolerate that!’

Usman (2015) describes the condition of women as an unfortunate and sympathetic one filled with untold struggles especially in the capitalist economy of Nigeria. This is as a result of gender inequality in issues relating mainly to empowerment and education in the society. As expected, women are the worst hit by poverty and more so, women from rural areas.

Usman (2015) addresses the problem of poverty amongst women in Nigeria. This is based on the notion that most women are among the class of the underprivileged. He reveals the disadvantages suffered by this class of people especially those living in the rural area despite their priceless contributions to the development of the society. He highlights the need for the consideration of women in policy making, education, development, empowerment, skill acquisition, etc.

Some notions exist on masculinity which, like the ones on femininity, are based on mere stereotypes. Some of these notions are strength, power, leadership, domination, etc. The characteristics of some men are made to be the definition of all. The attended pressure for conformity that comes with it informs the adoption of an identity that may not be original to them.

The woman needs to be empowered for gender equality to be achieved. Even if the woman does not appear to be up to the task of measuring up to the man, her capacity can be built via education, training, etc. The woman needs proper involvement in decision making—especially those that concern her/directly affect her. Without proper empowerment, the woman may never be involved. Power and control go together and are wielded by the oppressors who will not willingly hand over to the oppressed. The oppressed need to acquire power and retain it. Similarly, an engagement of gender discourse is salient because the data for the study comprise only the female gender and many of the issues raised in the interactions are peculiar with this gender.

#### **2.2.1.2 The girl child in Nigeria**

The girl child is a female child who is less than eighteen years old (Offorma, 2009). The vulnerability of the girl child far outweighs that of the boy child. The girl child's life is that of disadvantage as she is trained to serve in the preparation for being given out in marriage to a man (Andrew and Etumabo, 2016). It is no surprise that child marriages occur every now and then in Africa with Nigeria topping the chart (UNICEF, 2017). These girls are mainly from rural areas and poor family backgrounds.

UNPFA (2012) considers the education of girls to be a means of empowering them. One of the challenges the girl child is faced with is lack of education (Folaranmi, 2014). The boy child is given more educational priority compared to his female counterpart. In many

parts of Nigeria, especially in the rural areas, there is the belief that the girl child is going to end up as a property to a man; the girl child is therefore exposed to minimal or no education. Hence, the society loses an opportunity for development hinged on gender balance and gender equality. The immediate gains and ignorance of the adults who are custodians of the girl child steer their (the girl child custodians') mind away from the need for the girl child to be educated to properly fit into the roles expected of her in the society (Alabi, Bahah and Alabi, 2014).

The root of the girl child's challenges is found in familial and societal culture and traditions (Folaranmi, 2014); Alabi, Bahah and Alabi, 2014). Denying the girl child her right to education is an ill to the woman and the society. Many girls do not go to school at all and the few that do are made to drop out because of early marriage. According to Andrew and Etumabo (2016), the education of the girl child is not given the required attention in Nigeria. Educating the girl child lessens illiteracy and promotes development as poverty is reduced and the strengths of the girl child are harnessed for nation building. It empowers and leads to an increase in their earning power as the value they bring to the table in their different spheres of endeavour is exchanged for salaries, wages, etc.

Some problems are peculiar to the girl child in Nigeria. Some of these, according to Alabi, Bahah and Alabi (2014), are domestic violence, sexual assault/abuse, trafficking, denial, female circumcision, child marriage, suspicion of witchcraft, abduction, homicide, sex labour, child labour. Custodians of girls believe that keeping them away from school is a form of security measure; the girl child is kept at home for protection against predators when in fact education is capable of shielding her and other girl children from these problems (Andrew and Etumabo, 2016). This is corroborated by Plan International (2019) thus:

Across the length and breadth of the country, girls are caught up in one crisis or the other—from forced marriage to being child brides, teenage pregnancy, kidnapping, child labour and rape.

The argument of Plan International is very clear on the vulnerability of the girl child. Girls are the primary victims of child marriage, teenage pregnancy, rape and child labour. Poverty is a major factor working against the education of the girl child (Andrew and Etumabo, 2016; UNICEF, 2017). Girl child education in families struggling to make ends meet get to suffer as the decision to educate some children of the family mostly favours

the boy child and works against the girl child. In the northern part of Nigeria, child marriage is still in practice. Parents therefore, do not bother to educate their girl child as they marry them off without the capacity of the child to make sound decisions with regards to marriage; most times, the decision/desire of the girl with regards to her life does not matter anyway! The girl child is made to drop out of school and in some cases, married out too early. Poverty is mainly the reason for this. Some facilities that could make her life better are inaccessible to her and some of which may affect her (reproductive) health (Folaranmi, 2014).

Furthermore, the girl child is an easy prey to predators because she is incapable of protecting herself. Just like every child, she is entrusted in the care of someone, in most cases, one, two or more adults for care. In most cases of abuse, the predator rides on this trust and abuses the child in some ways while also stopping the child from seeking help. In the process, some get into child pregnancy, unsafe abortion or early motherhood without any help. Some girls lose their lives in the process especially with the inaccessibility of quality healthcare in Nigeria.

The girl child is prone to such abuses as assault, rape, (sex) trafficking, child prostitution, child labour, etc. Rape and assaults often go together especially when she shows resistance before the rape; in some instances, she is murdered brutally while trying to protect herself. The girl child is also trafficked for forced labour and prostitution. Instances abound in which she is unaware that she is being trafficked as she is being lured with deceits and non-existent offers just to get her out of the protective surveillance of her parents/guardian. This is mostly entrenched in secrecy as enabled by her naivety.

### **2.2.1.3 Gender based violence**

Most perpetrators of such violence as child marriage, rape, battery, etc are men. Control and power are tools with which these acts of violence are perpetrated. Abuse of power is often found to be a feature in cases of assault. “Men from more powerful communities will be able to get away with physical assaults on women of less powerful communities; in these cases, there is often very little that men from less powerful communities can do to either control access to the women of their communities or seek justice when assaults have taken place” (NA, ND). According to Bejerano (ND), women are the recipients of the

violence through which men express their manliness. Gender based violence is seen in sexual harassment, child marriage, female genital mutilation,

Gender equality when well enshrined in societal and familial cultures will greatly guard against gender based violence. Equal opportunities, equal access to education, equal share of power, etc are features capable of spurring the much needed development in Africa. This relates to the assertion that gender equality brings about development (Alabi, Bahah and Alabi, 2014).

Gender based violence is considered to be as a result of poor educational, political, social and economic status of women (NA, 2019). The inferior status of women makes them easy victims of gender based violence. Gender based violence occur as a result of little or no regard for human right and abuse of power (NA, 2019).

#### **2.2.1.4 Child discourse**

Child discourse focuses on how children use and even acquire language in order to become a member of a wider society. This field has broadened in the last decade to explore language socialisation in communities that are both linguistically and culturally heterogeneous (Cook-Gumperz and Kyratzis, 2015). Child discourse is examined from various angles that cut across numerous language perspectives. However, it is first important to understand who a child is. Sikdar (2013) sees the many uncertainties around the definition of who a child is in spite of the 1989 UN classification of anyone under eighteen years as a child. His claims relates to the rising agitations of child rights activists that teenagers between fifteen and eighteen years are not eligible for employment. Also, *Duhaime's Law Dictionary* (2019: 190) provides some definitions of the child as:

a young individual who is under the legal age of majority, or who is the natural offspring of another. . . ;

a minor, an individual who is not yet an adult or who has reached the age of majority;

. . . someone too young to manage, wield, or otherwise possess the full gamut of legal rights and responsibilities, or be subjected to the sometimes harsh punishments thereof.

Such aspects of life as religion, marriage, and such likes are considered to determine whether or not a person can be referred to as a child. Despite the contrasting opinions,

some scholars agree that a child is a human being who is not up to eighteen years old (Alabi, Bahah and Alabi, 2014; USDE, 2015; AFCIC, 2019). AFCIC (2019) states that the physical growth or size of a child does not determine the age of the child; how big or mature looking a child is does not make him/her an adult who should be married or possess the ability to grant consent in sex. Children should therefore be protected and guided into making right decisions.

Children are often in the care of adults for some reasons and when children exhibit bad conducts, AFCIC (2019) maintains that they should not be stigmatised against; rather, they should be corrected. Whenever they are seen to be involved in behaviours that may harm them or jeopardise their future, they are supposed to be corrected. Looking away from them or telling other children not to have anything to do with them will not do them any good. All these go a long way to show how much influence the custodians of children have in shaping their future.

This influence/power some adult wield over the child is not without some disadvantages and one of which is that child marriages are conducted without considering that the child has a lot at stake. This kind of marriage arrangement is often made between a girl child and an adult man. Girls constitute the victims of this form of violence as she is married off to whoever wants her before she is mature enough to make life changing decision. Even as adults, people still struggle with the decision of whom to marry and as important as this decision is for many to make in some cases, the girl child does not even have a say especially in places of abject poverty where they are married off before they are able to think decisions for themselves.

Many children are denied their rights to basic education because of poverty. They are withdrawn from school and made to work for money to improve the finances of the family. The money which should be spent educating them is saved and they, in addition, work to bring in more money for the family. Often, those families do not realise that getting them out of school greatly weakens their earning power in the future.

Children most times are the recipients of violent treatment by adults because of their vulnerability. UNICEF (2017) declares that “violence against children occurs in homes, families, schools, communities and other places where children should feel safe” and observes that various forms of abuse is part and parcel of the daily experience of most

children in Nigeria. The sanity of the adult custodian of the child often determines the safety of the child in their care.

Decisions that relate to the education, life, and many other things that affect the lives of children are made by adults. It is important therefore to state that the quality of the decision made on behalf of the child by the adult is often limited by the information and experience their adult custodian is exposed to. Some of these custodians (parents/guardians) for instance are not even attentive to the needs of the children that are under them. Adekeye (2008) states the abuse of substance by parents as a reason for their inattentiveness to the needs of their children.

The efforts of UNICEF towards protecting the child against violence, exploitation, abuse, neglect, etc cannot be ignored. Their efforts are geared towards the formulation of policies and legislations on which the child will ride, provision of services to protect the child, putting responsive structure in place to attend to the needs of victims of abuse/violence among many others (UNICEF, 2017). The enforcement of all these still, does not reduce the vulnerability of the child.

Cook-Gumperz and Kyratzis (2015) establish that Ervin-Tripp and Mitchell-Kernan published the first book about child discourse in 1977. Over the years, children's learning process and their prolific use of pragmatics have been at the centre of this type of discourse. This was not always the case, as the pioneering studies, Ervin-Tripp and Mitchell-Kernan's (1977) *Child Discourse* and Och and Schieffelin's (1979) *Developmental Pragmatics* veered the direction of this discipline from how children overcome their incomplete grammatical system to studying a contextually embedded kind of learning.

Since the onset of child discourse, there have been various turns and developments; however, the current state of the discourse involves examining children within a more sophisticated social background which provides the enabling environment for such children to perform a role in the construction of this background. These contemporary studies on child discourse view context as a more robust phenomenon where children actively participate in meaning-making, instead of just having meaning transmitted to them via a one-way link. Hence, child discourse has come a long way from merely looking at acquisition to how children achieve self-relevance, sense, and establishment of peer culture

in these children's worlds. Cook-Gumperz and Kyratzis (2015) recognise two major domains of child discourse as adult-child discourse and child-child discourse.

In the different situations of family functions like dinners, television times, family talks, issues of power and control are raised. Children gradually become aware of the social order in the family because they see the adults around them set an example for them. So, overtime, they become aware of their roles as well as the roles of other people around them. Hence, "the child's identity is not a social given, not merely an expression of the social world into which she or he is born; rather it is realized through the interactive use of language" (Cook-Gumperz and Kyratzis, 2015:594).

Aldred and Burman (2005) describe the processes that should be undertaken when doing a discourse analysis of a child's language. The first stage of analysis is rendering the interview form of data into a verbal text which is not a straightforward exercise. While engaging in this process, the researcher already inadvertently performs some interpretive exercise; hence, there are sometimes more than one possible interpretation from these transcripts. After the text has been prepared, it is time for the researcher to elaborate on the text, determining meanings, connotations, connections and areas of significance. These researchers aver that working in a group provides a lot of results at this stage of a discourse examination.

These reviews on child discourse are very important to the current study because they provide a background into what has been done so far on child discourse, thus, exposing the lacuna in this area of language study. Since the current study is based on children who have been abused in different ways, these reviews constitute a necessary insight into what is required of the ongoing study.

#### **2.2.1.5 Child vulnerability**

The concept of child vulnerability is a common discussion in child development literature as well as children's rights literature; however, it is hardly ever well defined in these instances (Schweiger, 2019). In light of this, Jopling and Vincent (2016) define child vulnerability as "the outcome of the interaction of a range of individual and environmental factors that compound dynamically over time" (para. 1). For a long time, orphaned children (who have lost one or both parents) were the centre of aids and assistance from

international organisations. However, it was soon realised that the focus on orphans to the exclusion of certain children in health or family related predicaments was a problem. For instance, children are exposed to societal harms long before they lose a parent to an illness (Shah, Ajiang et al, 2022). Arora, Shah, Chaturvedi and Gupta (2018:2) write that:

In households affected by HIV/AIDS, children's vulnerability begins long before parental death. They may face dramatic changes in circumstances during the illness of a parent/guardian, as families navigate changing household finances and caring for a sick person in their midst for extended periods. As parental health declines, children may face increasing household adversity and rising levels of responsibility, including earning income, looking after sick family members and younger siblings, and exposure to exploitation and abuse, jeopardizing access to education and food security.

With about 2.2 billion children in the world today, there is a vast majority of them who lack parental care or who are about to lose it; these are the most vulnerable and marginalized part of every society. Coping with the demands of living too early in life makes them prone to danger (Slocker, Fernandez et al, 2022).

Cheney (2010) notes that child vulnerability, especially in Africa, is often solely linked to poverty and economic downturns, hence, undermining the struggles that children face on a daily basis and under-representing the problem of vulnerability to the outside world. Perezniето, Jones, Hamad and Shaheen (2014) recognise other sources of vulnerabilities facing children as including lack of education, violence, and lack of care for children with disabilities. This study reveals that although there have been social protection programmes to actively reduce poverty and vulnerability, these have not adequately catered for children and young people, because they seem to be invisible to policy-makers and the designers of social protection programmes.

Arora, Shah, Chaturvedi and Gupta (2018) show that vulnerability is a phenomenon that refers to possibly poor results, risks or danger. This problem is described as cutting across health, social, and family factors and each of these factors have their indicators of vulnerability. Table 2.1 shows the different indicators that can help decipher the vulnerable so as to identify them as quickly as possible and isolate them for proper care and healthy attention.

**Table 2.1: Risk factors and indicators of vulnerability in young people**

<b>Factors</b>	<b>Indicators</b>
Health related factors contributing to vulnerability	Any physical disability
	Any mental disability
	Major chronic illness include HIV
	Emotional or psychological problems
	Not cheerful, dull, not taking interest in play
	Constantly shows signs of not sleeping well
	Poor scholastic performance
	Poor attendance in school
	Drug abuse
Social factors contributing to vulnerability	Poverty – lack of food, clothes, shelter and education
	Lack of psychosocial and emotional support
	Poor personal hygiene or inability to engage in personal care
	Does not receive care, love, guidance and support
	Emotional, physical or sexual abuse
	Street children
	Minors trafficked into sex work
	Children in institutions
	Children in conflict with the law
	Children affected by armed conflict
	Sexually exploited/abused children
	Child labour
	Children in very poor households
	Refugee or displaced
	Marriage before the age of majority
	Unsafe environments such as informal settlements, lack of toilets
	Exposure to crime, gangs and drug use

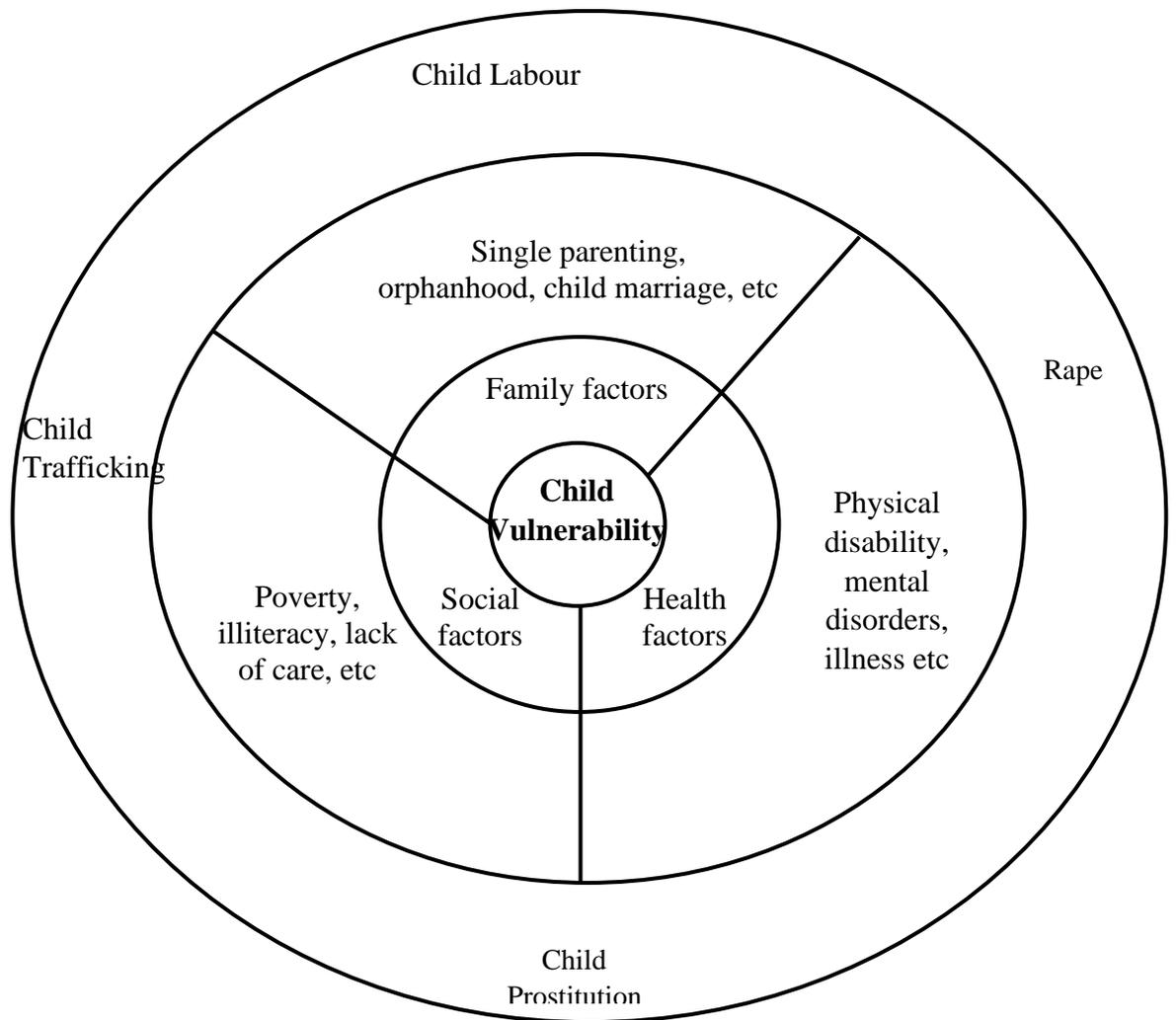
Family problems  
contributing to  
vulnerability

Caregivers unable or unwilling to care for the children  
Parents/caregivers who are alcoholic or drug abusers  
Children with parents in prison  
Low maternal age  
Unemployed or disabled parents  
Very old or frail parents/caregivers  
Single mothers  
Emotionally disturbed parents/caregivers  
Handicapped (physically or mentally) or chronically ill parents  
Overcrowded home or high ratio of children to caregivers  
Divorced/separated/single parents  
Abusive family/parents/caregivers  
Lack of parental guidance and direction

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**Source: (Arora, Shah, Chaturvedi and Gupta, 2015:194)** Arora, S.K., Shah, D., Chaturvedi, S. and Gupta, P. 2015. Defining and measuring vulnerability in young people. *Indian Journal of Community Medicine*. 40.3: 193-197.

Table 2.1 highlights some of the indicators of child vulnerability. The indicators above will easily help in projecting the vulnerability of the child. Some of these manifestations of the vulnerability of the child are discussed further and represented in Figure 2.1.



**Figure 2.1: Researcher's model of child vulnerability**

Figure 2.1 is a representation of the manifestation of child vulnerability. The diagram consists of circles and each of which is an attempt at portraying child vulnerability in the right perspective. It is visually explicit in the projection of the basis of child vulnerability. The outer circles are clearer manifestations of the factors in the inner circles. The bigger the circles become, the clearer and the more relatable the portrayal of child vulnerability becomes.

## **A Child trafficking**

Child trafficking is the mobilisation, transportation, relocation, sheltering or acceptance of any child with the intention to exploit them. This definition, though emanates from United Nations Palermo Protocol, has become the universal definition for child trafficking (International Labour Organization and Walk Free Foundation, 2017). UN 1989 Convention on the Rights of the Child defines a child as an individual who has not attained the age of eighteen. U.S. Department of Education (2015) equates human trafficking with modern slavery as people—male, female, young, old—are manipulated into sex work forced labour, etc.

The targets of traffickers are often vulnerable people. Children constitute the bulk of this set of people. Traffickers look out for children and young adults who are victims of poverty, isolation, abuse, neglect, violence, maltreatment, etc (USDE, 2015). These set of people are got through their relatives, family members, friends, close acquaintances and so forth with the use of false information, glowing promises, comfort, better opportunities, etc. In some cases, the custodian of the child is approached and presented with the offer while in some other cases, the child concerned is the one preyed on. It is however less startling that trafficked children are exploited, prostituted, forced into labour (NA,2019).

According to United Nations Office on Drugs and Crime (UNODC) (2012), in a universal report, 76% of victims of trafficking discovered in 2009 are girls and women. The report reveals that the result recorded shows an increase in the number of young girls from 13% in the report of 2006 to 17% in 2009 while on the contrary, there is a reduction in the number of women from 67% in 2006 report to 59% in the report of 2009. 57% to 62% of the people trafficked from 2007 to 2010 were found to be victims of sexual manipulation (UNODC, 2012).

Victims of sex trafficking are often isolated from any form of rescue. They live in fear because of abuse, threats and intimidation (USDE, 2015). Family members, ‘trusted’ friends, brothel business owners, etc all contribute to the occurrences of child trafficking.

## **B Rape**

The meaning of rape has changed significantly since the 1960s. It was widely taken to mean a woman forced to have vaginal sex against her will. This understanding of rape incorporated only what was conceivable within the discourse of sexual relations (Bassett, 2005). Consequently, a man could not rape his wife, and no consideration was given to the likelihood of the infiltration of anything other than the vagina. Eventually, rape was seen as little more than sex. The sex may have been unsolicited; however, it was only sex. Obviously, rape was not taken seriously; or rather, rape was not considered. The rape, for example, of another man's wife was only taken seriously as an affront to the husband, as the theft of virtue and honour (Bassett, 2005). It was generally believed then that men could not be raped especially by a woman (improbable) and definitely not by a man (unthinkable), as both were outside the common sense of the time.

A consideration of the etymology of rape reveals how its meaning has changed. The word, rape derives from the Latin *rapere*, which means to seize, snatch or take by force. According to Onions (1973), rape refers to the act of taking anything by force; violent seizure (of goods), robbery; the act of carrying a person (especially a woman) by force; violation or ravishing of a woman; to take (a thing) by force; to rob, strip, plunder (a place); to carry off (a person, especially a woman) by force; to ravish, commit rape on; to transport, ravish, delight. In the same vein, the word *rapine* means the act or practice of seizing and taking away by force the property of others; plunder, pillage, robbery; acts of violent robbery or pillage (Onions, 1973). Another word that refers to the violation of a woman is *vitate*. It derives from the Latin *vitiare*, from *vitium*, meaning vice, and can mean, to deflower or violate (a woman) (Onions, 1973). According to Bassett (2005), rape referred to a physical removal of a piece of property. Bassett argues that it is in this respect that rape could come to apply to women, the property of men. The seizure, according to Bassett (2005), could be of a woman's virginity, her chastity, her femininity, and therefore robbing the vessel (the female body) of its main worth -a reified honour.

Child sexual abuse was once believed to be very infrequent and carried out by a few psychopathic individuals (Reavey, 1998). For instance, in the UK, it was until the early 1980s that child abuse was acknowledged on Child/Protection Registers (Gillham, 1994). It was very difficult for a civilised society to come to terms with the sexual exploitation of children. According to Reavey (1998), in contemporary times, the media has associated child sexual abuse with an abhorrent *social* problem and recognised by social agencies and therapeutic workers as having a significant psychological impact. Its perpetrators have been described in the media as monsters or paedophiles. Demonising the perpetrators especially those who then murder their victims, according to Reavey (1998) is the nation's response to the 'evil' created by a few sick men, and if it is a woman the outrage turns to mass hysteria. Initially, child sexual abuse was associated with 'stranger' danger and single men. However, research has revealed a whole lot of people who have experienced some form of sexual abuse by a range of family members, raising the public profile of child sexual abuse as a 'significant' social problem, occurring across all social classes (Gillham, 1994).

From available studies, it is difficult to pin child sexual abuse to a particular definition, making it difficult to compare the prevalence rates. Usually, figures rise when broader definitions are employed and narrow when, for instance, only physical contact is used to represent abuse (see Russell, 1984). Reavey (1998), thus, submits that the rates of child sexual abuse in Britain are inconclusive. Large scale occurrence studies habitually focus mainly on women survivors in the general population, and it is predictable that childhood sexual abuse is experienced by around 12% of women in Britain compared to 8% of men (Ussher & Baker, 1993) compared to 27% of women in the USA (Finkelhor et al, 1989). Nevertheless, when the definition is widened to embrace other forms of abuse, such as verbal abuse and 'flashing' the rates have soared to 62% for women (Wyatt, 1986, cited in Pilkington and Kramer, 1995). Research comparing various cultural and racial groups has not revealed any noteworthy differences; for example, Wyatt (1985) compared African-Americans and White Americans for occurrences of sexual abuse but failed to produce any significant differences between the groups (Wyatt, 1985). Similarly, Arroyo, Simpson and Aragon (1997) also found that though there were no noteworthy differences in prevalence rates between Hispanic and non-Hispanic whites (27% and 33% respectively) there were

noteworthy differences in the acceptance of abuse by the survivors, with non-Hispanic white women being more unenthusiastic to name the abuse.

Nevertheless, there is some indication to suggest certain 'sub-cultural' groups do seem to abuse their children more. For example, according to Fontes and Hyden (1995), the cultural values held by Seventh Day Adventists in North America allow high rates of child sexual abuse because of their strict values over women and children. Generally, the figures recommend childhood sexual abuse is by no means the infrequent practice the developed world once led us to believe it was (Kelly, 1988).

### **C Child prostitution**

Child prostitution is an interpersonal interaction that involves the exchange of sex for something valuable (Dewey, 2012). The definition of value in this case depends largely on the person that offers sex for sale. Prostitution is an economic transaction. This corroborates the assertion of Benoit, Smith et al (2018) that prostitution is “payment for the exchange of sexual services”.

One common component that runs through the different definitions of prostitution is the commodification of sex—seeing sex an economic activity. For the seller of sex, one is inclined to say that poverty is primarily the reason for prostitution (Usman, 2015; Nkhoma and Charnley (2018). Poverty in this regard is the inability to afford the basic things of life: food, clothing and shelter. There is a measure of vulnerability in a person that sells sex. Financial hardship, gender inequality, deprivation, sexual molestation, poverty, peer/environmental pressure, dysfunctional family, misogyny, etc make women vulnerable to prostitution (Levin, 2008; Oyeoku, Nwoke, et al, 2014).

Nussbaum (1998) as projected by Benoit, Smith et al (2018) reasons that as much as prostitution involves the selling of sex, it is not so different from other types of goods and services which are readily available for sale in capitalist settings. This she argues involves the availability and buying of bits of oneself. Examples of the self that are usually sold include energy, time, skill, knowledge, among others.

Prostitutes in the nineteenth-century England were of great importance because they provided a sexual relief for both the married and unmarried men according to Levin (2008). The economic hardship of industrialisation made the decision to get married a difficult one

most especially for the men so, the prostitutes were there to meet their sexual demands; the soldiers who were not allowed to get married also had prostitutes at their service (Levin, 2008). The married men found succour in prostitutes as well because of their sexual perversions which was suppressed in marriage but expressed in their extramarital affairs with prostitutes (Levin, 2008).

There are two opposing views on prostitution: On the one hand, it provides a sex market for those in need of the service and a source of income for those that offer the service; the psychological and physical reason of which is the tag: 'sex workers'. On the other hand, it poses a problem to the society by encouraging extramarital affairs, and spreading social diseases (Nanni, 2018 and Benoit, Smith et al, 2018). Similarly, Benoit, Smith et al, (2018) project two opposing perspectives on what they refer to as "prostitution problem". The first perspective is the one that relates prostitution to gender inequality. Some of the various claims projected by scholars who share this perspective are that:

(1) prostitution is a patriarchal gender relation; (2) prostitution entails the selling of women's sexual self, not their labor; and (3) prostitution and trafficking are so closely linked that they are inseparable.

(Benoit, Smith et al, 2018:4)

From the above, they posit that prostitution is not the same as other labour because it is about gender inequality; it denies the woman the ownership of her body as she is open to exploitation, victimisation, etc. Prostitution is harmful because of its dehumanising nature which makes the woman a sex slave in a bid to survive. The second perspective links prostitution to social inequality; claims of which are:

(1) prostitution is a legitimate occupational choice for precarious workers in a neoliberalist capitalist societies; (2) men and trans sex workers face many of the benefits and challenges as women in sex work; and prostitution; and (3) prostitution and sex trafficking are substantially different phenomena.

(Benoit, Smith et al, 2018:9)

This shows that sex is a service which is available for sale like every other kind of service available in the labour market in a capitalist economy. The definition of prostitution by World Health Organisation (WHO) as presented by Oyeoku, Nwoke, et al (2014) World Health Organisation (WHO) defines prostitution "as a process that involves a transaction

between a seller and buyer of a sexual service (World Health Organization, 1998)". This definition of prostitution by WHO accounts for the sex buyer as well. So, whoever makes sex service/commodity available for sale or buys sex service/commodity in sex commerce, is called a prostitute.

In this regard, Benoit, Smith et al (2018) aver that prostitutes migrate for more profitable sex work the same way people migrate for more profitable job opportunities. This perspective reveals that there is no difference between sex work and any other type of economic engagement because all the features of labour in any kind of field is greatly expressed in prostitution.

Sex is sold by men, woman or children and bought mainly by men (Oyeoku, Nwoke, et al, 2014).According to Santhya, Jejeebhoy and Basu (2014:11) an appraisal of articles originating from different countries "indicates that 20-40 percent of females engaged in commercial sex (CS) entered this field as adolescents at a median age of 16 years (Silverman, 2011)".This brings to bare the problem of poverty and women (Usman, 2015). Vulnerability has been earlier mentioned as the common factor for the presentation of sex for money (Oyeoku, Nwoke, et al, 2014). This is the reason that child prostitution is a crime and the child prostitute remains a victim as she is incapable of granting meaningful consent to sex despite the fact that she exchanges sex for money (USDE, 2015).

Prostitution, according to Honeyball (2014) as presented by Nanni (2008:1) below, is a product of gender imbalance in the family, labour market, etc; it is

. . .the political, social and economic imbalance between genders that crystallized roles inside the phenomenon, such that the women provide sexual performance and men buys it just because of many inequalities between the genders. . .

Majority of people in prostitution are women and the reason for this is because of obvious patriarchy in the society (Benoit, Smith et al, 2018:9). Over time, research has found gender discrimination and resistance to gender-based violence to be reasons for involvement in commercial sex work (Levin, 2008; Nkhoma and Charnley, 2018). Some cultural contexts encourage gender inequality. Gender inequality is greatly expressed in the priority of boys' education over that of girls thereby restricting their (girls') chances at leading the lives of their choice. The reason often provided for the priority of boys'

education is that the education of the girl child amounts to a waste as she would soon be married off. This makes the girl child a victim of child marriage.

The choices of women are limited because of cultural beliefs and the restriction of the access of women to the resources that may make their lives better. To the public, prostitution poses a threat which needs the attention of stakeholders and the government (Oyeoku, Nwoke, et al, 2014). Aside getting involved in prostitution, women resort to begging, petty trade, terrorism, etc just for survival (Usman, 2015). Prostitution, therefore, happens to be one of the means of women's "response to the patriarchal order of the society; poverty, child marriage, child slavery and in some cases, greed lead to prostitution. Nkhoma and Charnley (2018) are of the opinion that the attempts made to encourage female sex workers to turn away from prostitution are likely going to fail for as long as the hold of cultural beliefs and practices that present the girl child as a second class citizen is disregarded.

Women are not the only ones involved in prostitution; there are male prostitutes as well. However, male prostitution is not much of a problem as much as female prostitution is. As revealed by Whowell and Gaffney (2009), male prostitutes are more in control of their sex trade and are protected against abuse.

Levin (2008) emphasizes Walkowitz's (1980) result obtained from "middle-class commentators" that links prostitution to familial fallout. The reasoning is that a dysfunctional family comes with some economic hardship which the woman may not be able to keep up with. The death of one or both parents, divorce, resistance to familial influence, desire for independence/autonomy, resistance to patriarchy and the financial pressure that come with all of these are factors she highlights as being responsible for their choice of prostitution.

Nkhoma and Charnley (2018) raise the need to understand the involvement of children in prostitution, they explore the notions of inequality and child protection for the purpose of guarding against child vulnerability. They present the background from which children got entangled in prostitution which are the death of parent(s), living in child-headed home and home in which no one has completed primary education, etc. Even with these reasons, girls are a little more vulnerable than boys. On this, the UN provides for the right of every child to be protected from sexual and every form of vulnerability. They (Nkhoma and Charnley,

2018) submit that children are drawn into prostitution because of poverty, patriarchal order, child slavery.

The commodification and exploitation of the body of the woman is a product of inequality and patriarchy where men feel entitled to the body of the woman for the satisfaction of their sexual urge (Levin, 2008; Satz, 2010). Some other thoughts draw on prostitution as the woman's way of wielding more power that comes with their ability to control their lives and make money on their own terms. However, one cannot ignore the patriarchal undertone in prostitution in the sense that it (prostitution) is supplied because of the leisure demands of the man (Levin, 2008).

Teenage girls are often victims of sex trafficking because of their consciousness of their sexuality that comes with the stage. Their desire to explore and gain some 'freedom' from the grasp of their parents contributes to this. According to USDE (2015), getting the child out of the grasp of sex traffickers could prove to be a challenge because of fear, shame, the control of the trafficker and ignorance of their victimization.

Prostitutes are exploited and abused. This exploitation is primarily economic (Benoit, Smith et al, 2018). As appealing as the sound of criminalization of sex work is, it basically exposes the vulnerability of sex workers such that in the face of exploitation or health challenges that come as a form of hazard to their work, they are unable to contact the police or health worker respectively for immediate help because of stigmatisation.

Prostitution, according to Levin (2008), sprang up and became common as a result of the industrialisation of England. The attendant economic hardship that characterised the period led a lot of women into prostitution. Women were greatly discriminated against as they were hardly offered jobs and when they were, they were not paid as the men were. The obvious gender discrimination of the period was economically challenging for the women and it created a wide social and financial gap between the men and women. To bridge the gap, there was the commercialisation of sex where men demand and women supplied sex to measure up to the demands of the industrialised society.

It, however, cannot be assumed that people choose to be involved in prostitution; some are tricked into it. They are trafficked through promises of jobs which will grant them access to better living conditions. USDE (2015) reveals that recruiting a child into sex work is

automatically classified as child trafficking is the use of a child for sex commerce is illegal in almost all the countries of the world and it comes with its devastating effects on the child. Nkhoma and Charnley (2018) record that people are mostly lured into prostitution with promises of employment as maids, bartenders, sales person, etc. These promises of employment are used to lure them in and upon getting in, they realise that they have been sex trafficked; the reality of this often dawns on them at the point of no return.

There is the need for gender equality and women empowerment to combat child marriage, girls are victims of domestic violence, early dropout of school (Usman, 2015; Benoit, Smith et al, 2018). Benoit, Smith et al, 2018 reveal that circumstances leading to getting into prostitution are out of the control of the ladies. Prioritising the education of the girl child, parental attention and protection, gender equality among many others are basic needs of the girl child.

According to Nanni (2018), feminists have opposing opinions on prostitution. This has engendered the supply of various classifications in an attempt to define these differing views in this regard. Nanni (2018:5) summarises these classifications said to revolve “around a polarized argument” thus:

Radical Feminists vs. Sex Radicals (Scoular, 2004), Sex Positive Feminists vs. Anti-Sex Work or Abolitionists (Lerum, 1998; Wahab, 2002), Prostitutes Rights vs. Feminists Against Systems of Prostitutions (Simmons, 1998), Social/Marxist vs. Radical feminists (Monroe, 2005), and Sexual Equality First vs. Free Choice First (Jolin, 1994) . . . According to Simmons, as well as other scholars (Jolin, 1994; Lerum, 1998; Scoular, 2004) the main questions dividing these two groups of feminists are: whether prostitutes are coerced victims or entrepreneurs and empowered whores.

This divide cannot be ignored in the quest for a proper understanding of both positions. One may ask if the people involved are prostituted or prostituting. The power of volition is very important; from this can the argument on gender inequality emerge.

Liberal feminists argue that prostitution is a job—a means of generating income. In this regard, prostitution is seen as a choice the same way other professions are chosen. It does not end there: they see it as a product of the victimisation of women and the oppression

that come with gender discrimination in the society. In this case, they see prostitution as an escape from the ‘toxic’ secular world.

The radicalists also believe prostitution to be a product of gender inequality; “a form of sexual slavery” of some sort (Nanni, 2018). They see prostitution as dehumanising based on the commodification of the body; the lack of value placed on the body making it to be regarded as an article of trade. To them, women are left with no option than to be involved in prostitution because of the dominant position(s) occupied by men in the society. They regard prostitutes as victims of violence against women. Those in support of this perspective agree that sex in prostitution is one sided as the one who buys sex gives money in exchange for it (Benoit, Smith et al, 2018).

Feminists regard prostitution as a gender problem while the public consider it to be a social problem (Nanni, 2008 Benoit, Smith et al, 2018). According to Oyeoku, Nwoke, et al (2014), prostitution is surrounded by a lot of controversies in the midst of which prostitution still remains a global issue. The problem of prostitution has brought about different policies and engagements by the government, nongovernmental organisations, social and other interest groups. These policies range from the prohibition, regulation and liberalisation of prostitution depending on the leading feminist position among others (Nanni, 2018).

In combating the menace of prostitution, there is the neo-abolitionist approach which Raymond (1996) says involves punishing the act of sex selling. In this regard the person making sex available for sale is punished. On the flip side, Whyllie and Ward (2017) and Benoit, Smith et al, (2018) claim that the neo-abolitionist approach involves putting a punitive measure in place against those that buy sex. Similarly, other opposing models—neo-prohibition and neo-regulation—have emerged and have been adopted by some European countries (Nanni, 2018). Neo-prohibition condemns the demand for prostitution; sex buyers are made to face the law as there will not be services to render if the services are not in demand. Neo-regulation supports the formulation of policies that protect prostitutes from violence, exploitations, social diseases, etc. It does not restrict prostitution because it is seen as sex-work being “an economic and social entity” (Nanni, 2018: 8).

Benoit, Smith et al (2018) highlight the restrictive policy which provides some regulatory measure and legislation for sex work. This involves restricting them to a certain area,

provision of security, legal cover, benefits, licence issuance, etc. As much as this does not completely eliminate the stigma of providing a sex market, it provides for them some sense of belonging as they are made to pay tax and enjoy a measure of self-worth as they see themselves contributing to the economy of their country. In Dutch, these measures have also in some ways, chocked sex sellers out of sex work because despite paying their tax, they do not enjoy the special benefits; it also blurs out the prominence of sex work (Benoit, Smith et al, 2018).

The decriminalisation of sex work is fully in practice in New Zealand and Australia (Benoit, Smith et al, 2018). Regulations that prioritise the safety and the health of sex workers are in place to protect their interest. Also, the people who go into sex work are controlled to eliminate child prostitution, human trafficking, sex slavery, among others.

Nussbaum (1998) speaks for the welfare of those in prostitution. He argues for their protection by the law and for gender equality. The reason is because “sex work “offers just enough money, stability, autonomy, and professional satisfaction” and “provides a meaningful option in the quest for a job that provides autonomy and personal fulfilment” (Benoit, Smith et al, 2018:10) regurgitating the argument of Rosen and Venkatesh (2008).

Levin (2008) explores the nineteenth-century England and reveals that with the industrialisation of England came some problems as farm workers moved to the cities for jobs. The study reveals that the lack of adequate regulations and labour rights of the time led to marginalisation (especially) of the women. To meet up with the economic demands of the time, some women turned to prostitution; even working class women were involved although casually. The paper is an exposé on the economic hardship that prevailed in the time, the quest for financial independence which made the women go into prostitution and the double standards of that existed in the definition of sex and sexuality.

Nanni (2018) examines the nexus between feminism and prostitution. The research presents the differing views of feminism on prostitution and government policies in this regard. It further presents the approaches adopted by some European countries towards solving the problems that arise from prostitution with reference to public opinions. It submits that despite these policies, there is still a close knit in violence against women and prostitution.

It is important at this point to note that prostitution is a choice but for a child under the legal age of consent, it is not. In this line of thought, Benoit, Smith et al (2018:12) see it “as an economic activity that involves choice of many participants but vulnerability and exploitation for some”. This is to state that not everyone will view prostitution the same way as perspectives differ.

Oyeoku, Nwoke, et al (2014) examine the prevalence of prostitution in higher institutions situated at southeastern part of Nigeria. They find prostitution to be high in practice among undergraduate students of southeastern universities of Nigeria; they record higher occurrence in state universities than in federal universities. They find that prostitution has a direct negative impact on the students of the institutions they sample.

Digidiki and Baka (2017) take a look into the attitudes of people in relation to prostitution in Greece. They sample the opinion of 624 participants—male and female. They reveal that most of the participants see prostitution as a harm to the society. Male participants display positive attitude to prostitution; this was linked to their previous patronage of prostitutes.

Nanni (2018) examines debates on prostitution while presenting differing opinions on the phenomenon. The study brings forth various opinions on the regulation and/or liberalisation of prostitution while projecting the thoughts of feminists on prostitution. This research finds no relationship between public opinion and feminist theories.

Benoit, Smith et al (2018) work on projecting the two positions of scholarship on prostitution. This is for the purpose of projecting the claims of each position and examining what has been done with regards to prostitution in the light of each perspective. They project their belief. While overall trend globally has been to accept the first perspective on the “prostitution problem” and enact repressive policies that aim to protect prostituted women, punish male buyers, and marginalize the sex sector, we argue that the strongest empirical evidence is for adoption of the second perspective that aims to develop integrative policies that reduce the intersecting inequalities sex workers face in their struggle to make a living and be included as equals.

## **D Child Labour**

Child is defined as any work that deprives a child of their childhood, their potential and their worth, and is also injurious to their physical and mental development. Furthermore, any work that prevents a child's education is also considered to be child labour (International Labour Organisation, 2002). Child labour has been in existence for long especially in families that practise agriculture; children are made to weed, pick up harvests, go grazing, milk animals, feed animals, clean up animals' messes, etc. As difficult as it is to discuss, reasons for child labour are poverty, family instability, underdevelopment, cultural practices, (Adekeye, 2008). Adekeye (2008:32) relates child labour to:

. . . any activity, economic or non-economic, performed by a child, that is either too dangerous or hazardous and/or for which the child is too small to perform and that has the potentials to having negative effect on his/her health, education, moral and normal development. (SIC)

Adekeye (2008) presents the position of ILO on child labour which he says has nothing to do with household chores, assisting in family business or farm, training activities, etc as long as it does not negatively affect his/her education, health and morals. USDE (2015) in the same vein affirms that there are legal engagements for children. Hence, giving out children to work as helps, hawkers, prostitutes, labourers, etc would amount to child labour. The outcome of this is physical, psychological and emotional illness of the children as they endure harshness they are faced with. The study shows that factories and plantations engage the labour of the children because it is cheap.

The exposure of the child to street hawking for instance exposes the child to a lot of harm (Adekeye, 2008). As they relate with other children, they are led into such bad habits as substance abuse, alcoholism. Some are trafficked and exposed to prostitution. Female children among them are more vulnerable as they get raped, assaulted (USDE, 2015). The occurrence of accidents on the roads also makes the child vulnerable to being run over by fast moving vehicles.

In the context of child labour, age restrictions is as prescribed by the Child Labour Act of 1986. The definition of the child according to the 1986 Child Labour (Prohibition and Regulation) Act is "a person who has not completed 14 years of age" (Sikdar, 2012). Children under age 14 according to this act are not supposed to be employed as they are

exploited because of their inability to understand their worth. They hence become easy victims of labour trafficking.

USDE (2015:2) explains the forms of labour trafficking or forced labour thus:

Labour trafficking or forced labour can take many forms, which include bonded labour or debt bondage, where a child incurs a debt he or she is never able to pay off, or involuntary domestic servitude, where a child is forced to work in someone's home for long hours with little or no pay.

Labour trafficking manifests in form of child slavery (USDE, 2015); the child is made to work extra hard for little or nothing and often lives with a non-family. This is not just about overworking the child for some paltry sum of money; the child labourer often works in terrible conditions and is often not presented with the option of leaving. 2003 Child Rights Act of Nigeria is not in support of child labour

The government is making efforts to improve child education. Andrew and Etumabo (2016) highlight the Universal Basic Education Programme which subsidises education, the introduction of free and obligatory primary and secondary education, the passing of the child rights act, etc as part of the efforts of the different levels of government to improve child education. They claim that these efforts prevent the availability of the child for labour.

The reviews and discussions above provide an insight into the current state of literature where child vulnerability is concerned. These reviews portray the importance of child vulnerability as a discourse and expose the lacuna in scholarship where this concept is concerned. Thus, it sheds light on the significance of the current study.

### **2.2.2 Pragmatics**

Pragmatics is language use in context. It examines the practicality of the use of language and accounts for such features as are beyond linguistic signs and symbols. Leech (1983) defines pragmatics as the study of how language is utilised in communication. It explores the thought processes that trigger the interpretation of utterances as well as the inferences that are made in communication. This discipline covers a higher level of enriched meaning interpretation than what obtains in semantics and it explores language as it is actually used on a specific occasion (Thomas2014). In other words, pragmatics studies context-

dependent parts of meaning which are contained within the linguistic forms of speakers (Horn and Ward, 2004 :1).

In dealing with language use in interpersonal communication, pragmatics delves into examining the choices that speakers make as well as the alternatives and limitations which apply to specific types of social interaction. It also studies the effects of language use on the participants in a speech event. This is to say that pragmatics involves the study of not only the use of language in a context but also the effects of the use of language on the language participants.

In the middle of the twentieth century, two opposing groups emerged from the analytic philosophy of language. The first camp was the ideal language philosophy which contained the pioneers who were originally interested in studying formal languages. Their followers applied their methodologies to studying natural language and this gave rise to contemporary formal semantics. It was a discipline established by logicians, philosophers and grammarians. The other opposing group was made up of ordinary language philosophers who decided that certain essential characteristics of natural language were missed out in the formal semantics approach. This group clamoured for a more descriptive approach and reiterated the pragmatic nature of natural language as against the formal language. Their work gave birth to contemporary pragmatics (Recanati 2006). The origin of pragmatics can be traced to J.L. Austin and his William James lectures in 1957. The first theory—speech acts—was publicised in these lectures.

As a subfield of linguistics, pragmatics has some forms of linguistic studies subsumed under it. These include speech acts theory, pragmatic acts theory, presupposition, conversational implicature, politeness, deixis, talk in interaction and so on. These sub-disciplines emphasise the importance of a range of factors to meaning derivation and these factors are the contribution of context, pre-existing knowledge of speakers, the perceived intention of the speaker and a host of other factors. Hence, meaning derivation under pragmatics goes beyond just meaning transmission based on structural and linguistic knowledge of the speaker and listener. The encyclopaedia of language and languages (1990:310) also provides a definition of pragmatics as:

The study of language from the point of view of the users, especially of the choices they encounter in using language in

social interaction, and the effects their use of language has on their participants.

Specifically, Yule (1996) shows the scope of pragmatics to contain four aspects and these are the study of speaker meaning, the study of contextual meaning, the study of how much more is communicated than is actually said and the study of how relative distance is shown.

## **2.3 Review of previous studies**

### **2.3.1 Previous studies on interactive sessions of security agencies**

Various studies exist on the interactions between security personnel and their respondents (survivors, suspects, accomplice, etc). It is important nonetheless to examine these works. The reviews will help to properly situate the current research in the midst of existing studies.

Oyeleye (1985) examines the use of English language in the Nigeria Police Force. His study focuses on the communicative competence of policemen. Replete in the data analysed are ungrammatical constructions. These, according to him, reveal the communicative incompetence of the policemen. He however did not address their competence in English language in relation to the educational attainment of the police officers.

In the same vein, Ogunsiji (1989) studies the language of the police in Ila Local Government Area of present Osun State. He asserts that language is social and functional. With the application of some theoretical tools in speech acts, sociolinguistics, semantics and pragmatics, he discovers that the variety of English adopted by the police is mainly to meet communicative goals; he refers to the variety of English adopted as occupational variety of English. The study is however silent on the specific steps through which communicative goals in the use of language by the police can be assessed.

Farinde (1997) presents a study on police-accused interactions. He delves into the intention of each speaker while examining the topics of each interaction from the data which he obtained from three police stations in Ondo, Ondo State. The data analysed show instances of the use of communicative acts by the police. While the investigation of speaker intention in relation to the use of communicative acts is commendable, the study fails to assess how this helps to meet their communicative goals.

Borum (2005) reviews the theories adopted in educating information. With theoretical tools of persuasive message production and negotiation theories, the paper reveals theories adopted for educating information, means of increasing cheerful supply of information, how to subdue resistance, the effect of forceful education of information and issues in educating accurate information. The paper clearly states the distinctions between the features and goals of police interrogations and those of the military. The study is however silent on the reasons for the style of information education adopted in each of the domains as this will provide a proper perspective towards understanding the styles.

On educating information, Heckman and Happel (2005) present a survey of mechanical detection of deception. They explore various means through which deception can be detected which were presented under two broad classifications: the psychophysiological mechanisms and the neurological mechanisms. They (Heckman and Happel, 2005) project how the mechanisms aid detection of deception in interrogation. The psychophysical mechanisms highlighted are close observation of autonomic and somatic changes, polygraph, extralinguistic cues (facial expressions, voice stress, saccades, eye blinks and fixations), electrogastrogram (EGG), radar vital sign monitor (RVSM), thermal imaging, the use of truth serums. The neurological mechanisms projected are the use of Transcranial Magnetic Stimulation (TMS), Functional Near-Infrared Spectroscopy (FNIRS), Functional Magnetic Resonance Imaging (fMRI), Positron Emission Tomography (PET), Magnetoencephalography (MEG), Electroencephalography (EEG) for the detection of deception. The exploration of the mechanical means of detection of deception is very important in projecting the contribution of technology to forensic studies. However, these technological breakthroughs are not without their shortcomings, for example, polygraph tests sometimes fail. This is because they rely partially on the fluctuation of heartbeats and blood pressure, whereas these features are not always a result of deception or falsehood, but may also be caused by other emotional changes like sexual arousal or shock. Therefore, researchers must be careful not to completely rely on these techniques.

Similarly, Hazlett's (2005) work on the detection of deception carefully examines what interrogators know against what they think they know which bears on the use of translators in interrogations and an evaluation of their role in the detection of deception. He projects that deception can be detected by watching out for some behavioural signals which he

claims to be unlimited and unreliable. He recommends an affirmation of the behavioural signals information provided in this regard with more research. The outcome of the study is silent on the influence of translations on interrogations as stated earlier in the onset of the research.

Kleinman (2006) in his “KUBARK counterintelligence interrogation review: observations of an interrogator” explores the approach of KUBARK interrogators to interrogations. He lists the interrogation models adopted while also presenting the emotional components of an interrogator. The importance of a good interpretation of nonverbal cues is also highlighted. The research shows that each case is unique making interrogation a complex process, hence, the need for the understanding of nonverbal cues and the need for mapping out approaches suitable to each case. This study appears to only scratch the surface as these approaches are only highlighted without any information on their effects on interrogative outcomes.

Shapiro (2006) describes negotiation concepts that aid information education. While exploring ideas that aid information education, the study provides a review of negotiation strategies that may be considered; they are, what he calls, “expanding the pie, dividing the pie, framing an offer, and improving the negotiating relationship” (Shapiro, 2006). Given that information education is a complex process, he seeks collaboration with experts for further exploration of negotiation strategies. As obviously acknowledged by the author, further studies are indeed required in this regard as negotiation strategies differ from one context of information education to another.

Furthermore, Rowe (2006) highlights practical concepts and tools from negotiation theory for those that educate information: identifying those that have their interests at stake; knowing what the interests are; assessing the power sources at the disposal of each party; developing options to be explored when/if need be; strategising with interrogating team and assigning responsibilities to each person on the team. He recommends that a coalition of information educators and people who belong to other intelligence body be formed, that more than one person be assigned to interrogations, that the use information provided be tracked and that interrogations be approached with more professionalism.

Oyebade (2007) examines the pragmatics of English usage in police communication in Ibadan. He considers the use of English in the Nigerian Police Force. He examines the

conversation in the interactions of the police and finds instances of presupposition, context, mood, implicatures, beliefs, speech acts and deictics. The approach of this study to the use of language is pragmatic, projecting the use of language in context. The approach of this study provides a theoretical leaning to what the current study is about.

On the discursive patterns of conversations between police interviewers and women reporting rape, MacLeod's (2010) thesis comes handy. This he explores using the UK Police Force as a case study. He adopts discursive psychology and conversation analysis as theories which expose how interpretations are formed and how interactional negotiations take place. The expositions on interactional negotiation highlighted by this study provide an insight into how women who report rape are perceived. The study provides a ready tool for the exploration of role adoption in relation to the achievement of communicative goals

Beyond just procedural interactions, Meissner, Redlich, Bhatst and Brandon (2012) see the need for effectiveness of the interactions between the police and suspects. They highlight two major means of eliciting information from suspects: the information-gathering approach and the accusatorial approach. They find the information-gathering style of eliciting information to be effective in interviewing suspects. This study provides a background on information gathering in relation to information elicitation which is the data for the current study. However, their classification can be considered quite restrictive; a good instance of an approach that does not fit into their grouping is empathy, where an interrogator is neither accusing nor overtly requesting information, but can still elicit information from the suspect. In fact, according to Rolle (2015), interrogation styles could be abusive, persuasive, or aggressive.

Knowing that interpreters play a major role in communicating meaning, Terebo (2012) highlights the role of interpreters in police-suspect interactions. She weighs their educational attainment against their level of performance and finds that the level of education attained does not match their ability to interpret correctly. She sees this as a problem because information not well interpreted may place suspect(s) at a disadvantage, hence, the need for appropriate interpretation. Communication is aided when meaning is effectively passed on from one language to another especially when there is language barrier. This is very crucial to the interpretation of data in the current study as participant

sometimes require interpretation for communicative goals to be fully met. This study however, fails to recognise that language colours and influences information as well as its impact on users; these colorations and influences do not always transit properly from one language to another and this is not always the interpreter's fault. Furthermore, considering that this is the core of the study, it is not enough to have identified that interpreters' qualifications do not match their skills, the study ought to have gone on to attempt to unveil the reason(s) for this.

Styles adopted in interviewing cases of sexual assaults go a long way to either encourage or discourage people from reporting cases of sexual assaults. It is in this regard that Davis (2013) reports that sexual assaults are underreported mainly because of investigators' interviewing methods. Davis (2013) adopts a qualitative approach to the study and presents the situation in Las Vegas. The research shows that investigators cause further trauma by their resistance to adopt sensitive style of interviewing. Interviewing styles for the purpose of eliciting the required information is crucial to the current study. Perhaps, the study could have provided much more assistance to the public by proposing detailed procedures of how sexual assault victims should be interviewed so that investigators can find something practical to follow in similar instances.

From an emic perspective, Rolle (2015) presents an inquiry into detectives' interrogative styles. She also delves into the reason for the choice of the interrogative styles detectives choose to adopt. The study finds that detectives adopt persuasive, aggressive and abusive techniques to elicit information. This, she claims, they do without any consideration of their psychological effect on the other party. Although these identified techniques are not exhaustive, they provide an insight into what the data for the current study could be characterised by.

Ajayi (2016) examines (im)politeness strategies in police-suspect interaction with the use of Brown and Levinson's and Culpeper's impoliteness theory and Fairclough and Wodak's critical discourse analysis. With focus on ideology, he presents how the police go about their interactions with suspects. With the data from SCID, Iyaganku, Ibadan, he is able to establish the difference in the interactions between the police and suspects who are uninformed (low profile suspects) and the interactions between the police and suspects who are informed (high profile suspects). The classification is made based on suspects'

exposure to formal education. The work also provides insight to the use of (im)politeness in police-suspect discourse as clear instances of impoliteness were found to be in use. The communicative strategies projected in this study are some of the strategies this study intends to examine in line with the construction of identity, however, the study fails to identify that suspects' level of education may not be the only the only factor responsible for their classification into profiles. There could be other factors like how much influence the suspect wields or their economic and social status.

Akinrinlola (2016) examines the structure of questioning patterns and discursive strategies in police-suspect interactions. Pragmeme and critical discourse analysis constitute the theoretical framework for this study which finds the interrogations examined replete with instances of rapport building, reference making, deixis, polar questions and wh-questions. Instances of the use of discursive strategies come to play in power relation through the use of linguistic and paralinguistic strategies. Although the study does not provide ample instances of these paralinguistic strategies, examples of the linguistic strategies constitute some of the tools with which the current study will situate structure and identity construction.

Spoken statements are as important as written statements; hence, Aina (2016) investigates the written statements of complainants, suspects and witnesses. She applies a modified version of Mey's pragmeme to identify the use of practs to the statements analysed. The study finds that in police investigation room discourse are practs that are threatening, warning, and conspiring. The study also finds in the data instances of the use of speech acts, relevance, reference, sociocultural beliefs, socioreligious beliefs and social situational knowledge and the implications of their uses – these form some of features that the current study seeks to explore. However, the written medium of this data delimits the extent of analysis that could have been carried out on it, as it lacks such situational contexts and information that could have provided a richer analysis.

Ajiboye (2018) presents the discursive negotiations in university law clinics in southwestern Nigeria and establishes the nexus in identity, justice and ideologies in the interactions. He considers the use of discourse historical approach and parts of social constructivist, interpersonal pragmatic and construction grammar theories. Research reveals different categories of identity and justice contexts in identity expression and

justice negotiation. The evaluation of these three expansive concepts constitutes a huge assignment and the engagement of these concepts might have been executed to a more in-depth degree.

Bright (2018) draws attention to tactics adopted for blame apportioning and fault finding with the use of language. The study applies multimodality, critical discourse analysis and systemic functional grammar to the discourse on the Chibok girls' abduction in selected Nigerian private print and electronic media. He presents such players and actors in the discourse as parents, pressure groups, opposition parties, activists, the press, the public, the federal government, security personnel, pro-government organisations. The data is replete with the use of labelling, pronominals, quotation patterns, rhetoric, transitivity as multimodal blame tactics. Although these constitute linguistic strategies that will aid the construction of identity, the study did not exhaustively explore the import of these linguistic strategies on the discourse being generated in the media and transmitted to the populace. Merely identifying the tactics is not enough, it is equally important to examine their relevance.

In summary, many researchers have worked on various aspects of police interactions with victims and suspects of various cases. Works done cover such areas as communicative (in)competence of the police and their use of language, intentions in police-suspects interaction, educing information, speaker intention, negotiation, the role of interpreters, (effectiveness of the) questioning style(s) adopted by the police, speech acts, (im)politeness strategies adopted by the police and practs in written statements which all provide the needed guide to the use of the tools to be applied while providing the narrative structure and identity construction in child vulnerability discourses. Additionally, these studies are replete with police and suspects interaction, whereas, there is a dearth of investigation on child vulnerability discourse within para-military sections, particularly, in the context of Nigeria Security and Civil Defence Corps (NSCDC).

### **2.3.2 Previous studies on the vulnerability of the girl child**

Adekeye (2008) looks into the practice of child labour and highlights the factors responsible for child labour. He reveals the vulnerability of the child to various harms and mishaps. To this, he strongly recommends compulsory education and legislation to take children off the streets as the way out for the children. He further states that the desires of

the children should be considered when decisions affecting them are made by the government. This study paints the picture of education being the solution to child vulnerability, whereas, educational facilities are sometimes the locations where some of these children are abused, that is, some of them are abused by their teachers and other school staff members while trying to get some education. UNICEF is one of the international organisations that try to mitigate child vulnerability and the current study will provide a background into their intervention.

Levin (2008) explores how prostitution came to be in the nineteenth-century England and reveals that with the industrialisation of England came some problems as farm workers moved to the cities for jobs. The study reveals the efforts of UNICEF towards protecting the child against violence, exploitation, abuse, neglect, etc. Their efforts are geared towards the formulation of policies and legislations on which the child will ride, provision of services to protect the child, putting responsive structure in place to attend to the needs of victims of abuse/violence among many others (UNICEF, 2017). However, this study fails to explore the degree of success of these policies and legislations in England. In several countries across the globe, many of these legislations do little to alleviate the vulnerability of the child, and the earlier scholarship revealed this sad truth, the earlier more practicable steps can be taken.

Tyoakaa, Amaka and Nor (2014) stress the importance of girl child education. Similarly, Alabi, Bahah and Alabi (2014) examine the discrimination that the girl child is faced with in the family and the society especially as it relates to their education; such discrimination they claim can only be corrected when the girl child is empowered with education. They highlight the challenges of the girl child and the need for her to be educated. They suggest such means as an all-inclusive educational system, the involvement of NGOs, rescue of girl child from child marriage and prostitution, provision of food in schools, enforcement of child rights act, girl child empowerment, safe educational environment, etc as measures to improve the education of the girl child. However, these studies neither recognise nor proffer solutions for situations where a girl child's vulnerability happens in the place where she is to get some education or when it happens in order for her to get education. It is not uncommon for a child to become vulnerable to a predator who is responsible for sending them to school.

Folaranmi (2014) works via an intervention workshop where the girl child was made to highlight what seems to be her burden with the use of questionnaires. The data collected showed that most of the girls were aware of their issues despite being lost on how to tackle them. The workshop provided a platform for the girls to express themselves and furnished the girls with information on the supports available for them. However, the research was conducted in two schools located at Akinyele Local Government Area alone in Ibadan, Oyo State. The study would have been more effective in a rural setting because the girl child's vulnerability gets increased especially in places where the adults are exposed to little or no education. The recommendation for the attachment of social workers to schools is a good one but what becomes of children that do not have access to schools? Although the study appears to be from a sociolinguistic perspective, the insight it offers into the recognition of indicators of child vulnerability makes its review relevant to the current study.

USDE (2015) highlights the indicators of child trafficking, its effect on learning and the important roles of schools, law enforcement agencies, child welfare, the community, service providers and other stakeholders towards combating trafficking; for instance, they can report suspected cases of child violence and get the child connected to agencies, bodies, people that can be of help to them. This can only be possible if they are trained on how to identify and attend to victim(s) as victims live within the control of the trafficker; hence, the need for awareness, laws. Although these trainings and awareness exercises can be expensive to carry out across all levels of a society in different countries, it is an endeavour worth investing in. However, there will always be the worry of how effectively people are being informed.

Andrew and Etumabo (2016) present the sentiment of Nigerians towards the girl child. They explore the concept of girl-child education to nation building in Nigeria. They examine the factors that hinder the education of the girl-child and make recommendations which are aimed at combating the challenges working against the education of the girl-child. Although this study is a relatively recent one, the subject it addresses is one that has been being tackled for a very long time and while more progress seems to be made in some parts of Nigeria than others, the general bias against a female's education still holds sway much more than any one will care to admit.

Nkhoma and Charnley's (2018) study seeks to provide some insights into child prostitution in Malawi. The participants of the research are 19 girls/ladies who have been involved in prostitution from their childhood. The data provides insight into the lives of the participants, revealing issues relating to human rights, poverty, gender inequality, cultural practices, etc. The study reveals how the society with the use of cultural institutions restricts the choices available for the girl child. They project how policies can help in righting these wrongs. While policies and legislations are often hastily proffered as the solution to these problems, many scholars forget that implementation of policies, especially in developing nations, is always a different matter entirely from making them. Therefore, it is not enough for these policies to be made, implementation and enforcement are the most important aspects, and this study, like many others like it, fails to identify that.

## **2.4 Theoretical framework**

### **2.4.1 Conversation Analysis**

The data for the study comprise interactions and conversations between officers of the National Security and Civil Defence Corps (NSCDC) and victims of child vulnerability. It is only necessary that these conversations be subjected to a conversation-related examination and Conversation Analysis is appropriate here. Conversation analysis (CA) is a style of the examination of language use and interaction. Harvey Sacks developed conversation analysis in the 1960s and 1970s. Its root is in ethnomethodology in sociology. It "developed as an approach to the analysis of the practices of reasoning and interference that inform the production and recognition of intelligible courses of action" (Goodwin and Heritage, 1990). As a data driven theory it focuses on the features of spoken interaction. Commenting on conversation analysis, Heritage (2003:7) states thus:

CA constitutes the most sustained attempt yet mounted to build a natural history of human interaction; a natural history variously inflected by culture, but likely embodying a substantial mass of commonality in human interactional practices, and possibly a good measure of universality.

Tannen (2005) projects the nature of conversation; he asserts that conversation is broad and elusive. Conversation analysis is the study of talk- in- interaction (Forrester, 2002; Hutchby and Wooffitt, 2002; Wooffitt, 2005; Liddicoat, 2007; etc). It relates to the transcription of real conversations and has as its core "the competences which persons use

and rely on to co-construct orderly and mutually understandable courses of action” (Heritage, 2003:3). It also caters for the manner with which interactants construct utterances (Perakyla et al., 2008). Conversation is one way through which human beings use language. Liddicoat (2007) sees conversation as a very important tool in socialisation, development and sustenance of human relationship.

Conversations do not exist in a vacuum; they are context based. Forrester (2002) avers that conversational contexts are always immediate, dynamic, and in a way, confrontational. The importance of conversation analysis cannot be overemphasised in the study of conversation and in the exploration of the kind of relationship that exist between interlocutors.

Conversation analysis helps to take turns into account in an interaction. The distribution of turns in conversations is done systematically (Coulthard, 1985; Hutchby and Wooffitt, 2002). This means turns are allotted to one person per time. Gaps and overlaps are often short as turns are negotiated.

Turn taking is socially negotiated; it is the reason for talk exchange. To account for the way speaker change happens, Liddicoat (2007) presents the two different although interconnected proposals of Sacks et al which are (also referred to as turn distribution component (Hutchby and Wooffitt, 2002)) turn constructional techniques and turn allocational techniques. Every linguistic relationship is rule governed and so is the relationship between turn constructional component and turn allocational component.

Turn constructional component is a build-up of turn constructional units. Word, phrase, clause, sentence are linguistic bits which make up turn constructional units. Turn allocational techniques give room for minimal occurrence of overlaps and gaps and allows for the turn of just one speaker at a time. Types of turn taking are:

Current speaker continues

Current speaker selects next speaker

Next speaker self selects

According to Coulthard (1985), the selection of the next speaker by the current speaker influences the details of the turn of the next speaker through the production of the first bit

of an adjacency pair. He further notes that interruption is often used as a tool for speaker change. This however occurs when the person that intends to speak is unable to find an appropriate linguistic bit.

Table 2.2 provides some transcription symbols and what they stand for as presented by Jefferson (2004).

**Table 2.2: A representation of Jefferson's (2004) transcription conventions**

<b>Symbols</b>	<b>Interpretation</b>
[	Onset of overlap
]	The end of overlap/ overlap resolution
=	No pause/ break/ gap
(0.0)	Elapsed time
--	Untimed break without talk
(.)	A short break (about a tenth of a second)
::	Prolongation of sound
↑	High pitch
↓	Low pitch
WORD	Louder than the surrounding talk
°word°	Softer than the surrounding utterance
><	Faster utterance than the surrounding talk
<>	Slower utterance than the surrounding talk
()	Inaudibility
(( ))	Transcriber's explanation

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Researcher's representation of Jefferson's (2004) transcription convention

## **2.4.2 Context**

Levinson (1983) states that the theory of context refers to the participants, the temporal and spatial conditions of the speech event, the beliefs, knowledge and intentions of the speakers in the speech circumstance, and so on. This description of context covers only a portion of the scope of what a context is, and Levinson himself recognises the limitation of this description. Widdowson (2000) describes context as the different parts of a situation of actual language use which contributes relevant meaning on the overall; in his (Odebunmi) 2016 publication, he describes context as the “the confluence of language and society” (p12). Odebunmi (2011) describes context as the environment within which a speaker or speakers use a language. Environment in this definition is not restricted to the physical, it also covers the psychological, socio-cultural and linguistic environments. Everything that is said, written or gesticulated is not done in a vacuum; rather, it is always situated within a background which greatly influences the meaning(s) derived. Hence, context is the core of meaning (Odebunmi 2006).

In Levinson’s (1983) definition of pragmatics, context is projected primarily in showing the how language interacts with context. He raises the question of what he calls the heart of definitional problem where he covers both aspects of language that is dependent on structure and the general use of language. The participants, the temporal and spatial circumstances of the speech event, the beliefs, knowledge, and intentions of the speakers in the speech circumstance, among other things, are all mentioned in Levinson's (1983) definition of the theory of context. The Meyan (2001) model of Pragmatic acts discussed below supports this position.

While Levinson’s (1983) model of context is considered for analysis of data, it is important to state that it is inadequate considering the scope of what context refers to especially as Levinson (1983) states this himself. It is this limitation that aspects of Odebunmi’s (2011) model is adopted to cater for in this study.

### **Odebunmi’s context**

Odebunmi (2011) recognises four types of contexts and these are physical or situational context, linguistic context, socio-cultural context and psychological context. This classification covers the all the essential aspects of context. Physical context refers to the

tangible place/setting where an interaction takes place; hence, the structures, objects, other speakers, location and every other thing that can be seen within the place of interaction constitute the physical context. The linguistic context refers to the occurrence of a linguistic structure within a larger linguistic structure. Socio-cultural context refers to the impact that the society and culture has on a language use. That is, how meaning is socially and culturally influenced to produce a kind of meaning. Lastly, psychological context refers to the mental state of a speaker while using a language – this goes a long way to affect how a language is used, hence it constitutes a mental context to language use.

Odebunmi (2016:13,14) examines the contributions of Godwin and Duranti's (1992) eight traditions which are responsible for the present contextual perspective thus:

- i. Malinowski and early ethnographers
- ii. Wittgenstein, Austin and other philosophical approaches
- iii. The Bakhtin circle and Vygotsky
- iv. International studies, including Bateson and Goffman
- v. Ethnography of speaking including Gumperz
- vi. Ethnomethodology
- vii. Conversation analysis
- viii. Foucault

While paying attention to the broad (macro context) and narrow (“context as influence from outside in, context as influence from inside out, context as influence within itself and context as orientation to both apriori and emergent cues” (Odebunmi 2016:14)) concepts of context. The types of macro context are cognitive context which is mental and reliant on assumptions, prior knowledge, etc; linguistic context which is textual as it relates to other words in its environment of occurrence; and social context considers such factors as physical actions, locations, participants, as they pose a constraint on the use of language. As influence from outside, context creates meaning as utterances are related to situation; as influence from inside out, it recognises both the linguistic elements and the situation are of importance in the construction of meaning; as influence from within itself, the construction of meaning is limited to the conversation; and as orientation to both apriori and emergent interactive cues, it combines both “the context as influence from outside in and the context as influence from within itself” (Odebunmi, 2016:24). Odebunmi's (2011) model provides for the description of context in relation to the environment of language use.

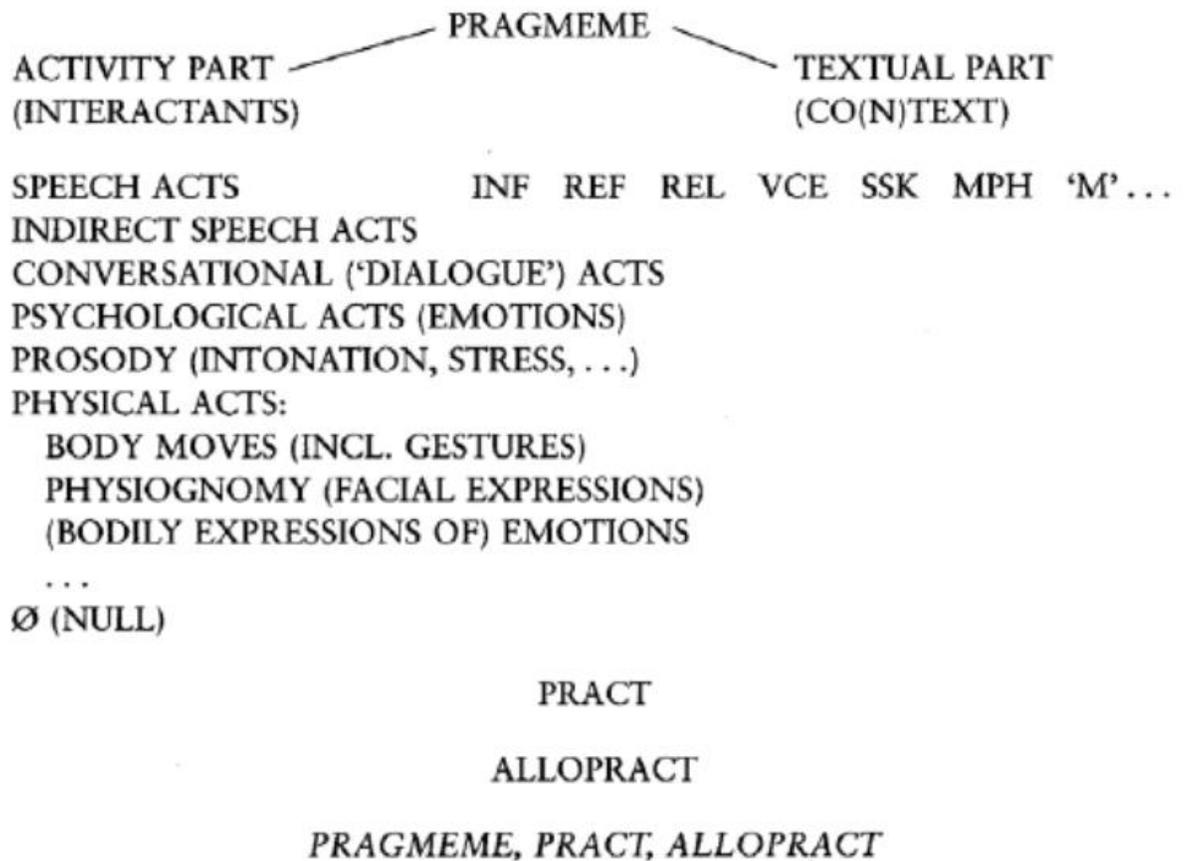
### 2.4.3 Pragmatic acts

Pragmatic acts theory was developed by Jacob Mey in 2001 to cater for the contextual short falls of speech acts theory. In forming and understanding meaning, it considers the influences of situational and contextual interventions. Pragmatic acts are drawn from and restricted by situation. Nodoushan (ND:82) presents Mey's suggestions about pragmatic utterances thus:

It seems that Mey tacitly suggests that pragmatic utterances should be viewed as slots, and that their possible interpretations should be viewed as fillers; moreover, he seems to tacitly suggest that slots and fillers have a modular nature, and are stored in different depots in our minds. The decision as to which filler should go into a given slot is made by an interplay of the speaker, the hearer, and the socio-cultural context in the course of communication. Seen in this light, pragmemes are speech acts in context.

Mey considers situation and extralinguistic cues rather than linguistic tools to be of more importance in meaning determination in interactions. However, Kecskes (2010) regards all as being of equal importance in the shaping of meaning. Pragmatic acts theory is very functional as it provides for context. On the contrary, speech acts theory is very reliant on situations for realisation (Mey, 2001). In this line of thought, Fairclough (1989) claims that speech acts theory springs from the speaker and thus, action deficient. In the interpretation of meaning in a conversation, the importance of context cannot be overemphasised (Mey, 2001:214). In context, language is situationally defined and restricted.

Pragmatic acts considers the situation and context of an interaction where language plays the roles of pragmatics (Waribo-Naye, 2018). Pragmatic acts theory accounts for pragmemes which Kecskes (2010:2881) describes as “generalized pragmatic acts”. It adopts the ‘outside in’ approach while focusing on the effects of the environment on the interaction (Mey, 2001); it also represents “situational prototypes to which there may be several pragmatic access routes (practs)” (Kecskes, 2010: 2894). Pragmeme is captured thus:



**Figure 2.2: The Meyan (2001) model of pragmatic acts** (Mey, J. 2001. *Pragmatics: an introduction*. Oxford: OUP)

Figure 2.1 shows that there are two divisions of pragmeme which are the activity part and the textual part. The activity part shows the acts used by interactants. In the textual part, there are abbreviated captions which are inference (INF), reference (REF), relevance (REL), voice (VCE), shared situational knowledge (SSK), metaphor (MPH) and metapragmatic joker (M). In all, the combination of context and situation which this theory provides makes it valuable for analysis in this study because it not only caters to the circumstances in which these officer-child interactions happen, but also helps to decipher the meanings which may not be overt.

#### **2.4.4 Narrative theory**

Narrative is “one way of recounting past events, in which the order of narrative clauses matches the order of events as they occurred” (Labov, ND). Not only does narrative bear on oral and written storytelling, it also reveals people’s feelings, their thoughts and their actions (Boyno, Akil and Dolas, 2013). Among many definitions, Boyno, Akil and Dolas (2013) present schiffrin’s (1981:45) definition that sees narrative as “a naturally bound unit of discourse in which both formal and functional aspects of grammarian variation can be examined in a controlled and systematic way”.

The stories that people tell constitute an aspect of who they are and their culture (Swanson, Rahintoroghi, Corcoran and Walker, 2014). Narratives are told in various means. Various means are used to present spoken or written narratives. As much as there are various means of doing a narrative, there are also various means of listening to or reading a narrative. These means are diversified because of the revolutionary inventions in the 21st century information communication technology. Such means as blogs, vlogs, websites, telephone, broadcast messages, mobile phones, smart phone applications, social media, etc are recent inventions that enhance speaker-hearer, writer-reader, etc interactions. Narratives are accessible now than ever.

Narrative theory is applicable to various spheres of human expressed communication such as storytelling, interviews, history, narrative writing, story writing, comedy, film and such likes (Labov, ND). This means that only written or spoken expressions can adopt insights from narrative. In this regard, Labov (ND) says that the ability of humans to relate events they witnessed personally or the ones which have been related to them is what the theory draws on.

According to Labov (ND), the structure of narrative is established by the feature of a temporal juncture which occurs between two main clauses. Temporal juncture, he says, exists

. . .between two such clauses when a change in the order of the clauses produces a change in the interpretation of the order of the preferred events past time.

No doubt, there are some features that run through narratives that are well crafted. Labov (ND) provides six common features that are exemplified in a spontaneous narrative thus:

**A Abstract:** Abstract is a very brief summary of the narrative. It is the main point, the gist of the story. Pratt (1977) and Toprak (1995), as highlighted by Boyno, Akil and Dolas (2013), agree that most written narratives hint at their abstracts in their titles. Rezadoost and Charvadeh (2013) consider it and the coda to be the preference parts of the story. They believe that the presentation of the abstract serves to examine the interest of the listener in the narrative. It summarises the sequence of the happenings (Swanson, Rahintoroghi, Corcoran and Walker, 2014). It invites the listener or reader to embark on a journey with the narrator into the story (Subrahmanyam and Sarma, 2016).

**B Orientation:** This provides information on the participants in the narrative, their circumstances (context), their actions/roles, the place and time. It answers the questions who, what, where, when. It provides background information—an orientation—in relation to the abstract and in a way influences the feelings of the listener/reader towards the participants. Swanson, Rahintoroghi, Corcoran and Walker (2014) opine that it involves a description of the characters, the roles they play and putting the scenes in place

**C Complicating action:** This is the initial part of the main gist of the narrative. It is the point of anticipation. The narrator highlights the knot that needs to be untied—more like the point of clash of the story. As Subrahmanyam and Sarma (2016) put it, “the part indicating the complicating action is the longest section of the story.” Without a complicating action, there would be no plot as there would only be a mere description.

**D Evaluation:** This is the narrator’s presentation of the reason for the narrative. It provides the reason for the story and can occur anywhere in the course of the narration (Rezadoost and Charvadeh, 2013). It provides the results of participants’ deeds. It stalls the resolution and gives room for the listener or reader to exercise a sense of judgement,

the source of which is mainly from the evaluative comments of the narrator. It relates to the credibility of the story. It constitutes such events as have been averted (the unreal events) and uses such markers as conditionals, negatives, futures (Labov, ND). Boyno, Akil and Dolas (2013) such markers of evaluation as use of gerunds, comparisons, negatives, repetitions, appositives, questions, exaggeration, future markers, outright judgement, gestures, conditional statements. It could also be an expression of the narrator's feeling, a recount of what someone else said, their soliloquy, a (vivid) description of the past event to support the assertion in the narrative. This is a very important part of the narrative. Boyno, Akil and Dolas (2013) aver that it provides answer to "so what, how is this interesting?" it affects the reader's or listener's perception of the participants.

**E Result/resolution:** This is the unknitting of the complication. It is the unveiling or revelation of those things that have hitherto been unknown. The conflict in the complicating action becomes resolved and the crisis comes to an end. It often comes up after the climax. Rezadoost and Charvadeh (2013) see it as the part "that contains the end of the narrative". It reveals "what finally happened" as Boyno, Akil and Dolas (2013) put it.

**F Coda:** Coda exists mainly to make the narration richer (Boyno, Akil and Dolas, 2013). It signals the end of the story (Swanson, Rahintoroghi, Corcoran and Walker, 2014). Good or bad, it rubs off on the emotions of the listener or reader. Although optional, it ends the story whether overtly or covertly. It steers the time of the narrative to the present. Demonstratives and tense are indicators of the coda in the narrative (Rezadoost and Charvadeh, 2013). It projects the lessons from the narrative (Swanson, Rahintoroghi, Corcoran and Walker, 2014).

Rezadoost and Charvadeh (2013) in doing a comparison between the coda and the abstract of a narrative find Tulane and Michel's (2004) submission to be very apt and summarise it thus:

We can consider this feature for abstract, in opposite direction as the coda mentions the change of the time and makes the listener to move from retelling time to the exact time of the narrative and their dialogues, mutually, the abstract mentions going out of the exact time and entering the time of narrative and we can find the symmetry of this time change.

Following the provision of the structure listed above for the analysis of narrative, after some criticism, Labov (2011) makes some amendment of the narrative framework, as written by Boyno, Akil and Dolas (2013:2) thus:

The insertion of the narrative into the framework of conversational turn-taking by an *abstract*

The orientation of the listener to the time place, actors and activity of the narrative

The temporal organization of the *complicating action* through the use of temporal juncture

The different evaluation of actions by a juxtaposition of real and potential events through the use of irrealis predicates

The assignment of praise or blame for the reportable event by enhancing credibility through the use of objective eye witnesses

The assignment of praise or blame for the reportable events by the **integration** or **polarization** of participants

The **explanation** of the narrative through a chain of causal relations from the most reportable event to the orientation

The termination of the narrative by returning the time frame to the present through the use of a **coda**

## **Sub-concepts of Narrative Theory**

### **A Reportability and credibility**

An event that is reportable validates the presentation of the narrative (Labov, ND). Narratives closely relate to the reportability of an event and the reportability of an event heavily rely on the credibility of the event.

For a narrative to be successful, it cannot report only the most reportable event. It must also be credible if the narrative is not to be rejected as a whole by the listener. There is an inverse relationship between reportability and credibility: the more reportable, the less credible. Narrators have available many resources to enhance credibility. In general, the more objective the evaluation, the more credible the event.

(Labov, ND:5)

## **B Narrative preconstructions**

This addresses the problem of where to begin the narrative from. The narrative preconstruction helps the narrator to project the reason(s) for his/her action (s) which is the triggering events. Triggering events help to drive the message home making the event reportable.

## **C Transformation of experience**

Applause or rebuke is apportioned by the narrator through the use of words (Labov, ND). Blame game (and sometimes, praise apportioning) is played out by the deletion and obscuration of salient information which may be phished out by digging further into the events. Linguistic devices such as pseudo-events, active/passive voices, addition and deletion of facts excuses, are used to make impression on the listener/reader.

Boyno, Akil and Dolas (2013) consider the application of narrative theory to the analysis of a short story in an EFL class. They provide practical examples of the various parts of the theory while highlighting the purposes each of them serve towards projecting the narrator's. They find that in EFL context, it aids (useful) reading and textual appreciation.

Swanson, Rahintoroghi, Corcoran and Walker (2014) study clause types in the fifty personal stories of ordinary people. They adopt the orientation, action and evaluation aspects of Labov and Waletzky narrative theory. They come up with a classifier to account for the aspects of narrative. In a way, they provide a sort of computational tool aid the identification of parts of narrative.

Subrahmanyam and Sarma (2016) adopt insights from Labov's narrative tool. They see this as an alternative to the traditional method of narrative to Rohinton Mistry's short story—Auspicious Occasion. They find all the features of the concepts provided by Labov in the story.

### **2.4.5 Identity**

Identity refers to the qualities that distinguish a person or group from others. It is the complete makeup of a person that makes Person A different from Person B. To differentiate between Person A and Person B, such questions as those that bear on name, age, ethnicity, institutional/group affiliations among many others are asked. This is for the

purpose of creating a unique identity profile for each person. Even in the face of striking resemblance, identity helps for easy identification. It is the mainstay of our existence (Macdonald (2016).

There is more about identity than mere name. Identity is greatly expressed in a person's behaviour, disposition and manner which are influenced by interaction with family, peers, friends, etc. All these go a long way to contribute to the uniqueness of a person. The way a person approaches issues which is different from the way another person does contributes to a person's identity profile. For instance, people are labelled with such adjectives as gentle, stubborn, aggressive, simple, etc. In this regard, identity provides some sort of definition for the personality of people.

According to Fearron (1999) the concept of identity is largely a mystery and to adequately portray its meaning may be a difficult task to embark on. However, in an attempt at defining identity he says that it is:

. . . either (a) a social category, defined by membership rules and allegedly characteristic attributes or expected behaviors, or (b) a socially distinguishing feature that a person takes a special pride in or views as unchangeable but socially consequential (or, of course, both (a) and (b) at once).

(Fearron, 1999:36)

Identity is the 'you' of a person. Our identities have a constraining effect on our behaviours. It places a restriction on what people do especially when it concerns the roles that accompany the identity (Konczol, 2017). Identity also places some expectations on our conducts. It largely relates to the role(s) of an individual in a social construct (Fearron (1999) and Konczol (2017)). One theory of identity construction that relates to this study is the social constructionist theory of identity. In the interactions that happen between the officers and the children, that is, the interactions that constitute the data for this study, there are conspicuous constructions of various identities by the participants. Therefore, there is a need to deploy a theory of identity in the exploration of this data for a maximum unveiling of the identities in the interactions, hence, the adoption of this identity theory.

### **2.4.5.1 Role Identity**

Identity relates to roles as context dictates. This type of identity comes with the position a person occupies. Role identity is interactive and personal (Fearron (1999) and Konczol (2017)). It is interactive because of the need for an attestation to or confirmation of the role identity. For example, a father is not just a father for the sake of it, he is a father because he has (a) child(ren). It is personal because human beings take up and act in the capacity of their roles. People's sense of who they are is verified through the acknowledgement of their roles by others.

Roles distinguish a person from others. Role identity is so important that the loss of which is deemed to be loss of self-respect. Following this thought, role identity represents those aspects which are the core of our self-esteem. It is a person's feeling of self-esteem and uniqueness. It is closely attached to expectations. This is because as people take/are assigned some roles, some behaviours are expected from them. They, also, in turn expect some changes as people interact with their role(s). This is to say that role identity is verified when responsibilities match roles.

Role relates to the human psychology: it goes a long way in influencing the human behavioural outcome. A person's relationship with others depends largely on his/her perception of each other. This perception may (not) match the identity claimed. When the perception does not match the identity claimed, behaviour may be altered for self-verification. When the perception matches the identity claimed, behaviour remains the same

A person's role identity is complete with what is known as reflexivity. Reflexivity is a person's perception about himself/herself which largely depends on the way people relate with him/her. It is the meaning that is indicated when we examine ourselves. It is related to the role(s) of a person. This is the basis for which Stets and Burke (ND) state that sharing of language and meaning is important as it helps to relate to roles; it is the reason identity can be switched as many times as desired in an interaction to achieve the desired goal.

When people are made to disclose their identity, they talk about their role identity. Role identity is often multiple as a person possesses different aspects which come with their roles. This makes it possible to see a young man who is a father, a student, a son, a husband,

a brother (-in-law), a friend, an insurance broker, a mentor, a pastor, an author, etc in one frame. The personality and post a person invents to suit his/her position is known as role. An individual may lay claim on multiple roles. The uniqueness of each role relies greatly on the situation. Hence, according to Stets and Burke (ND), in interactions, parts and not the whole of a person interact with parts and not the whole of another person. This influences what is said and how what is said is said in the course of interaction. The discourse in conversation relates to the aspect of the person that is interacted with. Stets and Burke (ND) highlight the concept of content and structure of the human entity. The concept of content relates to the meaning or specific roles attached to the identity projected by the self. In this regard, Fearnon (1999) projects the constraining effect of role identities on our behaviours. Role identity places a demand on or limits the personality of the self.

While group roles are taken up voluntarily, social roles are taken up involuntarily. Every type of identity adopted/ presented comes with expectations. Such roles as distributor, employee, friend, neighbour, etc are voluntary role identity while roles such as child, Nigerian, teenager, female, etc are involuntary role identity. Voluntary roles do not demand so much and are easily abandoned when the demands cannot be coped with easily. Irrespective of the demands of the involuntary role identity, they cannot be abandoned; abandoning them could amount to irresponsibility. The behaviours produced by any identity are known as role behaviours (Stets and Burke (ND)).

Role identity is situational. Towards defining the situational role, Fearnon (1999:19) states that it...

. . . arises when an individual constructs and presents any one of a number of possible social identities, depending on the situation: a religion, an ethnicity or lifestyle - as the context deems a particular choice desirable or appropriate.

This is amplified as one of the multiple role or social identity of the self is interacted with. The place or condition in which people see themselves is often the determinant of the part of them that will be interacted with. Context and settings play a major role in the construction of a person's situational role.

To guard the self or in some cases, protect the image and the interests of the self, people switch their identities. This is done with the expectation of some results. In a singular

situation, role identity may change when the expected outcome is not achieved. Identity could change for as many times as possible till the expected outcome is achieved or the self gets fed up and gives up.

#### **2.4.6 Social Constructionist Theory (SCT)**

Identity and context, among other concepts, are very central to the current study, thus, a theory that constitutes a nexus between these two concepts – social constructionist theory – has been adopted. Social Constructionist Theory (SCT) examines the influence of context in relation to identity. Identity becomes interactional with a measure of flexibility and dynamism. The identity of each participant in a speech interaction is formed based on talks in the engagements. Identity, being an interactionally constructed phenomenon (Halford and Leonard, 2006) is hence continuous. In this study, the role type of identity portrays this dynamism and flexibility. The role of participants in the interactions examined are dependent on the situation and it is not surprising, however, that participants consider the situation and adopt roles that go with it for the desired result.

This theory of identity takes interactions into consideration by assigning the duty of the construction of identity to the interlocutors; interactants bear the responsibility of identity creation. SCT applies in accounting for the identity constructed in conversations. It makes identity construction simple flexible and dynamic. Identity in SCT is not static as it changes depending on the demands of the conversation. Theoretically, it provides the grounds for the spotting and placing of institutional identity and ad hoc identity in the data.

#### **2.4.7 Genre: contextual configuration**

Contextual configuration is “a set of values that realise field, tenor, and mode” (Hasan 1984:55). Halliday and Hassan (1985) submit that genre is the linguistic output with a specific contextual aim. Zhiying and Kaw (2019:140) are of the opinion that:

The generic identity of a text builds up on three dimensions: register configuration, schematic structure and realizational patterns. Register configuration is the institutionalization of the repeated patterns or habits within the recurrent register variables, which leads to genre. Genre is composed of various schematic structures, or step by step, goal-oriented stages, which in turn can be analyzed, realized by the linguistic structures.

It was developed by Halliday and Hassan in 1985. It provides a classification that is widely acceptable. The projection of generic structure from SFG by Halliday and Hassan (1985) is with a presentation of two aspects which are contextual configuration (CC) and generic structure potential (GSP) (Omoniyi and Akinseye (2020). There was the contextual configuration which merges the field of discourse which is the what of communication, tenor of discourse which is the party(s) to communication and mode of discourse which is elaborated by the how of communication together bears on registers and what it means. It provides an ordering of texts or events while providing insights on textual structure (Olagunju, 2015). It is very important in the organic structure of any discourse as it provides a relationship between discourse and its environment of use. It provides information bearing on features such as

The compulsory: this relates to features that must occur.

The optional: this relates to features that may occur.

The sequence: this relates to how they can occur.

Iteration: this relates to recursiveness.

GSP relates to the analysis of genre (Osat, 2012; Olagunju 2015; Sunday and Fagunleka, 2017; Ajayi, 2019). It came to be later as a result of the failure of the contextual framework to account for the occurrence of likely structural information which could be compulsory, not compulsory and recursive (Omoniyi and Akinseye (2020). There is the use of data coding or GSP catalogue provided by Hassan (1984). The coding is with the use of such symbols as [ ], ., ( ), ^, { }, .

The features mainly help to analyse texts by highlighting the optional and compulsory elements evident in the discourse. They encapsulate the form of text belonging to a particular class (Adepoju, 2019). The text in this study is that of child vulnerability. Labov's narrative structure are applied to the text for easy classification before the GSP notations are applied to the data. This will provide a clear structure to the narrative features highlighted.

## 2.5 Conclusion

Judging from the above, a lot has been done on the discourse of security. Despite the various approaches—communicative (in)competence of the police and their use of language, intentions in police-suspects interaction, educating information, speaker intention, negotiation, the role of interpreters, (effectiveness of the) questioning style(s) adopted by the police, speech acts, (im)politeness strategies adopted by the police and practs in written statements—reviewed above, a lot still remains to explore. Such interactional issues as narrative strategies, identity, discursive trends among many others have not been addressed. Also, it is obvious that the sociological aspect of cases related to child abuse—the problems of the child and solutions to the problems highlighted— have been explored leaving a gap from the linguistic perspective to be filled for an adequate projection of the vulnerability and the associated problems of the child. The importance of the process through which the interrogator elicits information from the child victim in the interrogative interactions cannot be taken for granted considering its role towards an adequate understanding of the child’s issues. The accompanying narrative orientations, identity construction, meaning negotiation, gender issues, etc attached to issues related to the cases are such gaps that this study sets to fill.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Preamble**

This chapter projects the methods deployed towards addressing the objectives of this research. All the information relating to the collection and processing of data are equally spelt out.

#### **3.2 Research design**

The study adopted the use of a descriptive research design. This approach bears on occurrences in their natural settings and examining these occurrences in their intricacies. A descriptive research design systematically and accurately reveals analytic trends from a close examination, documentation and exploration of data. It is a process of enquiry to aid the understanding of challenges. This research drew from pragmatic theories of narrative context, contextual configuration, pragmatic acts and role identity for the purpose of offering methodical explanation of the context of language use, meaning, structure, role etc as they were deployed to meet interactional goal(s) in the interrogative interactions. This research design presented a methodical description of context, narrative structure and identity construction in child vulnerability discourses in the context of Nigeria security and Civil Defence Corps (NSCDC).

#### **3.3 Study population**

Children between ages 5 and 17 constituted the participants of this research. This categorisation of children was guided by the definition of a child provided by *Duhaime's Law Dictionary* (2000) as:

a young individual who is under the legal age of majority. . . ;

a minor, an individual who is not yet an adult or who has reached the age of majority;

And “age of majority” as provided by the National Child Protection Legislation (International Centre for Missing & Exploited Children, 2018) and the Law Offices of Stimmel, Stimmel and Roeser (2021) is age 18 or older. These provisions guided the choice of children below 18 as the study population for this research.

### **3.4 Sampling technique**

Purposive sampling technique was adopted in this study because of easy accessibility to participants. The data were from the Oyo State Command of the NSCDC being the headquarters of the offices of NSCDC while the Anti Human Trafficking and Child Protection Unit of NSCDC was the unit from which data were collected. The researcher attended 60 meetings between NSCDC officers and child complainants. These cases were brought in between April 2019 and March 2020. This was the period in which the researcher enjoyed the assistance of the officers of NSCDC. The child participants were a mix of those with educated and uneducated adults as their custodians. Participation was limited to children, however, that only girl child participants were involved in this research was not the choice of the researcher as the researcher collected data as they were available at the Anti Human Trafficking and Child Protection Unit of NSCDC.

### **3.5 Sample size**

The researcher could only make use of 53 of the 60 cases because the custodians of 7 children did not consent to the recording and their decision had to be respected. Some of the custodians offered to speak for the children but since the current research bears on the narratives of children, the researcher had to omit the narratives of adults. 53 interactive sessions were found suitable for this research. More information on each case examined are presented in a tabular form thus:

**Table 3.1: Details of data collected**

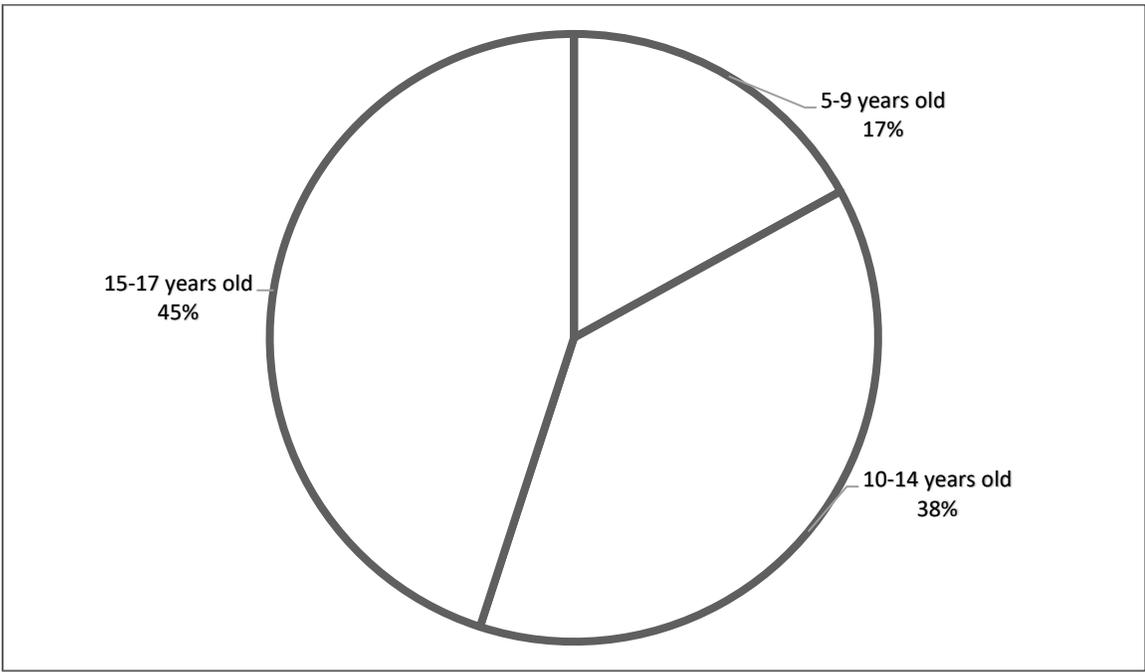
<b>S/N</b>	<b>Child Age</b>	<b>State of origin</b>	<b>Custodian of child</b>	<b>Case reported</b>	<b>Reported suspects' relationship with child</b>
<b>1</b>	15	Oyo	Father	Rape	Father
<b>2</b>	14	Osun	Father	Rape	Father
<b>3</b>	15	Osun	Parents	Rape	School gatekeeper
<b>4</b>	15	Oyo	Father	Rape	Father
<b>5</b>	17	Oyo	Mother	Rape	Mother's lover
<b>6</b>	14	Lagos	Grandmother	Rape	Customer
<b>7</b>	16	Ekiti	Aunt	Rape	Uncle
<b>8</b>	5	Ondo	Aunt	Maltreatment	Aunt
<b>9</b>	15	Oyo	Mother	Rape	Teacher
<b>10</b>	9	Oyo	Father	Rape	Father
<b>11</b>	7	Osun	Father	Child labour	Father
<b>12</b>	10	Ogun	Grandmother	Maltreatment	Grandmother
<b>13</b>	17	Ondo	Mother	Willful abandonment	Father
<b>14</b>	8	Lagos	Grandmother	Child labour	Grandmother
<b>15</b>	13	Lagos	Aunt	Child labour	Aunt
<b>16</b>	16	Ekiti	Aunt	Abortion	Uncle
<b>17</b>	15	Lagos	Parents	Rape	Neighbour
<b>18</b>	9	Oyo	Aunt	Child labour	Aunt
<b>19</b>	7	Oyo	Mother	Child labour	Mother
<b>20</b>	13	Ogun	Mother	Rape	Customer
<b>21</b>	8	Oyo	Mother	Child labour	Mother

<b>22</b>	15	Osun	Aunt	Rape	Uncle
<b>23</b>	13	Oyo	Grandmother	Rape	Neighbour
<b>24</b>	14	Lagos	Father	Child battery	Father
<b>25</b>	16	Ekiti	Aunt	Abortion	Neighbour
<b>26</b>	16	Oyo	Mother	Rape	Boss
<b>27</b>	13	Ondo	Mother	Child labour	Mother
<b>28</b>	16	Oyo	Parents	Rape	Neighbour
<b>29</b>	17	Oyo	Aunt	Rape	Stranger
<b>30</b>	16	Oyo	Parents	Rape	Father
<b>31</b>	11	Akwa Ibom	Boss	Child labour	Boss
<b>32</b>	10	Akwa Ibom	Boss	Child labour	Boss
<b>33</b>	12	Akwa Ibom	Boss	Child labour	Boss
<b>34</b>	11	Ogun	Grandmother	Maltreatment	Aunt
<b>35</b>	17	Oyo	Mother	Willful abandonment	Mother
<b>36</b>	9	Oyo	Grandmother	Child labour	Grandmother
<b>37</b>	15	Ekiti	Parents	Rape	Neighbour
<b>38</b>	16	Oyo	Boss	Rape	Boss' husband
<b>39</b>	15	Osun	Aunt	Rape	Uncle
<b>40</b>	15	Oyo	Aunt	Rape	Customer
<b>41</b>	8	Lagos	Grandparents	Child battery	Teacher
<b>42</b>	16	Ondo	Aunt	Trafficking	Neighbour
<b>43</b>	14	Ondo	Aunt	Trafficking	Neighbour
<b>44</b>	16	Edo	Boss	Trafficking	Stranger
<b>45</b>	15	Edo	Boss	Trafficking	Stranger
<b>46</b>	10	Lagos	Boss	Child battery	Boss
<b>47</b>	14	Oyo	Mother	Rape	Friend
<b>48</b>	10	Oyo	Parents	Child battery	Teacher
<b>49</b>	11	Oyo	Parents	Rape	Neighbour

<b>50</b>	10	Ogun	Mother	Wilful abandonment	Father
<b>51</b>	16	Ekiti	Mother	Rape	Boss
<b>52</b>	13	Oyo	Parents	Rape	Neighbour
<b>53</b>	14	Oyo	Grandmother	Rape	Stranger

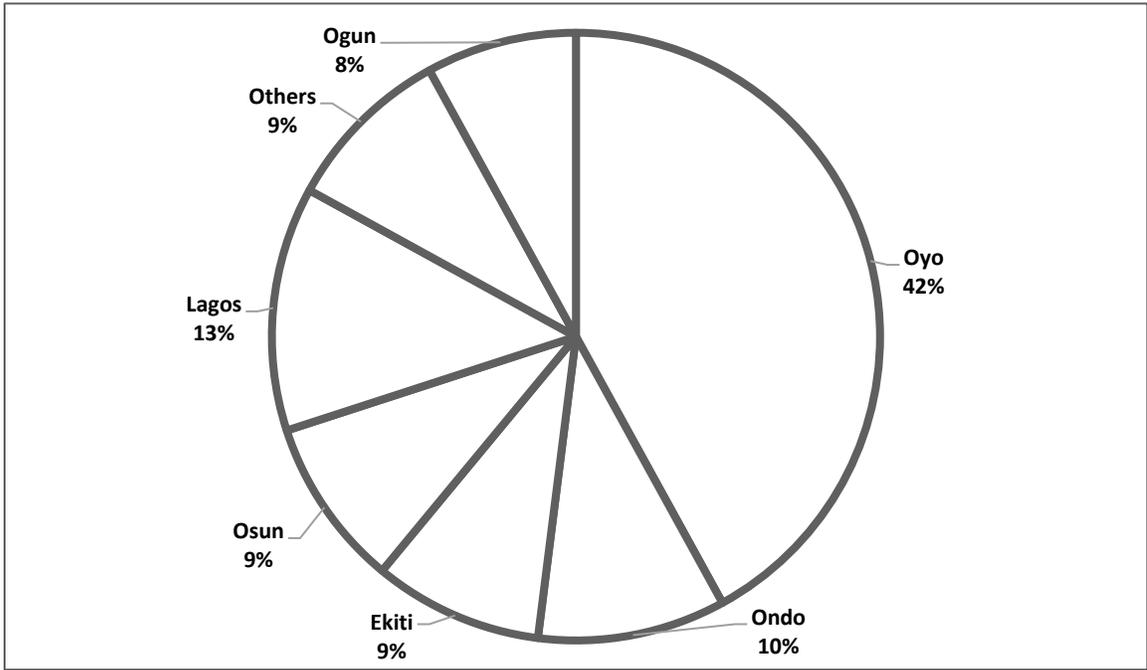
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Table 3.1 is a presentation of the details of the cases seen altogether. It presents information on the age of the children, their states of origin, their custodians, cases reported and reported suspects' relationship with children. For clearer and more vivid explanation of the data, the frequency of occurrence of the categories of age, state, custodian, case reported and reported relationship with child from Table 3.1 is represented in Figures 3.1, 3.2, 3.3, 3.4 and 3.5. Each chart shows a distribution of each variable in percentage for easy reference. The variables are grouped for easy sighting and comprehension.



**Figure 3.1: Child age**

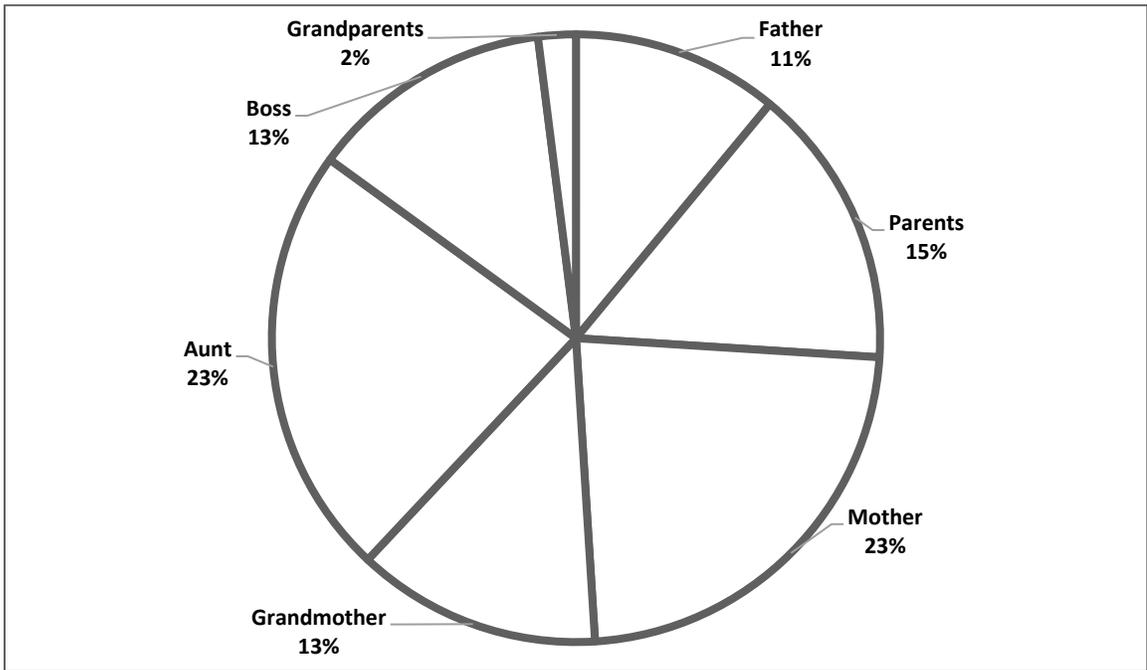
The children were between ages 5 and 17. The grouping of the children ages was done by the researcher for easy referencing. The researcher created three age groups which were 5-9 years, 10-14 years and 15-17 years. 9 children which constitute 16.98% of the total number of children fell in the age bracket of 5-9 years. 20 children which amount to 37.74% were between the age group of 10-14 years. Children between 15-17 years were 24, 45.28% of the total number of children.



**Figure 3.2: State of origin**

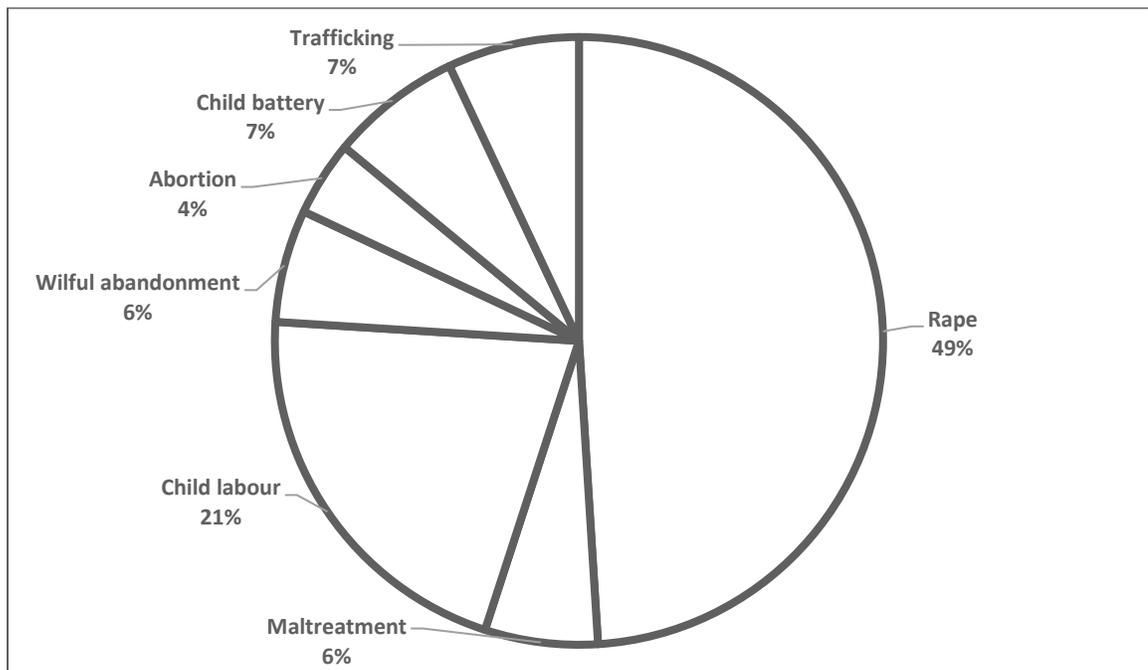
The participants were a mix of children from various states. The children's states of origin were Ogun, Oyo, Ondo, Ekiti, Osun, Lagos and other (Akwa Ibom and Edo) states. There were 4 participants from Ogun State which was 7.55%. Children from Oyo State had the dominant occurrence of 22 at 41.51%. This is not surprising as the data was collected in Oyo State. Each of Ondo, Ekiti, Osun and others (Akwa Ibom and Edo) states had 5 children which constituted 9.43% of the children. The remaining 7 (13.31%) children were from Lagos State.

The very command of Nigeria Security and Civil Defence Corps (NSCDC), the Oyo State Command, from which data was collected is located in Ibadan. The state borders between Ibadan and other southwestern states are not rigidly guarded to ward off incoming and outgoing travellers, thus, there is a constant inflow of Nigerians especially from southwestern Nigeria so that Ibadan can be conveniently and factually described as a microcosm of other states in southwestern Nigeria. For these reasons, the data sample collected from Ibadan metropolis can be justifiably regarded as representative of Southwest, Nigeria.



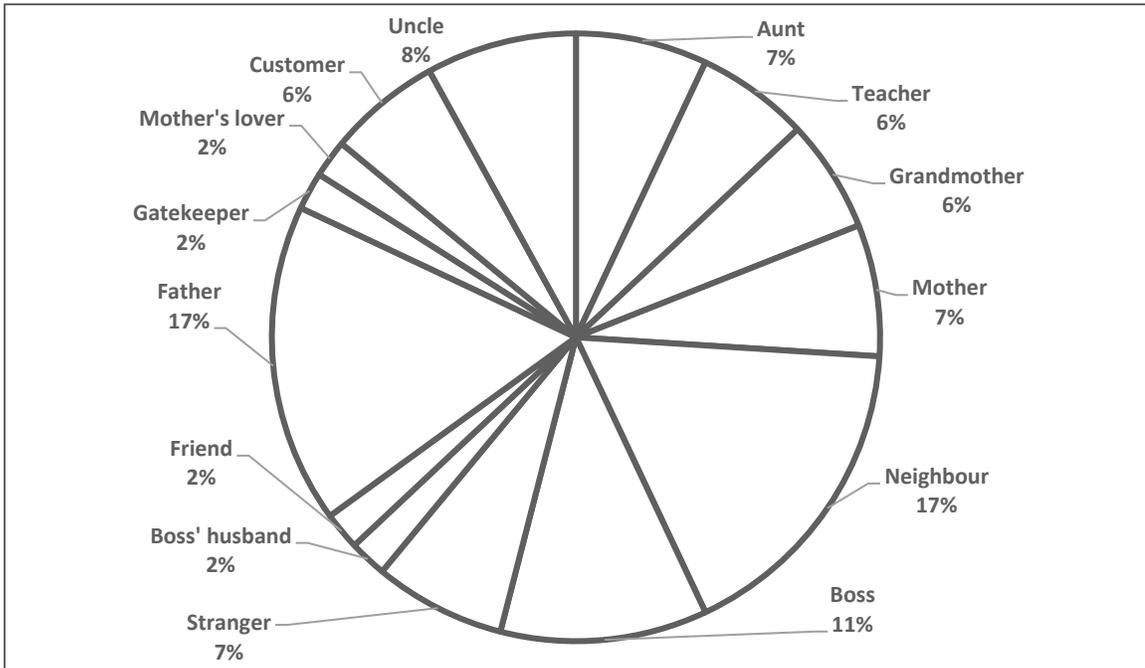
**Figure 3.3: Custodian of child**

The custodians of the children are the adults with whom the children live. They are saddled with the responsibility of caring for the children and ensuring that they are protected from harm. In the data collected, the custodians were father, parents, mother, grandmother, aunt, boss and grandparents. Father occurred 6 times and it formed 11.32%. The occurrence of parents formed 15.09% while occurring 8 times in the data. Mother and aunt occurred 12 (22.64%) times each. Grandmother and boss both occurred 7 times each constituting 13.21% of the total number. The remaining 1.89% was occupied by grandparents which only featured as custodian in the data once.



**Figure 3.4: Cases reported**

The cases reported were cases that required the protection of the child; they bore on rape, maltreatment, child labour, wilful abandonment, abortion, child battery and child trafficking. These cases occurred in various measures in the data. Rape was reported 26 times occupying 49.06% of the pie. Maltreatment and wilful abandonment had equal measures of occurrence as they both occurred 3 times and they each took up 5.66% of the total. Similarly, child battery and trafficking appeared equally; both appeared 4 times and took up 7.55% of the pie. The remaining 3.77% was accounted for by 2 occurrences of abortion.



**Figure 3.5: Relationship between reported suspect and child**

The reports of the children included information or reference to the suspects. The suspects were the people reported to have taken advantage of the children or exposed the children to harm. According to the conversations recorded, father, gatekeeper, mother's lover, customer, uncle, aunt, teacher, grandmother, mother, neighbour, boss and stranger were reported to be suspects in the cases. 9 cases had father and neighbour as suspects and each of which was 16.98%. Gatekeeper, mother's lover, boss' husband and friend all occurred 1 time each in the data and each making 1.89%. Each of customer, teacher and grandmother had 3 (5.66%) occurrences. The occurrence of boss 6 times accounted for 11.32% and each of uncle, aunt, mother and stranger occurred 4 times at 7.55%.

### **3.6 Data collection procedure**

The data that constituted this study were audio recorded sessions of interactions between officers of NSCDC and child survivors of child abuse. Officers were discreet considering the sensitive nature of the conversations that constituted the data for this research. The researcher was only allowed into the interrogation room after the child participant's consent was sought through their custodians. This, in a way, greatly slowed down the process of data collection; it also limited the researcher's access to the data. The approval of the child's custodian was obtained before the child signed the consent form.

The researcher largely observed and recorded the interactions that constituted the data for this study. The data obtained were listened to with the use of a headset and transcribed with the transcription conventions of Jefferson.

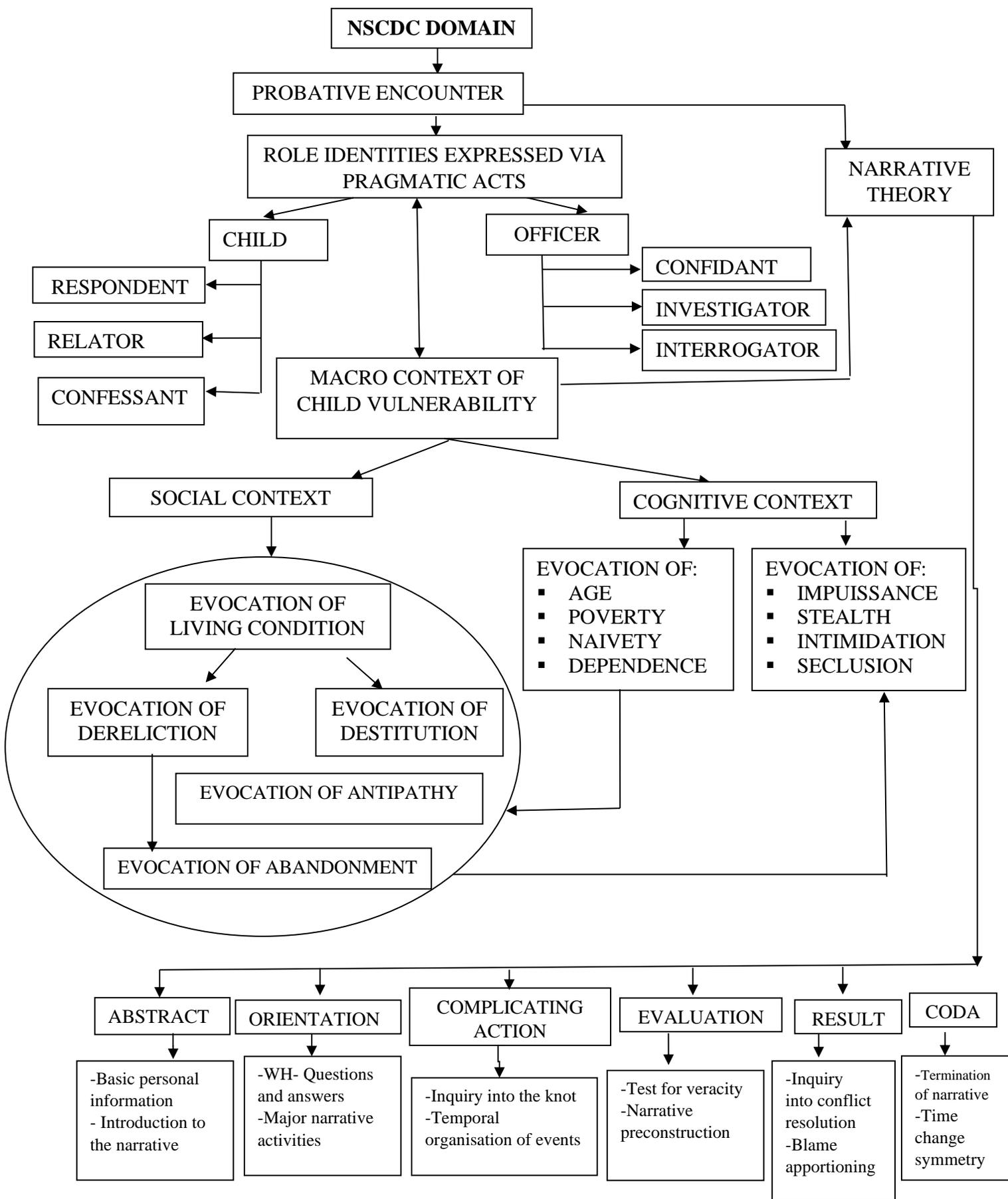
### **3.7 Method of data analysis**

This study examines identity construction and narrative structure in the interactions of officers of Anti Human Trafficking and Child Protection Unit of Nigeria Security and Civil Defence Corps (NSCDC) and child survivors. The audio recordings of the sessions were transcribed for easy analysis and reference. The transcription was done using the transcription conventions provided by Jefferson. The transcriptions were examined and the manifestations of narrative theory and identity construction highlighted and discussed. This study adopted a qualitative approach to the analysis of data. The features were classified. Each classification done was defined before being characterised and later exemplified.

### **3.8 Analytical framework**

This study adopted the use of some theories for the purpose of checking the objectives clearly highlighted to be achieved. The choice of these theories was based on the specific needs of the different aspects which the study investigated. While some of these theories were applied in their entirety, only certain aspects of others were considered; this decision was informed by the objectives of this study. Insight was drawn from Sacks, Schegloff and Jefferson's conversation analysis; Levinson's context; Labov's narrative theory; Halliday and Hassan's contextual configuration; Mey's pragmeme.

The theories mentioned above were important in the analysis of the narrative structure and identity construction in the narrative accounts between officers of NSCDC and survivors of child abuse. The dialogic nature of the data informed the choice of Sacks, Schegloff and Jefferson's conversation analysis; this was because it accounted for the discursive engagements and the discursive strategies employed by the participants following the use of the transcription conventions provided by Jefferson. Context was examined to bring to the fore the context type(s) projected in the conversations examined. Labov's narrative analysis is another theory which was adopted to account for the aspects of narrative features evident in the data. It was chosen because of its capacity to account for the structure of the narratives when applied with the elements of generic structure potential (GSP) capturing the textual structure of the interactions. Identity accounted for the identification of roles employed by the participants to achieve conversational goals.



**Figure 3.6: Researcher’s analytical model of role identity and context in NSCDC’s domain**

Figure 3.6 projects the probative encounter of child vulnerability in the domain of NSCDC. The arrows are used to indicate links. At the very top is NSCDC domain which covers all aspects of the analysis as it is the domain of the use of language being examined. The arrow from probative encounter to child vulnerability shows that the probative encounters mainly are on child vulnerability. From the probative encounters and child vulnerability are arrows that meet at narrative structure indicating that the narratives are based on probative encounters that bear on child vulnerability.

Role identity is presented in two categories – child and officer – to account for the interactional participants. The role identity types played by the child are those of the relator and victim. Interrogator, investigator and confidant roles are adopted by the officer in the conversation.

Child vulnerability is manifested in living conditions of destitution and dereliction which is expressed in antipathy and abandonment. It is aggrandised by age, poverty, naivety and dependence and protracted by impuissance, stealth, intimidation and seclusion. The protractive factors are strengthened by the aggrandising factors. The aggrandising factors subject the child to the physical manifestations (living condition) of child vulnerability.

Narrative structure in the probative encounter is projected through abstract, orientation, complicating action, evaluation, result and coda. Abstract reflects the provision of basic personal information and introduction to the narrative. Orientation is expressed with wh-questions and answers, and major narrative activities. Enquiry into the knot and temporal organisation of events are deployed for complicating action. Evaluation is articulated with test for veracity and narrative preconstruction. Result is indicated with inquiry into the knot and blame apportioning. Termination of narrative and time change symmetry are employed for the coda.

### **3.9 Ethical considerations**

The researcher wrote a letter of request to the Oyo State Command of Nigeria Security and Civil Defence Corps (NSCDC), Ibadan. This was to seek approval to obtain audio recordings of the investigative proceedings which were considered as data for this study. The researcher assured the commandant of the confidentiality of the participants' personal information. The letter was approved as the researcher was allowed to use only excerpts

from the conversation and not duplicate whole conversations in the research. A consent form prepared by the researcher was used to obtain the consent of both the officer and the children through their custodian(s). Before the consent of the child was sought, the researcher had explained the core of the research to the custodian of the child as the child was always in the custody of an adult for meetings with the officers of NSCDC.

Participants' personal information was not requested by the researcher. They were blurred out in the transcriptions if in the recordings, participants mentioned personal information. Participation was not forced. Participation was made voluntary as participants filled consent forms after agreeing to participate knowing that that the recordings would be quoted for research purpose without any revelation of their personal information. Anonymity was maintained in the analysis and in reporting the findings of this study.

### **3.10 Conclusion**

This chapter presents the methodology for this research. It provides information on the sampling technique. It provides insight into the study population and how the data was collected. The research instrument used and the method of data analysis and analytical framework are equally outlined.

## **CHAPTER FOUR**

### **DATA ANALYSIS AND DISCUSSION**

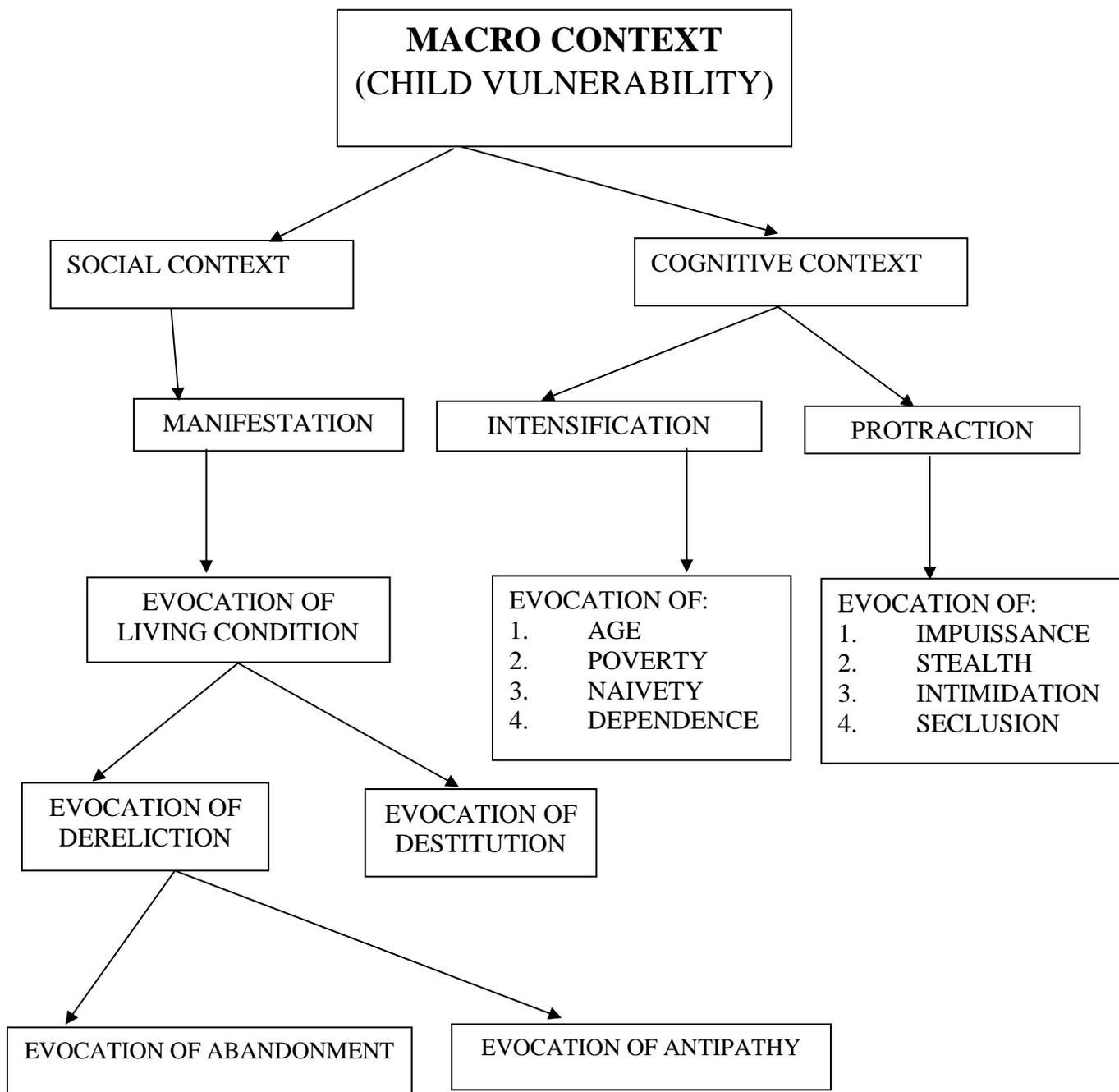
#### **4.1 Preamble**

The research objectives serve as guide in the exploration of the data, interrogative interactions between officers of NSCDC and child victims of abuse. Children between ages 5 and 17 constitute the participants of this research. The participants are elementary school and secondary school girls whose cases of suspected abuse were reported to the Oyo State Command of the Nigeria Security and Civil Defence Corps (NSCDC) which is located in Ibadan. The analysis presented in this chapter provides more insight into the vulnerability of the child especially in relation to context and role identity. It is an exploration of context and the place of role identity in bringing the vulnerability of the child to the fore. An interplay of context, pragmeme, narrative theory and identity is demonstrated to bring the concept of child vulnerability to the fore.

#### **4.2 Contextual representation of child vulnerability**

This section presents the various representations of context in child vulnerability in the domain of NSCDC. This is tracked with the use of aspects of Levinson's and Odebunmi's context. Levinson (1983) states that context refers to the participants, the temporal and spatial conditions of the speech event, the beliefs, knowledge and intentions of the speakers in the speech circumstance, and so on. This description of context covers only a portion of the scope of what a context is, and Levinson himself recognises the limitation of this description. Widdowson (2000) describes context as the different parts of a situation of actual language use which contributes relevant meaning on the overall. Odebunmi (2011) describes context as the environment within which a speaker or speakers use a language. Environment in this definition is not restricted to the physical, it also covers the psychological, socio-cultural and linguistic environments. Everything that is said, written or gesticulated is not done in a vacuum; rather, it is always situated within a background

which greatly influences the meaning(s) derived. Hence, context is the core of meaning (Odebunmi 2006). Below is the projection of context in the data examined.



**Figure 4.1: Macro context of child vulnerability**

In the data, the context seen in occurrence is broad. This is known as macro context and subsumed under which are the cognitive and social types of the broad context. The types found in this discourse are the social and the cognitive types and obviously so. Social and cognitive macro context types bring the living condition, intensifying and protractive factors of abuse to the fore in this study. The social context of the narratives helps to categorise the child appropriately. With the strategic questions thrown at the child by the officer, a proper perspective of the child's vulnerability is brought to the fore. Moreover, context is evoked as the only reason the officer is able to understand and rightly convey the vulnerability of the child is, in this study, through a narrative. The linguistic tool with which context is projected is referential relations; this is for more meaning and linguistic leaning to the analysis of context.

#### **4.2.1 Macro context**

An aspect of Jacob Mey's (2001) *pragmeme* is found suited for this aspect of the analysis. The reason for this choice is its functionality and its provision for context unlike speech acts theory. In the interpretation of meaning in a conversation, the importance of context cannot be overemphasised (Mey, 2001:214). In context, language is situationally defined and restricted. Reference being one of the components of the textual part of the model of Mey's (2001) *pragmeme* will help to bring the context of vulnerability in the data into focus.

Quite obviously, this study is situated in the context of vulnerability. The context examined reveals the susceptibility of the child to abuse. It has been established earlier that every child is vulnerable but some are in more vulnerability jeopardy than others. In other words, the level of vulnerability differs depending on how unshielded the children are from the attack(s) of their abusers. How long the abuse lasts is a function of their realisation or someone else's of their predicaments; that is, apart from the child who is the recipient of the abuse, other people who see the child as a recipient of abuse sometimes wade in. As presented in the data, vulnerability is made obvious by the living condition of the child, some aggrandising and protracting factors all of which the child has no control over.

#### **4.2.1.1 Social context**

Social context represents the environment and conditions that bring about restraints in speech events. Social context brings the living condition of abuse to the fore in this study. The social context of the narratives helps to categorise the social aspect of the child appropriately. In the data, the context seen in occurrence is broad. This is known as macro context and subsumed under which are the cognitive, linguistic and social types of the broad context. The types found in this discourse are the social and the cognitive types and obviously so. With the strategic questions thrown at the child by the officer, a proper perspective of the child's vulnerability is brought to the fore.

#### **1 Evocation of living condition**

Evocation of living condition is the discursive reflection of the condition of living wherein the children delve into their deprivations. The interactive discourse is hinged on the children's access to the basic things that they require for survival making the condition of living of the child which is one of the social factors that unite the children the import of the discussion. It takes the quality of the life of the child into account and considers the availability of such factors as are basic to the life of the child; the access of the children to food, clothing, shelter, basic education, etc are examined for assessment. Living condition in this study shows the child's desire for love, care and support which are seen to be lacking in almost all the cases of child abuse. A look at their living condition reveals how much they are unshielded and undefended while they are left to be preys to their abusers. The living conditions that have shown the children to be more assailable are the dereliction and destitution of the child.

#### **A Evocation of dereliction**

Dereliction is evoked via a recalling of the deliberate abandonment of responsibilities by the custodian(s) of the child. In this study, the children relate the situation in which responsibilities to them are wilfully neglected. It is a neglect of duties; a deliberate desertion of obligations. The data considered show that child vulnerability stems from the failure of parents or custodians to perform the duty owed to their children; for instance, the children are seen to have been treated with antipathy while their custodians ditch their

responsibilities to them. The dereliction of duty is evident in abandonment and antipathy below.

**i Evocation of abandonment of responsibility**

This represents a form of dereliction experienced by the child. It is a deliberate disregard of responsibilities. Originally, the custodian of a child is supposed to be responsible for the wellbeing of the child in their care and ensure that the child is not only protected but also well taken care of. The child is more vulnerable to their care givers and this is because they are vested with the responsibility of shielding the child.

As projected in the data, the responsibility of protecting the child is vested in their parent(s), grandparent(s), relatives, neighbours, (religious) teachers, custodian, non-teaching member of school staff, etc. There is a trend of the perpetration of child abuse by people to whom the child's vulnerability should be more. The perpetrators abandon the roles expected and take up the role of the person they ordinarily should protect the child against.

**Excerpt 1**

C: Last week Thursday, >he raped< also he raped

O: =<Calm down calm down>

C: Last week Thursday, he rape one girl in my school.

O: Your classmate?

C: My junior

O: What class did you say you are in?

C: S.S. 2

O: S. S. 2 Okay. So, he raped your junior again. Okay↑

C: So ( ) one of our students, my junior now went to go and call the teacher. So they saw...

Excerpt 1 is from a conversation in a rape case. The child reports that the gatekeeper of her school raped not only her but also some of other girls in her school. The child makes use of "he" in the conversation is to refer to the abuser of the child. The third person

singular in the objective position is in use four times and from the preceding part of Excerpt 1, it is an anaphoric reference to the gatekeeper of the school the survivor attends. Certainly, a gatekeeper is supposed to protect their territory and things including people in it but in this case, the gatekeeper is reported to be a serial rapist who abandons his duties and does what he is employed to guard against. The excerpt indicates the gatekeeper's abandonment of the responsibility of securing the school where the child is a student. Primarily, the gatekeeper's duty in the school is to secure lives and property; this he abandons to prey on the school children. "Your junior" in the penultimate line is an anaphoric reference to "My junior" in the fifth line. The third line occurs more like a repetition of the first line.

### **Excerpt 2**

C: He said he said that if I tell anybody that he will not sponsor me in school anymore

O: He said what?

C: He will not sponsor me in school

The child in the conversation lives with her father. She and her younger sister were living with their grandmother after the death of their mother. Their father took custody of them from their grandmother. He is expected to be the protective shield for the young girls but he instead, chose to be the predator of his child. The child's statement is a testimony to the abandonment of responsibility by her custodian. "He will not sponsor me in school" occur twice in the excerpt as an index to the abandonment of responsibility by the father of the child. The fear of the abandonment of the responsibility which she believes she will be the sufferer of is the reason she keeps yielding to the demands of her abuser. The abuser who is being referred to with the use of "he" in Excerpt 2 is the father of the child. The responsibility of a father which ordinarily should be expected is abandoned by the referent to give room for him to be the abuser of his child.

### **ii Evocation of antipathy**

This is a depiction of the aversion, dislike, hostility, etc that the child is a recipient of. This is depicted in the narrative of the child as she talks about how she continues to be disliked

till she becomes uncomfortable in a place that is supposed to be her home. The child experiences hostility, starvation, anger, obvious rejection, negligence, etc. The actor is often the adult in whose care the child is. The antipathy does not begin suddenly; it manifests gradually, almost always a change from friendliness to hatred. The fear that has captured the heart of the child prevents the child from either speaking out or seeking help. In the obvious uncomfortable situation in which the child lives, the intervention of another adult is required to get the child out.

### **Excerpt 3**

C: So, when I got to her place, for two weeks, she was behaving good to me. So, I don't know what happened, she started behaving strangely that she didn't even use to give me food. She will cook good food, she will eat it and she will, she will not give anything she will not give any food for me and her house maid. So, when things was was getting worse, I developed ulcer (.) that I was feeling stomach pain. When I wanted to even do the eeehn it was. It was so bad to the extent that when I wanted to do my J.S.S. Three BECE to S.S. One, I had to do it on sick bed (0.02) there was no blood in me. So, my teachers collected my mum's number and they started abusing my mummy on phone that if you see how your child is suffering that she should come and pick her o, even though is gari that two of you are drinking is better o because what is the eerh what is the benefit of your child staying with a rich person and she is not even benefit from it. So, my mummy came to come and take me.

O: At the hospital

C: No:: at my dad's family's place

O: Okay. So your aunt dumped you there↑

C: Yes

The child narrator of above is a girl left in the custody of her aunt. The child's mother thought the child would enjoy proper care by living with her sister-in-law who she considers to be a rich person. The child became a receiver of her aunt's cold treatment. The hostility and the starvation she suffered in the hands of her aunty made the home a very bad environment for her to thrive. The child became ill and was admitted in the hospital from where her mother was called to attend to her child.

The child makes use of “behaving strangely”, “didn’t even use to give me food”, “she will not give anything” and “suffering” as indices of antipathy in her narration. “Her” and “she” above occur as anaphors to the custodian of the child. The custodian of the child is the aunt of the child. The victim noticed the sudden switch in the behaviour of her aunty from love to antipathy which led to the deterioration of the victim’s health. The victim also uses “she” and “her” for self referencing in reporting and in referring to her mother. “There” is a demonstrative used as an anaphoric reference to “her place”. This is a spatial reference used to point out the place of occurrence of the abuse.

#### **Excerpt 4**

C: Relocate to Ibadan (.) So, we didn’t have any choice—we didn’t have any choice than to relocate to Ibadan. When we came to Ibadan, they only took care of me they did not took care of my sister. So, my mummy now told my dad’s family that they should gather some money that she should go and rent one apartment that she does not like how she is living in in the family house that people will start thinking ( )

O: Where was your sister staying then?

C: With my mum.

O: Okay [with your grandma]

C: [The three of us we came to ( )] I remained with my daddy’s family when my mummy and my sister left and they began to maltreat me.

The child narrates how her sister becomes the recipient of hostility from their extended family members; this was after their relocation to Ibadan. The child narrator’s mum was abandoned by the child’s father. Upon their relocation to Ibadan, the family of her father came to their rescue. What follows was a good reception and, later, hostility as the family only took responsibility for the child narrator who they regarded as being part of them as the narrator’s sister was born to another family. The hostility later led to a plea by the narrator’s mother to move out and fend for herself and her daughter. They moved out, leaving behind the narrator who became the receiver of the hostility meted out to her sister before she moved out with their mother.

The use of “they” in Excerpt 4 is a reference to the perpetrator of the antipathy, the child narrator’s father’s family. Initially, the narrator’s sister was the recipient of the aversion. The narrator later became the recipient of this when her mother and sister moved out of the place and left her behind. The narrator constantly makes use of “they” especially in stating the actor of the antipathy in the excerpt. The child refers to antipathy with such expressions as “not took care of my sister”, “maltreat”.

## **B Evocation of destitution**

The evocation depicts an extreme condition of lack of usually the basic things needed for survival especially resources. The living condition of destitution is evoked to show how needs increase the vulnerability of the child. Often, to get out of the destitution, they seek the help of people; this further increases their vulnerability. Their destitution can also be in their lack of parental care due to family dysfunctionality, orphanhood, insufficient resources, etc while they are left to live with relatives.

### **Excerpt 5**

C: Okay ( ) (0.04 we came to Ibadan because we were suffering. We sold all our loads when we came to Ibadan. So all his family they gathered some money and went to go and rent one apartment for my mummy. My mummy said she want to live at Apata so they went to go and rent one apartment at Apata. My mum and my sister was living at Apata and I was living with my dad’s sister: younger sister the last born which was the one taking care of ((name withheld)) then as in the:: ex-governor of Oyo State.

O: How about your daddy?

C: My daddy is married to another woman.

The child narrator came to Ibadan with her mother and her sister. They had to relocate as the narrator’s mother lacked enough resources to take care of the narrator and the narrator’s sister. They moved in with the narrator’s father’s family for access to the basic things they need to fend for themselves.

Excerpt 5 shows the condition of living in which there is the obvious lack of basic things which may be because of the dysfunctionality of the family. She indicates the lack of basic things with the use of “suffering”. The child’s immediate family, represented by the use of

the pronoun “we”, was living on handouts from others following their relocation to Ibadan. “She” is used to refer to the mother of the victim and “they” is an anaphoric reference to the victim’s paternal relatives who stepped into the situation to ease the hardship.

### **Excerpt 6**

I don’t have anywhere to stay because I’ve already—packed from my daddy’s family’s place. First, I came to my grandma. My dad’s sister, the elder sister she didn’t she didn’t want to see me; she said that shebi I’ve I I said that I want to go and stay with my mummy ehn that it’s my mummy I’m going to go and stay with o that she does not want to see me again. So she:: she sent me out (0.01) saying that she does not want to see me.

The child narrates her condition of destitution and provides details on how she came to be without shelter. It all began when her mother took her away from her paternal relatives because she was being maltreated by them. This singular change of abode exposed the child to harm as her mother’s lover began to make sexual advances at her. She opened up to her mother who would not listen to her. Her expression of her desire to be protected from being raped by her mother’s lover gets her thrown out of the house. In a bid to protect herself from harm, she sought help from people—“my grandma, my dad’s sister”—expecting to be taken in. She moves from one place to the other with hopes of being in the custody of an adult but none of them took her in.

Excerpt 6 is a clear indication of lack of shelter which exposes the child to more harm. In the text, such expressions as “I don’t have anywhere to stay, she didn’t want to see me, she sent me out” are indices to the destitution of the child. She narrates how she sought to reduce her destitution by begging for “anywhere to stay”. Her grandmother and her aunt were the people she could beg for help but she was turned back. The dominant pronoun in the excerpt is “I” which projects that she was the sufferer who was going about in a desperate need for shelter.

#### **4.2.1.2 Cognitive context**

The cognitive context exists in the cognitive faculty of the child. The reference of the child to most issues that aggrandise and protract their vulnerability are seen to be mental. The cognitive context influences the assumptions of the child and provides more meaning to the narrative of the child. The influence of the cognitive context manifests in the reactions of the child to the abuse.

#### **1 Intensifying factors**

These are the situations or conditions which have made the child prone to being abused. These conditions are the circumstances of the child over which the child has no power. The data shows that these conditions have gone a long way in exposing the child to be preyed on. The data shows the intensifying factors to be their age, dependence, naivety and poverty.

#### **A Evocation of age**

The participants of this research study are people who have not attained the adulthood age of eighteen. The children are between five and seventeen years old. Even in their exposure to different forms of abuse, they are limited in their ability to help themselves. The teenagers sometimes try to help themselves out but lack of resources plunge them deeper into the abuse or some other forms of abuse.

#### **Excerpt 7**

O: >I know your name< How old old are you

C: Fifteen years old

O: Do you go to school?

C:I . . I yes

O: What is your class?

C: (0.03) S.S. 1

### **Excerpt 8**

O: =How old are you?

C: I'm fifteen

O: Fifteen, okay

### **Excerpt 9**

(0.04) Talk now↑ (0.03) First, how old are you?

C: (0.04) I am fifteen years old

O: Fifteen years old.

C: Yes

O: So, what happened? (.) What class are you?

C: J.S. Two (0.04) ( )

The conversation is only opening and the officer leads the conversation as the child only responds. Since it is mostly always the officer's first encounter with the child, getting to know the age of the child is mostly used to get the child talking. The questioning is done to acquaint the officer with the victim. Since the aim is for the officer to be acquainted with the victim, the questions bear on the victim. Textual reference is limited as it is just the beginning of the conversation. conversation opening. "How old" which runs through all three excerpts indexes the evocation of age. "Years old" feature overtly in Excerpts 7 and 9; it is implied in Excerpt 8.

### **B Evocation of dependence**

The dependence of a child on the adult she regards as her custodian is not an anomaly and should not be the reason a child is abused. Since children are incapable of providing for themselves, at least one adult should be responsible for providing them with what they need till they become self-sufficient. The adult abuser uses the provision of the child's needs as a tool to always get the child to submit to the abuse. Knowing that abuse is reinforced in secrecy, the abuser also threatens and bullies the child to secrecy because of their power over the child.

### **Excerpt 10**

C: He said he said that if I tell anybody that he will not sponsor me in school anymore.

O: He said what?↑

C: He will not sponsor me in school.

The child was living with her grandmother following the demise of her mother. Her father took the child away from her grandmother to live with him. As she begins to live with her father, he rapes her serially and to shut her up, he threatens to not see her through school if she tells anyone. The major index of dependence in the excerpt is “sponsor” and this occurs twice in the short excerpt to indicate what the child will be deprived of if she opens up to anyone. There are five occurrences of “he” in Excerpt 10 and all five are anaphoric references to the abuser of the child who is the father of the child. He takes advantage of the dependence of his child on him. To bully the child to silence, he adopts the use of threats; for instance, he to withdraw his educational support for her. The officer uses the question in the second line to get the child to repeat what she said earlier.

### **Excerpt 11**

So when I don't have any place to stay, and the person that them the person that born my my own mummy gangan, as in my grandma. The mum that born that bore that gave birth to my mum; she is staying at Kogi State (0.01) and I don't have money to go to Kogi State and the transport fare is very cost. So, I don't have any choice than to still be staying with my mum.

This child, 17 years old, was receiving unsolicited sexual advances from her mother's lover. She felt she was being touched inappropriately and felt the need to tell her mother. Her mother shunned her and did not take any action. When the girl could not bear it again and her mother was unbothered, she went in search of a place to stay and when no one would take her in, she had to go back home the existing challenge at home.

She makes use of “don't have any place to stay”, “transport fare is very cost” and “I don't have money” as indices for her dependence. Her dependence drives her to go in search of

adults she felt safe with. Her heavy dependence is the reason she looks up to people for shelter for her to be shielded from the preying eyes of her mother's lover. Since her efforts in the search of an alternative custodian ended in futility, she returns home while concluding that "I don't have any choice than to still be staying with my mum".

### **C Evocation of naivety**

Naivety refers to a person's lack of understanding or knowledge in certain areas. Duschinsky (2013) argues that the concept of child naivety or innocence is complex being a performative of "a prior and pure essence. . . through the representation of the impure and corrupting." This suggests that the naivety of a child is a complex cognitive construct which is performatively represented. The naivety of a child largely has an impact on the child's demonstration of intelligence (Miele, Son and Metcalfe, 2013). It relates to the mental endowments of the child. Children are most likely to be uncanny in the way they approach situations mainly because of their lack of knowledge in relation to their protection of themselves. It relates to the mental construct of their judgement of what constitutes what they perceive to be right or wrong. The inability of the child to rightly assess the intentions of her predator is which makes her yield to her abuser's order to remain silent especially in cases of serial abuse. When by some rare privilege, someone gets to intervene, the child holds back from revealing all that has happened and, in some cases, asks that the story be kept secret.

### **Excerpt 12**

O: =Ehn? (0.03) What did your daddy do to you?

C: What? (0.03) Who? <You are going to tell another person>

O: =NO OH >I won't tell -- any other person<

C: Me, I don't ( ) and if you tell, me I'm no more -- talking to you again.

O: =Oh, if I tell, you are no more talking to me>

C: =Yes

O: I'm not talking= I won't tell anybody. I'm not telling anybody

C: And if my daddy do another thing to me, I am not going to TELL (.) again

O: Okay. . . okay. So, what happened?

The school of the child had closed for the term. She (a five year old) and her brother were always at home and sometimes in the care of their father especially on days he was off work. He was reported to have been touching the child inappropriately especially her genitals after isolating her from her brother.

Reference in Excerpt 12 does not manifest in the use of pronouns as seen in previous examples. The conversation takes a different route as the officer is direct and suggestive based on the information he has been harmed with. “Your daddy” is a cataphoric reference to “my daddy” who is the father of the victim. “Another person, any other person and anybody” serve as anaphoric references to “another person”. They all can be interpreted to mean every other person outside the immediate conversational space who are not to hear about what the child is going to say because the officer is supposed to be a confidant. Indices of naivety in the excerpt manifest in each of the turn of the child. Her hesitations and her threat to the officer especially in her last turn are pointers to her naivety. It is not surprising to find that she is the youngest of all the children whose narratives were sampled.

### **Excerpt 13**

O: So:: and aferrhn did you errhm. After the encounter, what happened? (0.04) You did not tell anybody?

C: I did not tell anybody.

O: So, how did people later get to know?

C: Last week Thursday,>he raped< also he raped

O: =<Calm down calm down>

C: Last week Thursday, he rape one girl in my school.

Excerpt 13 is from the story of a teenager who reported to have been raped by a member of staff in school. She keeps the incident to herself as she did not report to anyone. The perpetrator of the act continues to rape other school girls until he got caught. The child

narrator still did not report. It took another child who saw her being raped to report to the school authorities.

The silence of the child and those of the other victims enabled the predator. “I did not tell anybody” in the child’s first turn above is an index of her naivety which is expressed in silence. Her silence emboldens her predator. She uses “he” in her second and third turns as anaphoric reference to her abuser who she already mentioned in the earlier part of the conversation which is excluded from the excerpt.

#### **D Evocation of poverty**

Poverty relates to the state in which resources, material or otherwise, desired or needed is lacking. Turnsek, Scraban, Razpotnik and Pavel (2016: 31) rightly assess the phenomenon and submit that poverty turns childhood into a period of insecurity for children. This is because when a child comes from a home where she cannot be catered for due to limited resources, the vulnerability of such child increases. It is however not surprising that such a child will be exposed to harm she should have been shielded from but for poverty. Schmidt et al (2021) relate childhood poverty to negative health, social, academic, etc outcomes. On the one hand, poverty increases the susceptibility of the girl child to abuse as she goes about seeking to provide for herself things she ordinarily should not lack; in some instances, the child goes beyond providing for herself to providing for her siblings, (grand)parent(s), etc. On the other hand, the girl child is exposed to the risks of being abused when parents shift their responsibilities of taking care of and providing for her to friends, relatives, neighbours, etc who in some cases are supposedly ‘trusted’ to make up for their (parents’) incapability.

#### **Excerpt 14**

O: So eerhmbefo::re before you ( ) what made you:: eerhm move to your aunty’s house?

C: Eerhm -- my parents were having issues then. There were problems too.

O: What kind of problems?

C: Financial issues ( ). My mum now said I should be living with my aunt because of that. . . it was even her husband that said (.) I shou::ld be staying with them that my mummy should take ( ) my

siblings that that me I should stay with them. So, since then I've been staying with them, helping them↑ ( ).

The family of the child in Excerpt 14 was in a financial hard time and her aunt had offered to relieve her parents of the burden of catering for her needs. She moved from Ado Ekiti to Ibadan as a thirteen year old child and was living with her aunt. Some three years after, her aunt's husband began touching her inappropriately and raped her serially for four years.

“Her” is a cataphoric reference to the victim's aunt and “her husband” is her aunt's husband who serially rapes her, consequently impregnates her and carries out an abortion on her. “Them” occurs four times in the excerpt above. The victim uses the third person plural to make an anaphoric reference to her aunt's family who initially appeared to save her from the poverty of her immediate family. The child uses “issues”, “problems”, “financial issues” in the excerpt to evoke poverty; this made her move in to her aunt's house where her uncle was reported to have consistently raped her.

#### **Excerpt 15**

C: =But he is the one that processed, do my school process (( ))

O: Into into your secondary school

C: Yes

O: Okay

C: He is my benefactor. And he is the one tha::t take me to place  
(.) I use to learn work and the one that pay the money for me to learn work and my school fees.

O: Okay

C: =And my uniform and everything. ( ) use to buy it for me.

O: So, he told you he wants to marry you

C: Yes

The girl concerned in Excerpt 15 is a sixteen-year-old who lives with her parents in a large compound with other tenants. Their income is meagre but they manage to provide what they can for their children. One of their neighbours took advantage of their limited access

to resources to gain access to one of their children. He provided her with what her parents could not and in return, he demands for sex which the girl offers without the knowledge of her parents.

“He” is used to refer to the serial rapist who the girl also sees as “my benefactor”. Her reported rapist has been able to woo her by acting as her beneficiary to provide what her parents could not provide for her because of poverty. In the excerpt, she therefore describes her predator’s acts of benevolence as “do my school process”, “pay the money for me to learn work”, “my uniform and everything...use to buy it for me” all because her parents could not provide them as a result of poverty. These are deeds of her predator which have created an impression of a benefactor in the mental reasoning of the child for her to regard her abuser as her benefactor.

## **2 Protractive factors**

Protractive factors are the elements responsible for the prolongation of abuse. They are the condition that strengthen child abuse and elongate the time frame of abuse. These factors relate to the exposure of the child to abuse; affect the psyche of the child in many ways and makes them stay in and endure the hardship of consistent and persistent abuse. These factors delay the child’s reach for help as susceptibility to abuse remains. In the data are such vulnerability protractive factors such as impuissance, intimidation, stealth and seclusion.

### **A Evocation of impuissance**

This projects the weakness of the child and the attendant incapability to do certain things for themselves. This brings the impotence of the child to the fore and highlights the weakness of the child. The child becomes unguarded and unprotected when the people that are supposed to protect them from harm become the very source of the same. Here, the child explains the circumstances surrounding their exposure to their predator and talk about what led to the exposure. Their exposure to attacks is in connection to their assailability. The exposure in all cases examined happens to further heighten their vulnerability.

## Excerpt 16

O: Okay so, what happened?

C: Nothing really happened; it's just that (0.02) it's just that I left my mum because she was doing—something I don't like that—can stop me, as in that can affect my future.

O: What was she doing?

C: (0.02) What was she doing? Eeerhm. My mummy, she used to carry different type of men (0.02) to our house

.  
. .

<I told °my mummy° > (.) my mummy said it's a lie that that's how I lied against the first one, that it's a lie. When I was telling my mum my mum my mummy GOT ANGRY AND SENT ME OUT OF THE HOUSE that she does not want to see me that I that she that has been looking for ((stutters and hesitates)) she has been looking for marriage that she has seen one again that I want to scatter it; that why did I hate her? And I told my mummy that I did not hate her that I'm just fighting for my security for my safety that how can two men that you are dating be sleeping with me that it's a taboo. <My mum—sent me out>

The child narrator and her younger sister live with their mother who is a single parent. They all live in a rented room. The narrator's mother was reported to have been bringing in different men to the house and these men sometimes pass the night in their house while they all sleep in the only room available. These men make sexual advances at the narrator and when she could not bear it any more, she informs her mother who sent her out of the house.

The child narrator of Excerpt 16 above uses such referential words and phrases as “she”, “my mummy”, “my mum”, “you” to refer anaphorically to “my mum”, the custodian of the child who also happens to be the mother of the child narrator of the excerpt above. The use of these references shows that the impuissance of the child stems from her mother. Instead of protecting her teenage girl child from abuse, she shows lack of concern to the plight of the child by sending her out of her (mother's) protection thereby exposing her to

not only the harm of the men she brings home but also to the harm of the men outside the home. The use of “carry different type of men”, “sent me out of the house” in Excerpt 16 are pointers to the exposure of the child to abuse. In the narration provided by the child, her impuissance was heightened by the lifestyle of her mother and much more when she was sent out of the house.

### **Excerpt 17**

C: When my mummy come to the school-- to complain that ( )  
the teacher complained to her that

.

.

.

O: Okay

C: ( ) my class teacher and my subject teacher complained to her  
that I did not use to stay in the class so. . .

O: -You do::n't

C: I did not use to stay in the class

The child's teacher complained to the mother of the child that her child was not staying in class. The mother of the teenage child went to the school to see to things herself. The predator got to know the child when the issue was being discussed as her mother arrived. On another occasion, he gave her a calculator. The predator saw an opportunity to lure the child whose weakness was exposed the moment her mother came to school based on the report she got that her child was not staying in class. Finally, he took her to a hidden place where he raped her.

“Her” is an anaphoric reference to “my mummy”, the child's mother. “Her” occurs twice in the excerpt as the child narrates her impuissance. “Complain(ed)” thrice in the excerpt as an index of the child's impuissance. The said complaint exposed her to her predator who probably was in search of his next victim.

## **B Evocation of stealth**

This is often adopted by the predator of the child to avoid attention to the abusive act. The abuse is often carried out in a very cautious manner which often is because the initiator of the abuse does not want the child who is the subject of abuse to attract observation so that the abuse can keep going on. This, in fact, entrenches the abusive act and hinders speedy intervention even when help is close by.

### **Excerpt 18**

C: At my mummy's apartment. That man too was living there and in one room: my sister, my mum, that man and me. Making four. So:: --I used to sleep on the floor while the three sleep on the bed. So, in that floor↑(.) that man, the bed is close to that—place where I use to sleep. So, at the edge of that that bed. >I used to sleep at the edge of that bed. So:: the man sleep at the edge, my mum sleep at the centre and while my sister sleep at the last.

So, that man use to. . .in the midnight, we use to off our light. That man use to—touch my breast (0.03)

The child narrator lives in a room with her sister and single mother. The child's mother has a lover who comes visiting and sometimes passes the night. In the night, while everyone is asleep, he reaches out to touch the child's breasts in the dark.

The use of stealth is adopted by the predator to keep the abuse going. The child adopts the use of such words as “sleep”, “midnight”, “asleep”, “off our light” as indices of stealth. These words serve as covering for the predator and they create the atmosphere to enable the abuse. That man and the man serve as anaphoric references to that man, the predator.

### **Excerpt 19**

O: And when does he do it?

C: When everyone is asleep at night or when no one is at home because I will be the one to cook and do the house chores. The wife goes to shop so I will be the last person at home when. . .

The child lives with her aunt's family. Her aunt had told the child's mother to allow her to come live with them. As she began living with them, her aunt's husband who is the child's

uncle began to make advances at her and she could not talk to anyone. He eventually raped her. The raping did not stop. It became a regular occurrence.

The child uses “he” in the excerpt to refer to the predator who adopts stealth to carry out his abusive act. In this example the child makes use of such expressions as “asleep at night”, “when no one is at home” indicators of stealth in her narration. The indices point to the time of the occurrence of abuse.

### **C      Evocation of intimidation**

This is one of the tactics of the abuser to instil fear in the child victim of abuse. Since the child is naïve and is unable to rightly judge the intentions of people’s deeds, they become easy victims of threats and are easily intimidated which, however, unsurprising as their predators are always in the +Power position in the context. Threat is often communicated to the victim in the form of warning with sentences which includes the use of ‘do not...’. Another form of occurrence is in the use of conditional statement(s); the conditional statement marker ‘if’ is found popping up in the narrative. If is used to indicate the condition the child has to meet while the consequence(s) of the child’s failure to comply follows closely after.

#### **Excerpt 20**

C: He said he said that if I tell anybody that he will not sponsor me in school anymore

O: He said what?

C: He will not sponsor me in school

The narrator lives with her father following the demise of her mother who was his wife. The man who is the child’s father was responsible for the child’s wellbeing. However, things took a twist when he began to rape the teenage girl. Whenever the girl complained or became unyielding, he intimidates her and threatens to stop providing for her.

In Excerpt 20, there is the copious use of he to refer to the perpetrator of abuse. The trend of intimidation seen is that the predator uses his responsibility to his child as reward. With the intimidation, the child is locked away from people that could free her from the shackles

of her abusers. The use of “he said that if I tell anybody” is an index of the intimidation. “Sponsor me in school” is the child’s reward for giving in to the sexual demands of her father. He occurs four times in the turn of the child as reference to her father.

### **Excerpt 21**

C: Yes, he threatened me and he is diabolical. So, I’m afraid. He also threatened me. So I’m [ afraid that]

O: [How did he threaten you?] What did he say?

C: He tell me not to tell anybody tha::t >if I tell anybody< that he might kill me and I should not destroy his family::↑ and °stuff like that° and he is diabolical so I’m afraid of ( ) so that he will not harm me.

The child lives with her uncle because her parents are not well to do. The child’s parents believed that her living with him would relieve them of the financial burden of providing for her. She relocates from her parents’ house to her uncle’s. Her uncle continually uses her for his sexual relief.

Indices of intimidation in the excerpt of the narrative are “he threatened me”, “diabolical”, “threaten”, “kill”, “afraid”. These are the words with which the child expresses the intimidation from her predator. The referential use of he in the narrative occurs nine times in the narrative. It is used to refer to the predator of the child; Officer in the excerpt uses the reference twice while Child uses it seven times since she is the narrator.

### **D Evocation of seclusion**

A child is more vulnerable to harm when in isolation especially outside the protective care of an older person. It is not surprising that this is also a tactic deployed to begin the abuse and elongate the period of abuse. The child is separated from others for easy access to the predator. The predator is most times the instigator of the isolation because of the intention to prey. The abuse either begins before the isolation for unhindered access to the child or after for continuity.

This indicates a measure of control the predator possesses over the child. Such controls are evident in obvious physical strength, even though this plays out mentally.

### **Excerpt 22**

C: Yes. Then I follow him. Then he told me to go and sit inside his office and I sit there. Later, he gave me water. When he gave me the water, I don't know what happened ( ) and she he have sex with me. (0.02) So, that i::s °what happened°

The narrator talks about how she got raped. According to her, she was invited into the office of a member of staff of her school. She followed him innocently as he was not a stranger to her. When they got into his office, he offered her water before raping her.

Indices of seclusion in the excerpt are “follow” and “to go and sit inside his office”. With these, she expresses how she was secluded from her peers to a place her predator could dominate. The child reports to have been influenced with the utterance “Then I follow him”. The following by the child was to a place of her predator’s dominance, his office, and anaphoric reference to which is in the use of there. The predator (referred to with the use of him and he in the excerpt) tricked the victim away from other children.

### **Excerpt 23**

. . . and my mummy was a caterer. She was working in hotel, she use to do night work. Till my mummy was on night that day when that man raped me; it was that man that disvirgined me.

The child was with her sister in the house when she got raped. Her mother was working as a caterer in a hotel. She went on night shift and left the narrator and her sister in the custody of the man who eventually raped the narrator in the presence of her sister.

The predator saw an opportunity in the unguarded state of the child. The child was left in the care of the person who later abused her. The two uses of “that man” in the excerpt are references to the man predator. “Till my mummy was on night that day when that man raped me” is regarded as an index of seclusion. Although the seclusion was not an active orchestration of the predator, he took advantage of the child’s mother’s trust in leaving her children in his care.

### **4.3 Generic Structure Potential Analysis and Narrative Structure**

Genre is cultural as it provides a classification that is widely acceptable. Halliday and Hassan (1985) submit that genre is the linguistic output with a specific contextual aim. The structure of the narratives provides the features that form the genre of the interactions being examined. Table 4.1 highlights the features of narrative evident in the data.

**Table 4.1: Features of narrative in the data**

Narratives	Abstract	Orientation	Complicating Action	Evaluation	Result	Coda
1	✓	✓	✓	✓	✓	✗
2	✓	✓	✓	✓	✓	✗
3	✓✓	✓✓	✓	✓	✓	✓
4	✓	✓	✓	✓	✓	✗
5	✓	✓	✓✓	✓✓	✓	✓
6	✓	✓	✓✓	✗	✓	✗
7	✓	✓	✓	✓	✓	✓
8	✗	✓	✓	✗	✓	✗
9	✓	✓	✓	✓	✓	✗
10	✓	✓✓	✓	✓	✓	✗
11	✓✓	✓✓	✓	✓	✓	✗
12	✓✓	✓✓	✓	✗	✗	✗
13	✓✓	✓✓	✓	✓	✓✓	✓
14	✓	✓	✓✓	✓	✓	✓
15	✓	✓	✓	✓	✓	✓
16	✓✓	✓	✓	✗	✗	✓
17	✓	✓	✓	✓	✓	✓
18	✓	✓	✓	✗	✓	✓
19	✓	✓	✓	✓✓	✓	✗
20	✓	✓✓	✓	✓	✓	✗
21	✓	✓	✓	✗	✗	✗
22	✓	✓	✓	✓	✗	✓
23	✓	✓	✓	✓	✓	✗
24	✓✓	✓✓	✓	✓✓	✗	✗
25	✗	✓	✓	✓	✓	✗
26	✓	✓	✓	✗	✓	✗

27	✓	✓	✓	✓	✓	✓	✗
28	✓	✓	✓	✓	✓	✓	✓
29	✓	✓	✓	✓	✗	✓	✗
30	✓	✓	✓	✓	✓	✓	✗
31	✗	✓	✓	✓	✗	✓	✗
32	✓	✓	✓✓	✓✓	✓✓	✓	✓
33	✓✓	✓✓	✓	✓	✓	✓	✓
34	✓	✓	✓	✓	✓	✓	✓
35	✓	✓✓	✓	✓	✓	✓	✗
36	✓	✓	✓	✓	✓	✓	✗
37	✓	✓	✓	✓	✓	✓	✗
38	✓	✓	✓	✓	✗	✗	✗
39	✓	✓✓	✓	✓	✓	✓	✗
40	✓	✓	✓	✓	✓	✗	✓
41	✓	✓	✓	✓	✓✓	✓	✓
42	✗	✓✓	✓	✓	✓	✓	✓

---

Table 4.1 shows the narrative features of each data examined. Each datum was examined against the six features of narrative provided by Labov. Each datum is numbered for easy reference. Only 42 of all the data collected were considered worthy for the narrative analysis. As the narrative features do not occur in similar frequency in the data, ✓ is used in the table above to show the presence of each narrative feature in the data and ✓✓ is used to indicate a two time occurrence in the data. ✗ is used to indicate the absence of some narrative features the in the data. For each of the data examined, the compulsory and optional elements of the narratives are presented.

The following are the possible GSP outcomes in the narrative of child vulnerability in the domain of Nigeria Security and Civil Defence Corps (NSCDC).

**A<sup>^</sup>O<sup>^</sup>CA<sup>^</sup>E<sup>^</sup>R<sup>^</sup>(C)**

**A.<sup>^</sup>O.<sup>^</sup>CA<sup>^</sup>E<sup>^</sup>R<sup>^</sup>C**

**A<sup>^</sup>O<sup>^</sup>CA.<sup>^</sup>E.<sup>^</sup>R<sup>^</sup>C**

**A<sup>^</sup>O<sup>^</sup>CA<sup>^</sup>(E)<sup>^</sup>R<sup>^</sup>(C)**

**(A)<sup>^</sup>O<sup>^</sup>CA<sup>^</sup>(E)<sup>^</sup>R<sup>^</sup>(C)**

**A<sup>^</sup>O<sup>^</sup>CA<sup>^</sup>(E)<sup>^</sup>R<sup>^</sup>(C)**

**A<sup>^</sup>O<sup>^</sup>CA<sup>^</sup>(E)<sup>^</sup>(R)<sup>^</sup>(C)**

**A<sup>^</sup>O<sup>^</sup>CA<sup>^</sup>E<sup>^</sup>(R)<sup>^</sup>C**

**A.<sup>^</sup>O<sup>^</sup>CA<sup>^</sup>(E)<sup>^</sup>(R)<sup>^</sup>(C)**

**A<sup>^</sup>O.<sup>^</sup>CA<sup>^</sup>E<sup>^</sup>R<sup>^</sup>(C)**

**A.<sup>^</sup>O.<sup>^</sup>CA<sup>^</sup>E<sup>^</sup>R.<sup>^</sup>C**

**A<sup>^</sup>O<sup>^</sup>CA.<sup>^</sup>E<sup>^</sup>R<sup>^</sup>C**

**A<sup>^</sup>O<sup>^</sup>CA.<sup>^</sup>E<sup>^</sup>R<sup>^</sup>C**

**A.<sup>^</sup>O<sup>^</sup>CA<sup>^</sup>(E)<sup>^</sup>(R)<sup>^</sup>C**

**A<sup>^</sup>O<sup>^</sup>CA<sup>^</sup>(E)<sup>^</sup>(R)<sup>^</sup>C**

$A^O^CA^E^R^C$

$A^O.^CA^E.^(R)^C$

$(A)^O^CA^E^R^C$

Below is the catalogue for the narrative of child vulnerability in the context of Nigeria Security and Civil Defence Corps (NSCDC)

$(A.)^O.^{CA.^{\overbrace{(E.)}^{\curvearrowright}}.^{(R.)}^C}$

( ) optional elements

. more than one occurrence

^ ordering/ sequence

[ ] fixed position

$\overbrace{\{ \}}$  equal iteration

A Abstract

O Orientation

CA Complicating Action

E Evaluation

R Result

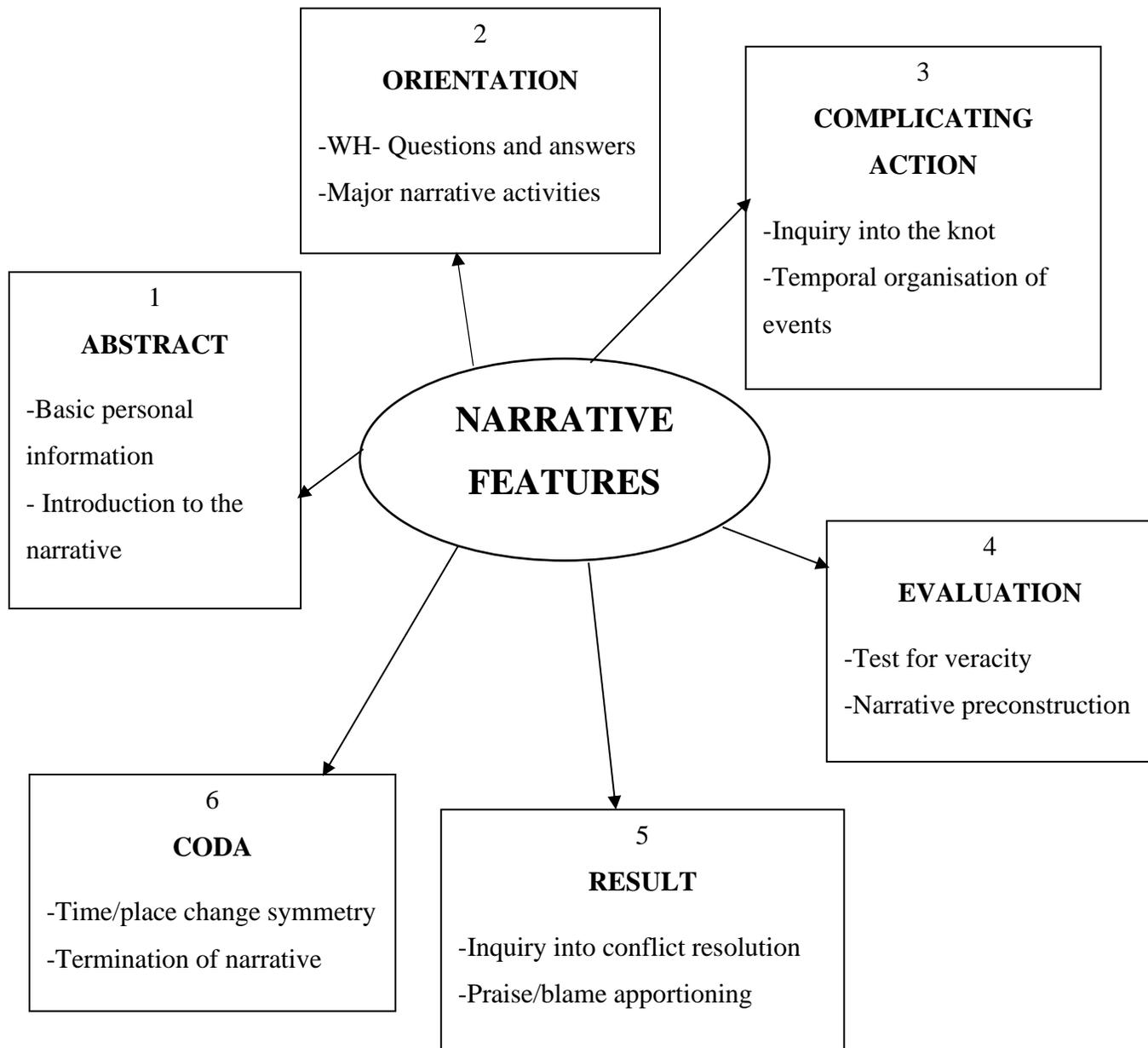
C Coda

Items enclosed in ( ) are optional elements. As presented above, Abstract (A), Evaluation (E), Result (R) and Coda (C) are the optional features of narratives in the data as they are each enclosed in ( ). Orientation (O) and Complicating Action (CA) are compulsory elements of the narratives examined. The dot . is used to show that an element can occur more than once in a sequence. The dot is inserted immediately after the narrative features which occur more than once. It is evident from the catalogue above that Abstract (A), Orientation (O), Complicating Action (CA), Evaluation (E) and Result (R) are the narrative features that can occur more than once in a sequence. The curly brackets with the arrow

are indicators of iteration; they show that there is an equal number of occurrences of items enclosed in them: the reoccurrence of Complicating Action (CA) in a sequence also means a reoccurrence of Result (R). [ ] is used to show a restriction to a particular position in a sequence. Items are enclosed in [ ] to show a restraint in occurrence. The use of ^ in the catalogue is to show sequence. Sequence is not fixed and as such can change but such changes barely change the order above.

From the foregoing, it is evident that Abstract (A), Evaluation (E), Result (R) and Coda (C) are optional element because of their enclosure in ( ). A sequential arrangement of the narrative features is enabled by ^; with this, each feature can be strung along the line of the conversation. This implies that in the narrative structure of child vulnerability discourse, there is the Abstract (A), Orientation (O), Complicating Action (CA), Evaluation (E), Result (R) and Coda (C). Some of these features are enclosed in [ ]. This indicates a restriction to the position of occurrence. Items restricted to a position are Evaluation (E), Result (R) and Coda (C).

Equal iteration of items is indicated with the use of  $\{ \}^{\cup}$ . This means that when Complicating Action (CA) is repeated in a sequence, Evaluation (E) must be repeated. Narrative features that manifest more than one time in a sequence are Abstract, Orientation, Complicating Action, Evaluation and Result. These items are marked with the use of . in the catalogue.

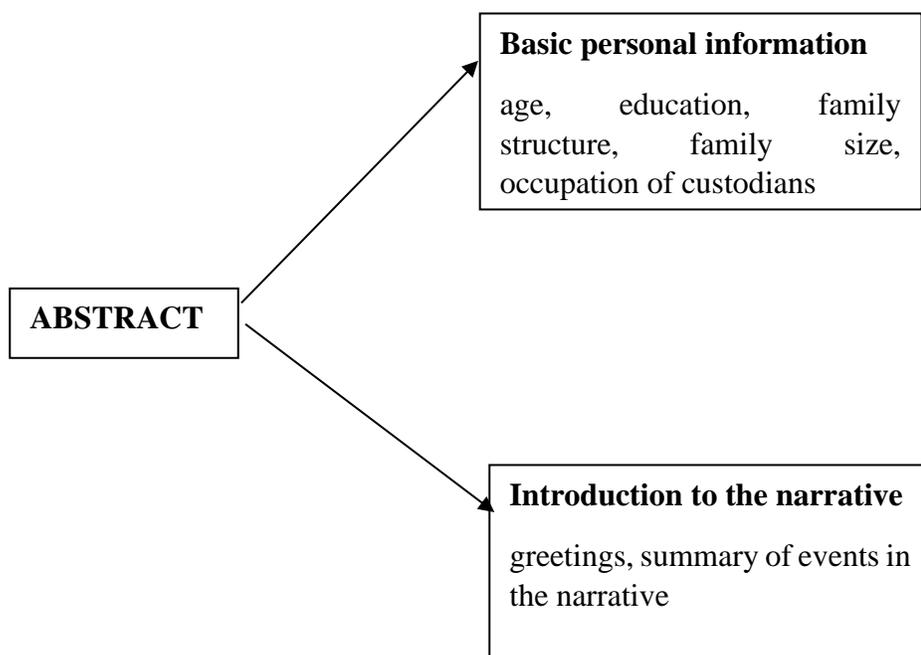


**Figure 4.2: Narrative features of child vulnerability discourse**

Further explanations and information on each of the narrative features in Figure 4.2 are provided as the analysis proceeds below.

#### **4.3.1 Abstract (A)**

Narratives open with questions that will elicit answers on basic personal information just before an introduction to the narrative. It presents a brief summary of the narrative. It is an optional feature of the narrative. In all the data considered, the abstract comes first when it occurs in the data. This is because it opens the narrative. It is observed in the data that the only instance in the narrative in which it failed to occur was in the narrative of a five-year old girl who was the youngest of all the participants. Figure 4.4 is an illustration of the manifestations of abstract in the data.



**Figure 4.3: Abstract in the narratives of child vulnerability**

#### **4.3.1.1 Basic personal information**

This is the very first part of the interaction which helps the inquiring officer to know some basic details about the victim. Beyond just opening the narrative, it serves as an icebreaker to relax the child and get her talking. This approach does not always successfully break the ice as some children observed remain stone cold despite this. Basic information about their age and education primarily are requested by the officer while the child, in turn, provides them. In some instances, the officer asks questions about the family size, family structure, occupations of custodians, etc of the child. The name of the child is sometimes mentioned but this is left out of the transcripts of data

#### **Excerpt 24**

O: >I know your name< How old old are you

C: Fifteen years old

O: Do you go to school?

C:I . . . I yes

O: What is your class?

C: (0.03) S.S. 1

#### **Excerpt 25**

O: What does your mother do?

C: She's a petty trader.

O: She's a trader and your father?

C: He's a charge and bail ( ) agent

O: Agent. Charge and bail agent. (0.05) How many siblings do you have?

C: --The one that she gave birth to ( ) just one.

O: And the othe::r↑

C: They are four.

O: Four

C: She gave birth to she gave birth to ( ) and she is pregnant with one

O: And with your sister – what class is your sister?

C: J.S. 2

O: J.S.2

The child gets introduced to the officer in Excerpts 24 and 25. The officer asks such questions relevant to provide a background into the discussion. The excerpts show the evocation of such background information on the victim as name, age and class in school especially as all the information culminate into providing answers to who the child is. The importance of this part of the interaction at the beginning of the conversation is not only to know the child but also to get the child to open up before the event of abuse is delved into as the discussion proceeds. From Excerpt 24, the name, age and class of the child are discussed and in Excerpt 25, information on the occupations of the child's father and mother, the child's siblings and her class are presented as requested by the officer. The information provided are basic and they present the basic information on the child which will help situate the vulnerability of the child appropriately.

#### **4.3.1.2 Introduction to the narrative**

This is always a preamble to the story to follow. It presents an insight into what the rest of the discussion is about. Depending on the course of the narrative and the participants involved, both the officer and the child are prepared for the details of the story. The child is expected to provide a very brief hint at what is to be expected in the narrative and when this is not the case, the officer directs her accordingly. A major highlight is the form of abuse they are exposed to. In some cases, they mention the relationship they share with the perpetrator of the abuse and how long or often the abuse has been going on for depending on how coordinated they are with their thoughts.

#### **Excerpt 26**

C: My -- aunt's husband. Okay. I've been ( ) I've been living with my aunt since seven years ago so my aunt's husband has been having sex with me since four years ago = I was thirteen years then.

### **Excerpt 27**

O: How are you?

C: °I'm fine°

O: Are you sure?

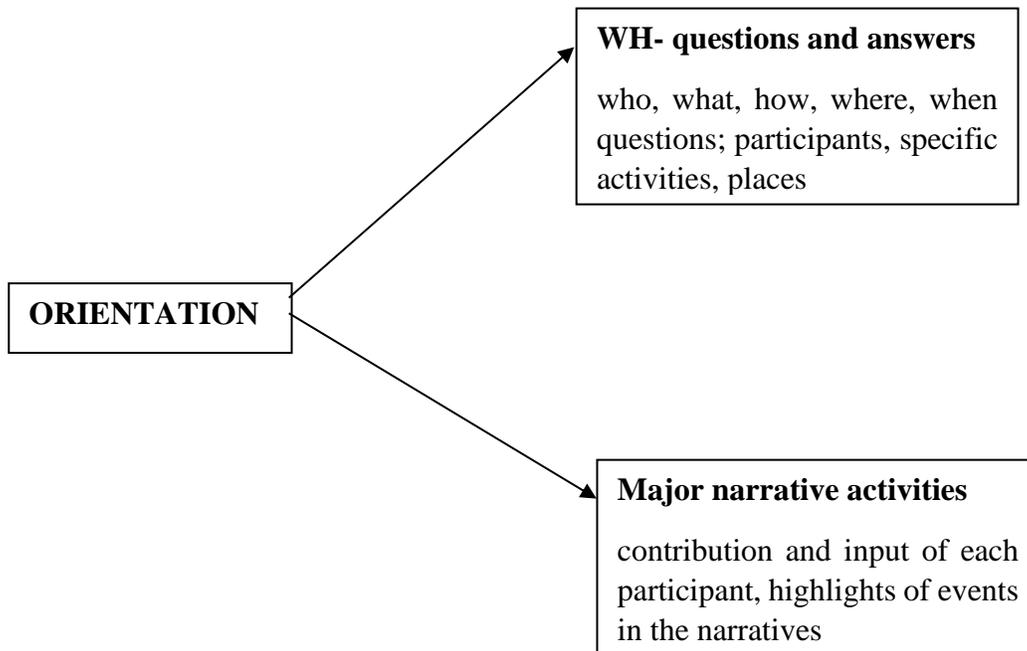
C: Yes

O: Okay. I want to ask you some questions which I want you to answer. Okay?

Excerpts 26 and 27 also constitute the abstract of their respective narratives as they provide introduction to their full stories. As introductory summaries of what to expect in the narratives, they hint at what to expect in the narrative. The particular narrative from which Excerpt 26 was taken bears on episodes of rape experienced by a girl before she was rescued. The victim provides a brief information about her situation, her predator, the rape and duration. The excerpt serves as an introduction to the narrative. Excerpt 27 involves a child not as mature as the one in Excerpt 26; this is responsible for the different course of the excerpt as the officer is seen preparing the child for questioning being what will be seen in the rest of the particular example.

#### **4.3.2 Orientation (O)**

This feature of narrative presents information on the actors, their roles. It states what they do, where, when, etc. It constitutes a compulsory feature of the narrative being one of the two narrative features that run through all the narratives. In one of the data, it occurs more than once. Through all the narratives, it follows closely after the abstract and there is the use of wh-questions to elicit answers; major narrative activities are discussed as well; these are illustrated in Figure 4.5 thus:



**Figure 4.4: Orientation in the narratives of child vulnerability**

#### 4.3.2.1 Wh-questions and answers

Many instances of wh-questions are noticed in this aspect of the narrative many of which serve to provide information about their circumstances, other participants, roles and actions in the narrative, the place and time of occurrence. Not all wh-question types are used. Who, what, where, when are seen in the orientation. More turns are seen to be exchanged by the interlocutors: Child and Officer. while seeking to reveal more on the child's vulnerability. They invoke some form of emotions in the listener.

#### Excerpt 28

O: ( ) when do you sell pure water, is it every day?

C: =Every day

O: Okay. The::n do you also go to school?

C: I go↑

O: So, how do you do it?

C: Whe::n

O: =when you. . . how do you manage to sell pure water. Is it when you go to school or don't you go to school?

C: When I return from school

O: What time do you return from school?

C: When I wait for lesson, I return by three. Without lesson, I return around ( )

This was drawn from the narration of a child whose mother's mental health deteriorated so badly because of lack of access to mental health care. The narrator was left in the custody of her grandmother. The child hawks when she returns from school. On one of the days she went hawking after school, she got raped by one of her customers.

Excerpt 28 is rife with the use of wh-questions by the officer to provide more details on the child's circumstances. The officer aims at getting the child to bare the activities surrounding her vulnerability. The questioning of the officer reveals some information on

days the child goes hawking, her education, time she goes hawking, how she manages to combine going to school and hawking, all of which help the officer to properly assess how assailable she was to being taken advantage of.

### **Excerpt 29**

O: What was he telling you and why did you not tell someone all along? Why did you not tell anybody?

O: Eeerh. . . be patient we will get somewhere

C: He said he said that if I tell anybody that he will not sponsor me in school anymore

O: He said what?

C: He will not sponsor me in school

O: ((sighs)) Did he beat you while sleeping with you?

C: When I say I am not doing again ( )

O: What did he beat you with

C: °Hand°

There are questions which feature the use of what, why and when. With this information surrounding the abuse of the child by her father are revealed. The reason the abuse lasted for so long, the reason the child silent, what he said to keep the child silent, how he battered and raped her are such details of the narrative as seen in this excerpt of the narrative. The roles and deeds of each participant in relation to the abuse in the narrative are detailed.

#### **4.3.2.2 Major narrative activities**

The context of the narrative is made clear. The orientation does not end at just the provision of the participants; the roles they adopt and their input in the abuse are discussed. The background information needed to understand the narrative is the major projection here serving to provide the listener with a proper orientation to the narrative.

### Excerpt 30

C: Whenever my dad collects his salary, so he will spend that half of it to drink his al—cohol. So, when he gets home. . .

O: ((Cuts in)) DO you want to speak Yoruba?

C: No

O: Okay

C: So, when he gets home, he will just tell me that I should off my clothes—that <he wants to have sexual intercourse with me.

The highlight of the narrative which is also the major narrative activities are presented. This is primarily to project the context of the narrative. This is more specific as the details of the major narrative activities are well laid out by the child. More insight is provided which is aimed at providing adequate orientation to the narrative. The child mentions the influence of alcohol on her father who is also her predator. The officer's observation of the child's difficulty in expressing herself is the reason he suggests that the child speaks Yoruba for ease in expression but the child objects and returns to recounting her story.

### Excerpt 31

C: Called me. Told a guy to come and call me.

O: =Is he your teacher?

C: No oh, our gateman.

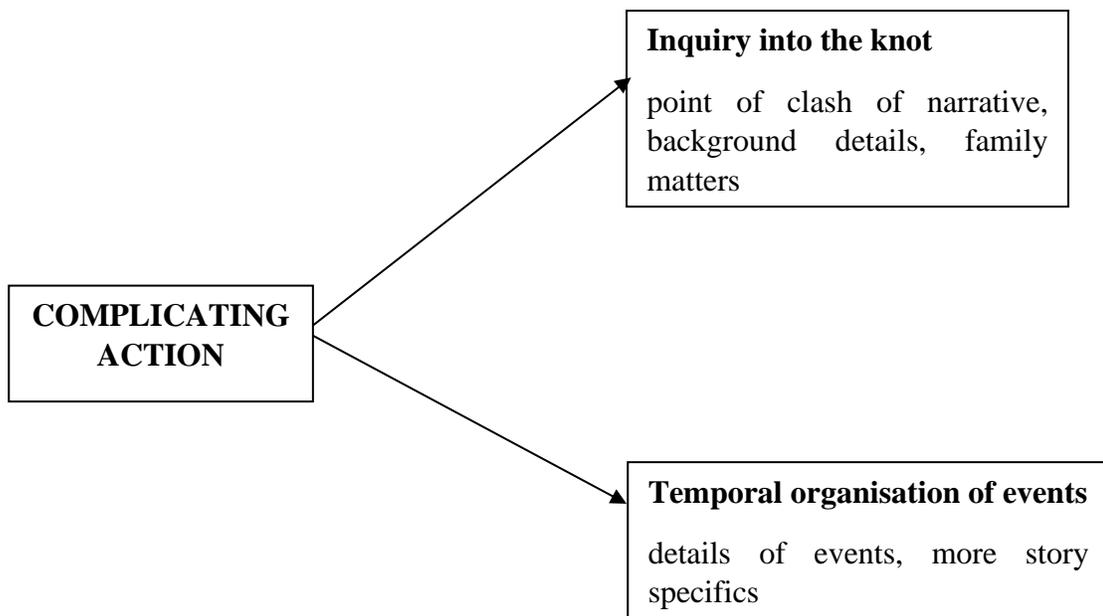
O: He's your gateman

C: Yes. Then I follow him. Then he told me to go and sit inside his office and I sit there. Later, he gave me water. When he gave me the water, I don't know what happened ( ) and she he have sex with me. (0.02) So, that I::s °what happened°

The narrator goes into specific details of her narrative, more like the core of the story. She provides more clarity to the rape. She narrates how the gatekeeper of her school sent someone to get her, how she got to the gatekeeper who then received her in his office. The information provided is such that is required for the proper orientation of the listener.

### **4.3.3 Complicating Action (CA)**

At this point of the narrative, the point that needs to be unknotted is presented. It is more like the point of clash of the story. It is a compulsory feature in the narrative. Evidence of this is in not only its occurrence in all of the data but also in featuring more than once in some of the narratives. In the complicating action, such issues as inquiry into the knot and temporal organisation of events are discussed as illustrated in Figure 4.6 thus:



**Figure 4.5: Complicating action in the narratives of child vulnerability**

#### 4.3.3.1 Inquiry into the knot

The officer's desire to understand the narrative spurs him up at this point to ask questions that aim at clarifying what the clash of the narrative is about and how the clash came to be. As with every narrative, there is a knot which must be undone. The responsibility of revealing where the knot is and undoing the knot is borne by the officer.

#### Excerpt 32

O: And erhm where do your other siblings stay?

C: My mum's place.

O: How about your dad?

C: They are living together.

O: Oka::y are they in Ibadan?

C: No, Ado Ekiti.

O: So, they stay in Ado Ekiti but because of financial issues, they said you should come and be staying O::n

C: =Ibadan.

O: And who is your. . . your aunty is your mum's sister

C: My mum's elder sister

O: And her husband has been the one sleeping with you

C: Yes

More details about the background of the child are dug out with the use of some specific questions for the purpose of providing clarity into the claims made by the child. These claims are, because of the nature of the data, mostly related to abuse. With the use of questions, the officer helps the child to reveal the condition of her family which has led her out of their protective care and into the domain of her predator who is her aunt's husband.

### Excerpt 33

O: Eerhnm before then, have you:: had any:: interaction with him?

C: No

O: So, you ju::s. . . where did you meet him?--The gateman, where did you meet him?

C: ( )

O: Erhn?

C: Inside his office

O: = No, before that day

More information on the rape which is the offence reported is discussed. For the purpose of providing more insight into the knot, the officer asks questions that bear on prior interaction of the child with her predator. The child appears to be unclear about this as she responds in the negative. This could be because the child did not understand the question posed by the officer as evident in all the turns she took in Excerpt 33. The very last turn of the officer in the excerpt is where the officer clarifies his question.

#### 4.3.3.2 Temporal organisation of events

Also featuring under the complicating action is the temporal organisation of events. Events are presented in a step-by-step occurrence of events is presented. More details into the story are unravelled. More details about the lives of the participants come to light and the unguarded state of the child is projected the more. The circumstances that led to the abuse and how the abuse was carried out are revealed.

### Excerpt 34

C: At my mummy's apartment. That man too was living there and in one room: my sister, my mum, that man and me. Making four. So:: --I used to sleep on the floor while the three sleep on the bed. So, in that floor↑(.) that man, the bed is close to that—place where I use to sleep. So, at the edge of that that bed. >I used to sleep at the edge of that bed. So:: the man sleep at the edge, my mum sleep at the centre and while my sister sleep at the last.

So, that man use to. . .in the midnight, we use to off our light.  
That man use to—touch my breast (0.03)

More details on the events surrounding the abuse are presented above. The actors, place, time, circumstances, etc are all projected. The events are temporally ordered and they are seen to systematically contribute to the outcome. The family of the victim is presented to be a dysfunctional one and one in which the mother is the custodian of the child. The one room apartment houses the victim, her sister, mother and mother's boyfriend who preys on the victim regularly especially when the lights are out in the night and every other person is asleep.

### **Excerpt 35**

O: [Ekiti] And how frequently has it been on?

C: There was a time tha::t °it was° ( ) like it wa:s often

O: Often like (.) everyday↑

C: =Almost every day (0.03) so it was whe::n I now told him that I'm not seeing my menstrual period like two months ago. That was March when we travelled and came back. ° So I told him I've not been seeing my menstrual period. Then he stopped ( )

O: = Did he take you to the hospital?

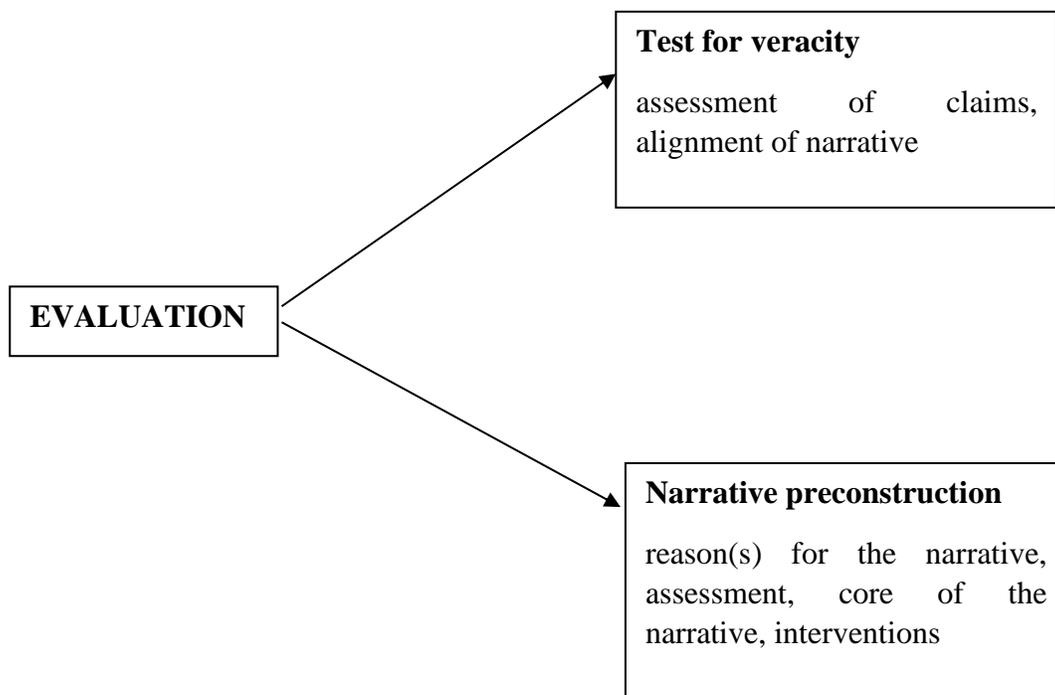
C: No (0.03)

The events as they occur are put in the right organisation. In Excerpt 35, the ordering is prompted by the officer as seen in each turn he takes. He makes the question clearer with each turn he takes to elicit the eventual answer he desires in the second turn of the child. The excerpt shows that the frequency of the abuse suffered by the child is inquired. Events surrounding the frequency, time, etc of the abuse are discussed.

### **4.3.4 Evaluation (E)**

This is an enquiry into the veracity of the story. It gives room for the listener or reader to exercise a sense of judgement. It is an optional feature of the narrative as it does not occur in two of the narratives examined. Test for veracity and the preconstruction of the narrative

are the subjects of discussion in this part of the narrative. Figure 4.7 is an illustration of the manifestation of evaluation in the narratives.



**Figure 4.6: Evaluation in the narratives of child vulnerability**

#### 4.3.4.1 Test for veracity

This tests for the truth in the narrative. The narrators, being children, are cross examined by the officers for such qualities of their narratives as reportability and credibility. Since the narrative objective is accusatory, the officer tries to get into every bit of the narrative while seeking to determine the credibility of the story while at it. With the help of some questions asked by the officer and the use of certain words in the interactions to prompt the child narrator, some responses which the officer has to critically assess to aid the analysis of the story are elicited.

#### Excerpt 36

O: So, how did people later get to know?

C: Last week Thursday, >he raped< also he raped

O: =<Calm down calm down>

C: Last week Thursday, he rape one girl in my school.

O: Your classmate?

C: My junior

O: What class did you say you are in?

C: S.S. 2

O: S. S. 2 Okay. So, he raped your junior again. Okay↑

C: So ( ) one of our students, my junior now went to go and call the teacher. So they now saw him raping one girl.

O: So, how did you eventually get to talk?

C: (0.06) ( )

O: You didn't say anything. (0.03) but how did people get to know?

C: Whe::n. . . how people know is that when I went to ( ). When he called me and I went to his office, one guy in my class saw me.

O: O::kay (.) so, what did that guy do?

C: He did not tell anybody until last eerh last week Thursday that that thing ( ). They now announce on the assembly that anybody that they know that the man have already raped that they should >come and tell them< that is why ( )

O: So, you didn't tell anybody, it was that boy that went to tell the principal.

C: Yes

Considering the seriousness of the claims made by the child in the narrative, the officer makes an attempt at verifying the claims made; this is to ensure consistency. The questions asked by the officer above are to get the child to reaffirm the claims earlier made. Questions relating to her class in school and how intervention was sought are also asked to ensure a narrative alignment. From the whole narrative where the excerpt above was drawn, escalation was done by another party, an eye witness of the scene of rape. This has necessitated the digging into how the issue was escalated and how the school authorities got to know as the victim claims she did not go forward by herself to report the abuse.

### **Excerpt 37**

O: Okay

C: The man too was there. So, since that day, he gave me calculator ( )

O: So, when you don't stay in the class, where do you go to?

C: If-- I'm not in class, I went to go and buy something or I went to e::rrh lab.

O: To lab. So, why did your teachers complain that you don't stay in class?

C: Because when I ( ) see me where they use to sell something ( )

O: = Ehn?

The officer tests for the veracity of the claims presented by the child. He poses questions especially in relation to the disjointed area of the story. Excerpt 37 was drawn from a rape case involving a school girl and the school gatekeeper. The mother of the child was sent for by the child's teacher because of the child's absence in classes. Excerpt 37 is therefore an attempt by the officer into a test for the veracity of the child's claims. The second and third turns of the officer in the excerpt are the officer's attempt at digging into the claims made by the child for loopholes.

#### 4.3.4.2 Narrative preconstruction

This is the projection of the reason for the narrative. It provides a background into the very core of the narrative. It goes into the very start of what constitutes the issue of abuse and aims at evaluating the story of the victim. It seeks, very importantly, to support earlier assertions made.

#### Excerpt 38

O: So what happened? What brought you here?

C: (0.02) I was sleeping around (0.02) when my mummy when my mummy sent me out this month, I was sleeping around. I begged people to go and beg my mum; my mummy said no [that she was not going to ( )]

O:[Where were you sleeping]

C: I was , sometimes I sleep in chu::rch, sometimes I sleep in mosque and I can't lie—sometimes, I sleep in boy's house (0.02) and there's no time I go and sleep in boy's house that they will not touch me. (.)

The example reflects on the abstract while providing elaborate projection to the core of the narrative. In the narrative from which Excerpt 38 was drawn, the victim claimed to have been abused. This part of the narrative is her dwelling on her experiences while touching on her being sent out of the house, her sleeping around especially in unsafe places. Her abuse took another course when her mother abandoned her wilfully. The opening question by the officer in this excerpt aims at getting the child into the narrative preconstruction and this gets the child right into the very start of the narrative.

#### Excerpt 39

C: It was even my boss that I told about it. I work (.) with this POS thing, PAGA. So, that's where I work. When I'm done with my secondary school, so I decided to work for a while. So, my boss noticed that I'm always moody and depressed and I'm never cheerful.

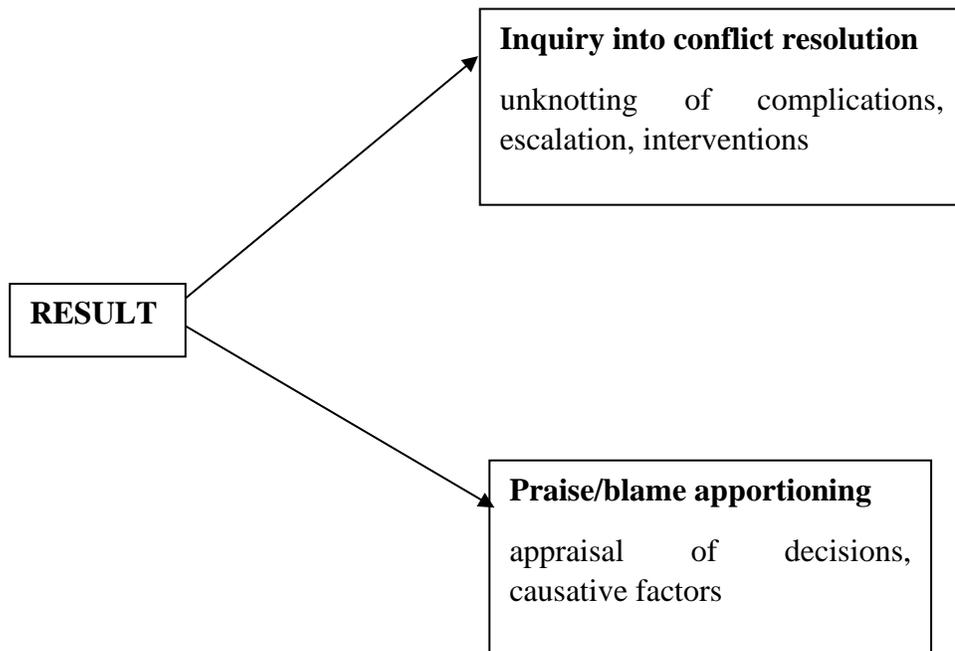
I did some errors: I wanted to transfer ten thousand. I pressed the ( ) that is ((figures withheld)). I transferred fifty-eight thousand plus, later I did another five thousand naira error. In that day he now asked me, he pestered me that what is wrong with me? That

was when I told him that I am sexually abused. I told him that my--aunt's husband. So, he called my mum and told my mum to come to Ibadan.

The narrator in Excerpt 39 here dwells more on the effect of the regular abuses on her job and the intervention of her boss in her plight. The officer steers the conversation to this direction in an attempt at evaluating her claims; the officer assesses the time between the first instance of the abuse till the time of intervention. The highlight of the narrative preconstruction is in the very first line of the excerpt where she talks about the very first time she discussed the abuse she had been enduring for years.

#### **4.3.5 Result (R)**

This is when things that have hitherto been unknown unfold. This is an optional feature of the narrative as it does not run through all the narratives. Interventions, arrests and openness are discussed in this aspect of the resolution as it marks the point where the vulnerable child involves a 'saviour' by opening up on the abuse faced. An inquiry into the resolution of conflict and blame apportioning are the highlights of the discussion in this area. These are laid out in the chart in Figure 4.8 thus:



**Figure 4.7: Result in the narratives of child vulnerability**

#### 4.3.5.1 Inquiry into conflict resolution

One of the features of the result in the narrative is the unknotting of the complication. This takes place as the unknown becomes known. In the data, the officer prompts the child into a discussion of how the issue of abuse was escalated and such is the peculiarity of this discourse of child vulnerability. The child mentions how the abuse came to be reported and in many of the cases examined, the escalation or intervention of an adult is a major highlight. In summary, it states what eventually happened.

#### Excerpt 40

C:So:: when I was sleeping around, I was WALKING AROUND I don't even have place to stay. One woman now called me. My mummy did not give me my clothes so the cloth that I've been wearing since all these days and the money that those guys used to give me, that's what I'm using to eat. There are some times that I will be hungry that I will that I will go and give myself to boys just for me to eat. (.) And some money that those guys give me after sleeping with me, I use it to buy clothes; I can't lie. Some clothes ( ) when I see that that cloth is—is already dirty. So, one woman now called me; the woman used to see me around walking, the woman is a old woman (0.02). She now called me and tell me that she noticed that she used to see me walking around that what happened; that she can help me o, that I should not lie to her o. I now explained everything to this woman. This woman was shocked. She was very afraid that ahah! You and you are a girl.

O: So, what did she do about it?

C: She now said that she is going to bring me to one place—(.) I was even afraid. The woman said that she can't make me for use for ritual; she now brought me to ((name withheld)) to his office (.) She dropped me there and she went back. (0.02) Since then↑ when I explained everything to ((name withheld)). Since then, ((name withheld)) has been a wonderful person to me. And his staff, they have been the one feeding me↑, clothing me↑ and providing place for me to sleep. I'm very comfortable and happy there till now.

Excerpt 40 bears on the result of the complication; an opening up on the outcome of earlier actions reported in various parts of the narrative. It is a case of parental negligence in which parental responsibility of child care is jettisoned. What follows is an unguarded exposure

to harms as the child is unable to take care of herself; the child narrator, while wandering, is exposed to sleeping around, begging, prostitution. The intervention of a stranger who was concerned about her plight appears to be her salvation from very harsh life on the streets. The only turn of the officer in this excerpt is his investigation of the role of the woman who called the child and offered to help. The officer desires to know the specific steps taken by the woman to rescue her and the last turn of the child contains information in this light.

#### **Excerpt 41**

C: Yes. (0.01) I can never never↓ It's only my mummy that know

O: Okay it's only your mummy that know.

C: =Yes because is her that use to say that who used to touch my bumbum

O: Oka::y (.) so you only tell your mummy because she is the only one that knows the person that [touches]

C: [Yes]

O: . . .your bumbum( )

C: ( )

O: Ehn?

C: ( ) that know. . . is only her.

O: So, apart from your daddy, has anybo[dy:: ever touched your bumbum?]

Excerpt 41 is the interaction between an officer and a child of five years old. The representation above is the officer's enquiry into the outcome of the abuse suffered by the child and how the abusive events were escalated. The child in the example above reveals how she kept the details of the abuse from everyone but her mother whom she claimed was the only one who asked her personal questions especially those on inappropriate touches. Although the frequency of such questions is unknown, they contributed in a very large measure to alert the child's mother and thus shielded the child from further abuses.

#### 4.3.5.2 Praise/blame apportioning

The narrative at this point is close to the end. In order to put the participants in a proper perspective, the narrator and in some cases, the officer either apportion praise or blame. Praise for heroic deeds and blame for uncanny decisions made. In most of the cases, this is often presented in very subtle ways especially when it comes to blame apportioning. The causative factor for the occurrence of the abuse is driven at.

#### Excerpt 42

O: And before then, nobody ever told you that you should not go to a place alone with a man

C: °My mummy used to advise me that I should not go to a place ( ) with a man°

O: So, what happened? Why didn't you obey your mummy's advice?

C:( ) Is not that I did not obey her advice ( ) is that when I ( ). I get there this eerh last term

O: Okay you just got to the school

C: Yes

O: Last term. Okay. So you've only spent one term in that school.

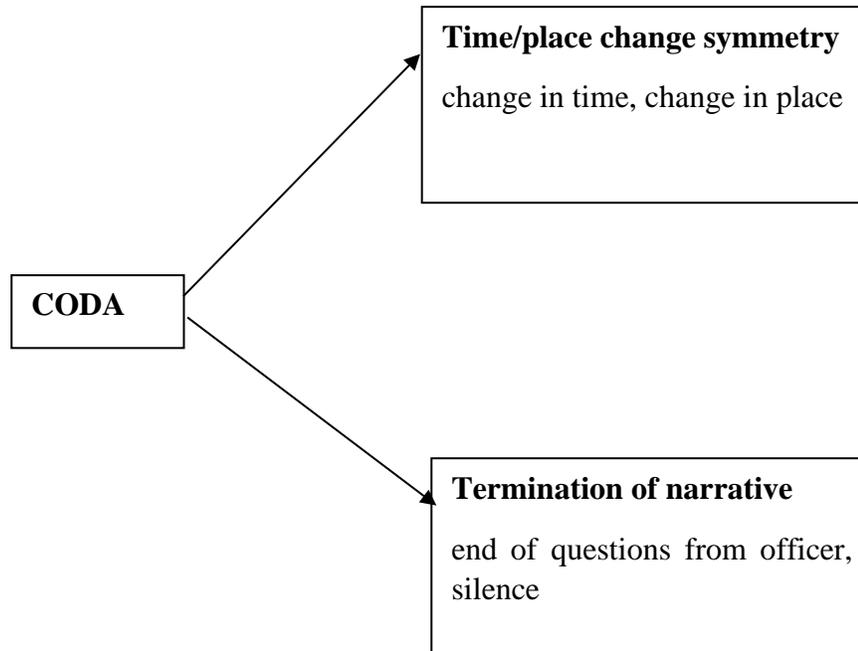
C: This is this is the second term.

O: =This is the second term. Okay.

The first and third lines in the narrative Excerpt 42 above are clear indications of blame apportioning. The first line shows the officer's desire to know whether the victim had, before the abuse, been warned by anyone to be wary of men. After the victim's positive response, the officer digs further into the reason she did not yield to the advice she had been given. The child, in turn, talks about her being new in the school where the abuse was reported to have occurred. This response of hers suggests a kind of defence as her response to the subtle hint of blame posed by the officer. The last line shows that the defence is accepted by the officer.

#### **4.3.6 Coda (C)**

It signals the end of the story (Swanson, Rahintoroghi, Corcoran and Walker, 2014). It rubs off on the emotions of the listener or reader. Although optional, it ends the story whether overtly or covertly. Some of the narratives examined did not exemplify such ending as it was not a compulsory feature. As illustrated in Figure 4.9, the coda bears on discussions on time change symmetry and the termination of the narrative.



**Figure 4.8: Coda in the narratives of child vulnerability**

#### 4.3.6.1 Time/place change symmetry

Often, the change of narrative time to the present signals an end to the story. A switch in the time from the past to the present is done to show the progression of events and to show the intervention that came through to end the abuse. This is mainly a presentation of a switch of the narrative time to the present and in few instances, there is a switch from the setting of abuse to the current setting of forensic questioning.

##### Excerpt 43

C: (0.03) Hhhhhmmmmn:::: (.) Last week Friday(0.03) So::, she took me to the woman's affairs. So—they now ( ). From ( ) from Women Affairs, they told us to come to::: Civil Defence to report the case.

O: (0.03) And eerrh what what gave you the:: the strength to to. What encouraged you to go and talk to your pastor's wife

C: (0.02) Because I can't take it anymore.

This indicates a change in time. The narrative is steered to the present. How the officials of NSCDC got to be involvement in the narrative is mentioned. This plays out in the first and second lines of the example above. The narrative is primarily a recounting of past events; however, the gradual progression of the time and place of events from the past and far to the present and current domain, as seen above, are indications of the end of the narratives.

##### Excerpt 44

C: And his staff, they have been the one feeding me↑, clothing me↑ and providing place for me to sleep. I'm very comfortable and happy there till now.

O: So, who brought you here?

C: errhn they are they were eerh. Is them that brought me here

The first turn of the child in the excerpt has the child talking about the members of staff of her benefactor who took her in at a time she was in misery. The desire of the officer for the coda of the narrative is the reason for his initiation of the symmetry of change in place

where there changes to here. It represents a switch in the place of the narration to the present.

#### **4.3.6.2 Termination of narrative**

This is the closing of the narrative. In the narratives examined, discussions do not proceed beyond this point. The narrative ends here. This occurs when the officer has exhausted the questions he already prepared and the ones that came up in the course of the interaction.

##### **Excerpt 45**

O: >Do you have any other thing to tell me?<

C: (0.03) No

##### **Excerpt 46**

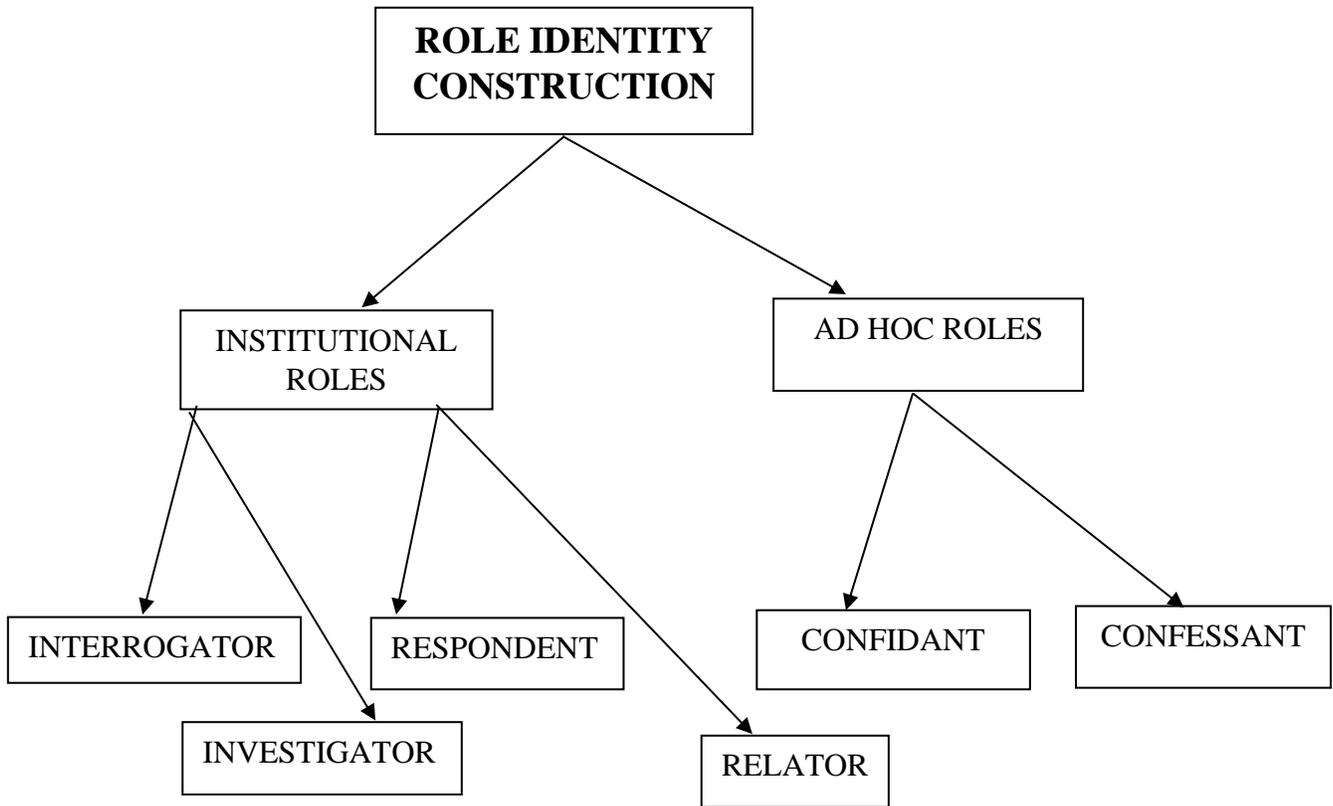
O: °Okay° (0.03) do you have any other thing to say?

C: (0.05)

This is a signal to the end of the narrative. From the examples above, the termination of the narrative is hinted at by the officer. The coordination of the narrative is done by the officer who assigns turns and occupies the +Power position in the conversation. When the officer is satisfied with the information he has got, he ends the conversation and assigns turn to the victim to take over especially if they have anything to say. The last line in Excerpt 45 shows that the child declined hence, leading to the end of the conversation as the officer equally has no other thing to say. In Excerpt 46, however, the child goes quiet.

#### **4.4 Role identity construction**

Role identity is interactive and personal (Ferron (1999) and Konczol (2017)). It is interactive because of the need for an attestation to or confirmation of the role identity. It is personal because human beings take up and act in the capacity of their roles. People's sense of who they are is verified through the acknowledgement of their roles by others. Role identity is constructed in the data as represented in the diagram below.



**Figure 4.9: Role identity in child vulnerability discourses in NSCDC's context**

#### 4.4.1 Institutional roles

These are roles that are backed up by the authority of the government. They are the roles instituted to be carried out by specific institutions. These roles are very formal and they are institution based. There are expectations with which participants approach speech events for some result. The understanding of these expectations is very important for a successful discursive encounter. This is the reason that institutional roles are strictly formal and expected specially for the officer as the discourse is in their domain and they occupy the +Power position. Some of the roles of NSCDC, as backed up by Act 2 of 2003 and amended Act 6 of 2007, seen to be demonstrated by the officers of NSCDC in the course of their interactions with the children include:

- Protection of people in times of crisis;
- Arrest and detention of offenders;
- Investigation and initiation of legal processes against offenders; and
- Crime control.

Protection in times of crises comes to play when the officer delves into the vulnerability of the child to measure the vulnerability of the child and to, with seriousness, attend to the immediate basic need of the child to be protected. The responsibility of the officer to arrest and detain offenders is seen as well. Offenders of the rights of the child are kept in custody and charged to the court, when necessary, as legal processes are initiated against them. Ultimately, these measures serve to bring about crime control as violators of child rights are punished for their offences.

The following is the GSP catalogue representing the structure of institutional roles in the conversation:

$$[G \wedge IP.] \wedge NI \wedge \{NP. \wedge (PR.)\} \wedge [(NA) \wedge (A) \wedge (C)]$$

The catalogue is a demonstration of the narrative sequence as child survivors of abuse and officers of NSCDC function as dictated by the institutional rules. The conversation is directly steered by the officer as he happens to be the one who is armed with the information to determine whether conversational goals are met or not. The features of the

institutional roles highlighted are co-constructed by the child and the officer. These features are greeting, identity presentation, narrative introduction, narrative participants, participants relationship, narrative alignment, appraisal and closing.

The narrative begins with Greeting (G) where both the officer and the child exchange pleasantries which merely serve for phatic purpose inducing some sort of relationship between both parties before the beginning of the conversation. Identity presentation (IP) which follows after contains the background information of the child and serves to reveal some details on the vulnerability of the child. In the Narrative Introduction (NI), an introductory summary of the narrative is presented. Narrative Participants provide a highlight of the actors of the narrative. Participants Relationship (PR) represents the relationship between the actors and the child. The narrative is put in proper perspective via the Narrative Alignment (NA). In the Appraisal (A), the officer allows the child to attempt a kind of assessment of her narration while the narrative is rounded off in the Closing (C).

Each of these features featured in the catalogue manifest in various ways and frequency in the data; and this is the reason for the use of notations and the symbols. Items enclosed in [ ] indicate an occurrence in a fixed position. In essence, Greeting (G) and Identity Presentation (IP) are in a fixed position; the same applies to Narrative Alignment (NA), Appraisal (A) and Closing (C) which are all enclosed together. ( ) is used to show optionality. From the catalogue, optional elements are Participants Relationship (PR), Narrative Alignment (NA), Appraisal (A) and Closing (C); compulsory elements are Greeting (G), Identity Presentation (IP), Narrative Introduction (NI) and Narrative Participants (NP).

^ indicates the order of occurrence of each feature in the sequence. Hence, Greeting (G) comes first, closely followed by IP and NI. NP comes up later with PR and NA. The sequence ends with a Closing (C), when it occurs at all, right after Appraisal (A).some features manifest more than once in a sequence; this is the reason for the use of .to indicate this in the data. Items that have this symbol after them are items that occur more than once in a sequence; they are Identity Presentation (IP), Narrative Participants (NP) and Participants Relationship (PR). Items of equal iteration are shown when enclosed in a { }. Features showing equal iteration in the data are Narrative Participants (NP) and Participants Relationship (PR).

Institutional roles are not only roles of the officer, the roles are shared between the officer and the child. The officer aims at eliciting the right replies while the child supplies the information needed. This is the reason there are officer roles and child client roles which will be elaborately discussed.

#### **4.4.1.1 Officer role**

This role is assigned to the person that occupies the +power position in the interaction between child survivors of abuse and officers of NSCDC. The roles assigned to the officer are clearly to meet goals of the Anti-Human Trafficking and Child Protection Unit (AHTU) of NSCDC. The officer stands to represent the interest of the institution and this greatly influences the conversational trends. The steering of the interaction lies greatly with the officer who has the authority in the conversation. To function in his role, the officer adopts the practs of probing, interrogating and accusing.

##### **A. Investigator role**

An investigator examines and studies cases to establish some claims. The officer functioning in this capacity digs into the details of occurrences. He does an inquiry into the story in a non-accusatory way to get the truths and details of the narrative presented by the child (Alka-Adatia, ND; Blair, ND; Meissner, et al., 2012). The officer examines the information garnered from this carefully after the encounter to ascertain consistency and truth because if there are child rights violation, the initiation of and/or eventual legal processes against offenders would be triggered. Talk from the officer is expected to be brief. The officer is expected to approach the case with objectivity and neutrality (Blair, ND).The covert rule is that even when deception is perceived, the officer maintains a non-accusatory disposition (Alka-Adatia, ND; Blair, ND). The institutional roles of NSCDC seen to be played by the investigator as stipulated by Act 2 of 2003 and amended Act 6 of 2007 are:

- Protection of people in times of crisis; and
- Investigation and initiation of legal processes against offenders.

To be able to protect their child clients, officers ask probing questions that will elicit more information about their predicament. As the child provides narrative details, the officer

gains access to the lives of the children and is able to determine the level of the vulnerability of the child for protection from harm. The information provided by the child enables the officer to delve into investigation. With these questions, information on the actors, their roles in the abuse are revealed. The situation painted by the child is assessed critically by the officer and if the case of abuse is established, the officer initiates legal processes against such child offenders. While the child narrates, the officer sometimes interrupts for information on some missing gaps; this is to determine the credibility of the story (Alka-Adatia, ND). The investigator greets the child and probes for information in the conversational encounter.

**i. Inquiring pract**

Inquiring involves asking. It relates to investigating. The pract involves questioning for some information to be revealed. It has to do with the establishment of a kind of rapport which is established as questions are asked by the officer and answers are provided by the child. Greeting is mainly phatic. The investigator role of the officer offers the officer the responsibility of being the one to lead the conversation. The officer dictates the sequence of the conversation and sets the conversational pace by asking questions which elicits the information he requires.

**Excerpt 47**

O: How are you?

V: °I'm fine°

O: Are you sure?

V: Yes

O: Okay. I want to ask you some questions which I want you to answer. Okay?

V: Okay

To begin a conversation, there are greetings and exchange of pleasantries. The investigator asks to set the tone for what the conversation. The inquiring does not end there as there are conversational goals to be met. And this is one of the reason the officer engages in it to elicit specific responses from the child.

The officer makes the child understand this by ensuring that there is a response to his very first turn in the excerpt. The officer's first few questions constitute the abstract of the conversation. The investigator is seen taking the conversational lead; he does his inquiries in the excerpt with the use of adverbials, polar questions, simple commands and wh-questions. The officer's turns serve to calm the child as it is probably the first contact of the child with him. The questions "How are you?" and "Are you sure?" are merely phatic. It is no surprise that these linguistic elements precede the digging into the inquiry proper which is the reason for the encounter in the first place.

## **ii. Probing pract**

Probing is an act of exploring or inquiring for the purpose of unravelling the unknown. With the pract of probing, the investigator asks questions that bear on the details of the narrative. These questions are initiated by the officer to get the child to present as much information as possible for a close examination. A very close search for information is often required by the officer and it is the reason that he asks questions that bear on the narrative details. It is expected that while the probing is done by the officer, 80% of talk should be from the child (Alka-Adatia, ND). Examples are:

### **Excerpt 48**

O: Talk to me

V: °When I in my brother house°

O: =When you were in your brother house, ehnehn?

V: °My brother sleeping with me°

O: He sleeping with you. Is it just two of you that stay together?

V: ((Silence))

O: How many of you stay in the same house?

V: ((Silence))

O: Okay. So both of you, you are three in the house.

V: ((Silence))

Excerpt 48 is drawn from the conversation between the officer and a child concerning a case of rape. The child, an orphan was living with her elder brother who was responsible for providing her with clothing, shelter and food. From the reports, child's brother had raped the child serially before the security agency of NSCDC was informed.

Excerpt 48 shows the use of the pract of probing by the officer. The volume of her voice in the first turn of the child in the conversation necessitates the officer's repetition. The officer adopts the use of repetition to ascertain the statement of the child before urging her on with "ehn eh". He begins to probe after the declaration of "My brother sleeping with me" by the child. The aim of the probing of the officer was to extract information that bear on the condition of their living. As seen in the data, the child goes silent despite the unending probes of the officer. The probes of the officer "Is it just two of you that stay together?" "How many of you stay in the same house?" and "So both of you, you are three in the house." all elicit nothing but silence.

#### **Excerpt 49**

O: Oka::y. Now, tell me everything that happened

C: When my mum could not cope with the life in Abuja, we came back to live in Ibadan.

O: Okay↑ What later happened?

C: Okay ( ) (0.04) we came to Ibadan. We sold all our loads when we came to Ibadan. So all his family they gathered some money and went to go and rent one apartment for my mummy. My mummy said she want to live at Apata so they went to go and rent one apartment at Apata. My mum and my sister was living at Apata and I was living with my dad's sister: younger sister the last born which was the one taking care of ((name withheld)) then as in the:: ex-governor of Oyo State.

O: How about your daddy?

C: My daddy is married to another woman.

Excerpt 49 involves a girl from a dysfunctional family. Her mother who fends for her and her sister could no longer keep up with their daily living expenses in Abuja and this engendered their relocation to Ibadan. On relocating to Ibadan, her mother drops her with an extended family member who maltreats her.

Every turn taken by the officer in the excerpt is non-accusatory as all he desires is to know what happened; this is seen in, “...tell me everything that happened”, “what later happened?” as he is only interested in the details of events. He probes because of his desire for a clear picture of occurrences and to know if the child is from a dysfunctional family, he asks specifically, “How about your daddy?” This is aimed at revealing events that have hitherto not been discussed in the speech event.

## **B. Interrogator role**

An interrogator quizzes for information. The inquiry made by the officer is primarily accusatory. The Anti Human Trafficking and Child Protection Unit of NSCDC is aimed at protecting the child and the officer is there to note the circumstances or conditions that may pose a threat to the child.

To obtain information from the child, according to Rolle (2015), officers tend to adopt persuasive, aggressive and abusive means. Questions are asked by the officer to guard against denial (Alka-Adatia, ND; Ajayi, 2016; Akinrinlola, 2016). The purpose of an interrogation is to establish the truth (Alka-Adatia, ND; Hazlett, 2005; Heckman and Happel, 2005). The institutional roles of NSCDC seen to manifest via the interrogation of the officers are:

- Arrest and detention of offenders; and
- Crime control.

In this capacity, officers ask questions to steer the child to the truth. This manifests in the indirectness of the questions raised. The officers adopt this especially when the questions asked are accusatory. The aim of the accusatory questions is to establish the (in)actions of the actors. Social and cognitive contexts are projected. Answers generated serve to fill up missing links in the narratives. The officers adopt the use of questions to carry out the interrogation which usually manifests in the complicating action of the narrative. It dwells on the cognitive context of the narrative. Censuring and indicting practs are used by the officer to carry out his interrogation.

### **i. Censuring pract**

Censuring relates to blame apportioning and fault finding. The censuring pract helps the officer to establish what happened and what did not especially in the encounter(s) between the child survivor and the suspect. Usually, this pract is switched into when a lie or a veering off is perceived. Censuring by the officer is aimed at the determination of the culpability of the participants (Blair, ND) and the social context of the child's narrative is explored. The participants being censured are those participants earlier mentioned by the child in the orientation of narrative. In the orientation, details of the participants and major narrative activities are dwelt on.

#### **Excerpt 50**

C: So, my mummy came to come and take me.

O: At the hospital↑

C: No:: at my dad's family's place

O: Okay. So your aunt dumped you there↑

C: Yes

Excerpt 50 is a case in which the child was left with her extended family members. The father of the child already absconded and only the mother of the child is saddled with the responsibility of caring for her. She is left in the care of her father's extended family by her mother. She is maltreated and lands in the hospital because of starvation.

This is the reason the officer's turns are targeted. The first turn of the officer, "At the hospital?" is an enquiry about the place where the child was picked up. It is a polar question to which the child replies in the negative. The second turn in the excerpt is an enquiry about who is responsible for the child's plight; this is a declarative statement presented with a pitch, "So your aunt dumped you there↑", to elicit a yes or no. The two turns of the officer are both accusatory and confrontational. The two turns of the officer in the excerpt are instances of Heritage's (2012a, b). Even though they appear to be declarative in form, they are interrogative in function. The response it draws from the child bring about the officer's change of state from -knowledge to +knowledge (Heritage, 2012a, b).

## ii. Indicting pract

This is a form of questioning adopted by the interrogator to obtain information from the child. This form of questioning is indicting in the sense that they aim at accusing the actors of wrongdoings. Questioning done by the officer is primarily accusatory. The Anti Human Trafficking and Child Protection Unit of NSCDC is aimed at protecting the child and the officer is there to note the circumstances or conditions that may pose a threat to the child.

### Excerpt 51

O: Is your mum staying with you?

C: She is the one in [(.)Ekiti]

O: [Ekiti] And how frequently has it been on?

C: There was a time tha::t °it was° ( ) like it wa:s often

O: Often like (.) everyday↑

C: =Almost every day (0.03) so it was whe::n I now told him that I'm not seeing my menstrual period like two months ago. That was March when we travelled and came back. ° So I told him I've not been seeing my menstrual period. Then he stopped ( )

O: = Did he take you to the hospital?

C: No (0.03)

Questions are asked to indict for detailing and fact finding. The details of the life of the child, her living circumstances are called forth by the officer with the question, "Is your mum staying with you?" The information on the presence or absence of the narrator's mother in the life of the narrator is a very important factor to consider; the officer asks so as to know the level of the child's vulnerability. He further asks for the frequency of the occurrence of the rape reported with, "How frequently has it been on?"; "Often like (.) everyday↑". Finally, in the excerpt, he asks, "Did he take you to the hospital?" Every turn taken by the officer in the excerpt are geared towards eliciting more information about the abuse from the child narrator.

#### **4.4.1.2 Child client role**

This is the role that is assigned to the person in the -power position in the interaction between child survivors of abuse and officers of NSCDC. This role automatically falls on and is to be taken by the child as a result of her experience outside the interactional space. The assignment of this role is by proxy and absence of which leads to conversational failure. To meet conversational goals, the child adopts the practices of recounting, responding and defending.

##### **A. Responder role**

A responder supplies information. The role of the responder is taken up by the child reported to have suffered abuse. This role falls automatically on the child participant in the interactional engagement as the other party in the interaction is the officer of NSCDC. The child acts in the opposite position of the investigator role of the officer to meet communicative goals. The child participant in the context of the speech event is the narrator who responds to the questions posed by the officer; she presents her story and is seen as the person in -power position in the narrative. The child uses the practices of recounting and answering to function in this role.

##### **i. Recounting practice**

Recounting is calling to mind and providing an account of an event. The person that does the recounting in the interaction is the child. She is the one whose narrative account is being listened to. She tells the story as she is asked and she is only cut short when the officer needs clarity or needs the child to dwell more on certain areas in the narrative. Recounting is a very important practice in the interaction without which the relator, the officer, a co-participant in the interaction, will make no sense of his inquiry. The recounting practice produces more talk from the child than the officer. The excerpts below are used to exemplify this.

##### **Excerpt 52**

O: Oka::y. Now, tell me everything that happened.

V: When my mum could not cope with the life in Abuja, we came back to live in Ibadan.

O: Okay↑ What later happened?

This excerpt shows how the child as a responder in the narrative is recounting an event to the officer. The conversation has just begun and the officer has made a request of the child to first call to mind and narrate the past event. "...tell me everything that happened" comes from the officer as a cue for the child to open the narrative. It is evident that the child understands the expectation of the officer and she digs right into it, while presenting a happening that culminated into what heightened her vulnerability. The recounting begins with the very first response of the child as the narrative is situated within a timeframe: "When my mum could not cope...". .

### Excerpt 53

C: So after ( ) the malaria drugs, I now I now later tell him. I wanted to go and see the nurse myself. I now tell him tha:t the nurse ask me to come that she wants to take some tests but he didn't allow me to go. T'wasno::w

O: =Okay, he didn't allow you to go for the tests that the nurse recommended.

C: =It was that last week Friday tha::t we now went together

O: He went with you

C: Yes

O: (0.06) So, whe::n it has >face me, don't look at anybody< when it was happening repeatedly, did you feel like you were going to tell somebody?

C: I don't. . . think he noticed but there was a time I have a friend at school; he is a boy but I have interest in him because I meet and my mother used to tell me before I left her place that I should walk with people that are intelligent and he is very very intelligent. Then, he used to tell me that is he my boyfriend but I noticed that. . .

Excerpt 53 is drawn from the narrative of a teenager who was living with her father. She was in the custody of her father who was responsible for her wellbeing. She narrates instances in which she was raped by her father. A look at the conversation shows more talk from the child. The reason for this is obvious: she is the responder.

The excerpt shows that as a responder who is recounting, she is being listened to by the officer and is only interrupted by questions generated from the story she is relating to the officer. It is obvious that as the child recounts, her turns are longer than those of the officer who only interrupts the child when he seeks clarity on the narrative. The importance of this is for the conversation to be clear and devoid of misinterpretations; for instance, the officer cuts in in his first turn in the excerpt: “=Okay, he didn’t allow you to go for. . .” because he needed some clarity. This also serves to project and reveal the embedded vulnerability of the child which may not be the major one being reported, some interruptions of the officer are seen for more elaboration by the responder.

## **ii. Answering pract**

This is a kind of reaction, response or reply to what has been said. This comes up when the claims made by the child are being evaluated. As the officer probes for information, the child supplies answers. The officer’s search for more information demands a responsibility from the child to supply answers for a case to be established.

### **Excerpt 54**

O: What was he telling you and why did you not tell someone all along? Why did you not tell anybody? ( )Eeerh. . . be patient we will get somewhere

C: He said he said that if I tell anybody that he will not sponsor me in school anymore

O: He said what?

C: He will not sponsor me in school

O: ((sighs)) Did he beat you while sleeping with you?

C: When I say I am not doing again ( )

O: What did he beat you with

C: °Hand°

Excerpt 54 shows how the child who is in the -power position of the interaction attends to the questions asked by the officer. The child performs the pract of answering all through the conversation. She does this by reiterating what the suspect said in the past events (“...he

will not sponsor me in school...”) and indicating the time of physical assault (“When I say I am not doing again”). The child makes use of such linguistic features as indirect speech, declarative statement, adverbial and noun to provide answers to the officer’s quest.

## **B. Relator role**

The role of the relator in the interaction goes to the child. She is the one whose narrative account is being listened to. She tells the story as she is asked and she is only cut short when the officer interrupts to ask questions for clarity. The role of the relator is very important in the interaction as without the relator, the officer, a co-participant in the interaction, has nothing to investigate. Talk from the relator is usually more than that of the officer. The child uses the practs of clarifying and defending to function as a relator

### **i. Clarifying pract**

This has to do with the explanation of a situation for ease of comprehension. The purpose of this is to ensure that details are devoid of doubts and any misinterpretations. This is the position of the child when the officer acts in the capacity of an interrogator. The child bears the burden of clarifying to allay all doubts as she is aware of the implication of any false claim made. This is usually seen in the narrative of older children who mostly are teenagers as they are more expressive and more outspoken.

### **Excerpt 55**

O: And before then, nobody ever told you that you should not go to a place alone with a man

C: °My mummy used to advise me that I should not go to a place ( ) with a man°

O: So, what happened? Why didn’t you obey your mummy’s advice?

C: ( ) Is not that I did not obey her advice ( ) is that when I ( ). I get there this eerh last term

O: Okay you just got to the school

C: Yes

O: Last term. Okay. So you’ve only spent one term in that school.

C: This is this is the second term.

O: =This is the second term. Okay. --So, I'm listening to you.

C: So, ( ) know him except from that day that my mummy they call my mummy in the school. ( ) and I use to see him in the ( ) [in the gate]

O: [In the gate]

Excerpt 55 is the narration of a girl who was raped by her school's gatekeeper. Previously, the girl's mother was invited by the girl's teacher who had complained about her daughter's absence in class. The gate keeper who was present at the discussion later tried to be chummy with the child by giving her a calculator. The child reports that the gatekeeper later invited her to his office where he offered her water and after which she claimed she could not reason well.

As seen in the excerpt, the officer is in charge of the conversation as the child only responds to whatever the officer says. The child responds by providing answers to the questions of the officer. The turns of the officer are characterised by (polar) questions, declarations, reiterations. These dictate the turns of the child which mainly are provision of explanations, affirmation or denial of officer's declarations, declarations as seen in the excerpt. The child responds to the censuring pract of the officer by clarifying he misconception by the officer that her mother warned her about her about predator(s) and that she did not obey her mother. She does this by clearly explaining the situation of things to the officer.

### **Excerpt 56**

C: So after ( ) the malaria drugs, I now I now later tell him. I wanted to go and see the nurse myself. I now tell him tha:t the nurse ask me to come that she wants to take some tests but he didn't allow me to go. T'was no::w

O: =Okay, he didn't allow you to go for the tests that the nurse recommended.

C: =It was that last week Friday tha::t we now went together

O: He went with you

C: Yes

O: (0.06) So, whe::n it has >face me, don't look at anybody< when it was happening repeatedly, did you feel like you were going to tell somebody?

C: I don't. . . think he noticed but there was a time I have a friend at school; he is a boy but I have interest in him because I meet and my mother used to tell me before I left her place that I should walk with people that are intelligent and he is very very intelligent. Then, he used to tell me that is he my boyfriend but I noticed that. . .

Excerpt 56 is drawn from the narrative of a teenager who was living with her father. She was in the custody of her father who was responsible for her wellbeing. She narrates instances of her being raped by her father. A look at the conversation shows more talk from the victim. The reason for this is obvious: she is the relator who needs to provide clarity to guard against misconceptions and misinterpretation of any kind. The excerpt shows that the relator is listened to and is only interrupted by questions generated from the story she is relating to the officer. The turns of the child are longer than those of the officer. The importance of the censoring by the officer is to make the conversation clear and devoid of misinterpretations; for instance, the officer cuts in in his first turn in the excerpt “=Okay, he didn't allow you to go for. . .” because he needed some clarity. This the child provides clarity to. Also, to project and reveal the embedded vulnerability of the child which may not be the major one being reported, some interruptions of the officer are seen for more elaboration by the child who is always there to clarify.

## **ii. Defending pract**

This is speaking up to favour a position, situation, person, etc. This pract is taken up by the child client especially when she senses that there is a misdirected indictment. In the data, this role falls automatically on the child participant in the interactional engagement as the other party in the interaction is the officer of NSCDC. The child participant in the context of the speech event is the narrator who defends herself and other participants when she perceives a wrong apportioning of blame.

The child responds to the questions posed by the officer; she presents her story. Because of her -Power position in the conversation, her defence is characteristically subtle. This pract comes up mostly in the result of the narrative; and primarily, it tilts towards cognitive context. This plays out in the data examined thus:

### Excerpt 57

So, that man use to. . .in the midnight, we use to off our light. That man use to—touch my breast (0.03). so, I now told my mummy that this man that is living with us, Mummy, he's doing something like this like like this (0.03). BEFORE THEN, my mum is my best friend that I tell my mum everything—everything that happens to me. Even when I was living in my family my dad's family, if anything happen to me, I'll call my mum—and tell her and she will advise me.

O: So, you didn't tell your mummy?

C: I did ( ). So, whe::n I told my mummy—what happened. She said, she shunned me. She said I was lying (.). That was the first day my mum ( ) would not believe me. She shunned me. She said I was lying. I swore, I said Mummy, I was not lying that this man is doing this thing.

The narrator is a teenager whose father absconded and had left her with her mother. As a child from a dysfunctional family, she narrates how her single mother brings her male 'friends' home to spend the night with them. She talks about her displeasure especially as they live in a rented one room apartment. The excerpt is filled with talks from the child as the officer makes a very minimal contribution to the conversation. The officer only takes one turn in the whole of the excerpt is just a line of a question for clarity. The relator role of the child is the reason for long talks from the child and very little or no talk from the officer.

#### 4.4.2 Ad hoc roles

These are the roles that are adopted by the participants which are different from their institutional or formal roles. These are roles that spring up in the interactive conversations based on the momentary needs of the participants especially those of the child. As seen in the data, these roles are adopted when the participants, especially the officer senses the possibility of a conversational failure and so for conversational goals to be met, he adopts the ad hoc roles.

The GSP catalogue when the ad hoc roles are adopted in the interactive conversations is presented thus:

$$[\mathbf{G} \wedge \mathbf{IP} \wedge \mathbf{NE}.] \wedge (\mathbf{TE}) \wedge \{\mathbf{PR}. \overset{\curvearrowright}{\wedge} \mathbf{AP}.\} \wedge [(\mathbf{NA}) \wedge (\mathbf{A})]$$

The catalogue shows that there are eight features altogether in interactions between officers and the child survivors of abuse when ad hoc roles are played to meet conversation goals. The features are Greeting (G), Identity Presentation (IP), Narrative Evasion (NE), Trust Establishment (TE), Participants Relationship (PR), Action Presentation (AP), Narrative Alignment (NA) and Appraisal (A).

However, these features do not occur in a similar manner. They differ in their occurrence, when they do, and in their overall frequency. The inconsistency in the frequency and mode of occurrence has engendered the use of notations to project the features correctly. Items are enclosed in ( ) to indicate their optionality. Thus, Greeting (G), Identity Presentation (IP), Narrative Evasion (NE), Participants Relationship (PR) and Action Presentation (AP) are compulsory features in the narratives where ad hoc roles are adopted while Trust Establishment (TE), Narrative Alignment (NA) and Appraisal (A) are optional. To indicate frequency, . is used. Items marked by . occur more than once in a sequence. Hence, Narrative Evasion (NE) and Participant Relationship (PR) occur more than one time in some of the narratives while other features occur only once.

In the catalogue, ^ is a symbol used to show sequence or the ordering of items. This implies that Greeting (G) comes first, Identity Presentation (IP), comes second. IP is followed by Narrative Evasion (NE) which is followed by Trust Establishment (TE). After this comes the Participants Relationship (PR) which is closely followed by Action Presentation (AP). Appraisal (A), which occurs last, is preceded by Narrative Alignment (NA).

Features of equal iteration are enclosed in  $\{\overset{\curvearrowright}{\wedge}\}$ . It means that the repetition is not complete until the other is fully represented. Participants Relationship (PR) and Action Presentation (AP) occur in such manner in the data and it is the reason they are both enclosed in them. The use of [ ] in the catalogue is to indicate an occurrence in a fixed position. These are the features that are mobile. In the data, enclosed in [ ] are Greeting (G), Identity Presentation (IP) and Narrative Evasion (NE) at the initial part of the sequence; and Narrative Alignment (NA) and Appraisal (A) in the rear.

#### 4.4.2.1 Confidant role

The officers of NSCDC adopt this role for the purpose of extracting information from the child. This role is switched into by the officer when the child is not comfortable enough to recount her experience of abuse. The child does not only feel the need to be covered, she also feels the need to be exempted from punishment as she thinks she has done something wrong. The unyielding attitude of the child to tell her story is a pointer to this. The role of the officer switches from the official role of an investigator/interrogator to the ad hoc role of a confidant who is supposed to keep the child's secret safe. This is seen in the data with the practs of encouraging and assuring.

##### i. Encouraging pract

To encourage is to provide courage and spur up mentally. This is mainly done to motivate and to embolden the person being encouraged. It is therefore not surprising that in the data, encouragement flows from the officer to the child. The officer does this when he adopts the ad hoc role of the confidant. The child is the one being encouraged to provide her narration and this goes beyond the institutional roles of the discourse as this is adopted to meet conversational goals especially when the institutional roles have failed in achieving the conversational goals. This is exemplified thus:

##### Excerpt 58

O: So, what happened? (0.05) Talk now (0.04) Talk now↑ (0.03)

.

.

.

O: So, what happened? (.) What class are you?

C: J.S. Two (0.04) ( )

O: What happened?

C: °My daddy have ( )°

O: Speak up. What happened?

C: My daddy have been sleeping with me.

Excerpt 58 indicates the use of the pract of encouragement by the officer. It is evident from the conversation that the child was unwilling to talk; this is seen in the elapsed times of 0.05, 0.04 and 0.03 in the very first turn of the officer in the interaction. These moments of silence in the first turn of the officer project that the floor was yielded to the child who was unwilling to take her turn. The officer takes a cue from the very first instance of silence and tries to encourage her saying, “Talk now (0.04) Talk now↑ (0.03)” when he saw that the child was unyielding. He tests to see if his encouragement had changed her mind by asking again, “So, what happened?” Another moment of silence is noticed as the officer tries to steer the conversation too something away from the abuse. After that, the officer asks his question again in his third turn and when he realises that the child is yielding gradually, he tries to encourage her some more saying “Speak up. What happened?” which eventually led to the child’s declaration that “My daddy have been sleeping with me.”

**ii. Assuring pract**

This is to guarantee that a promise made will be fulfilled. It is to get the person being assured to repose confidence in the in the person assuring. The officers of NSCDC adopt this role for the purpose of gaining the trust of the child. This role is switched into by the officer when he senses that the child is not comfortable enough to recount her experience of abuse. The uncomfortable situation of the child often stems from her need to be covered because she wants to be exempted from punishment as she thinks she has done something wrong. The unyielding attitude of the child to tell her story is a pointer to this. The role of the officer switches from the official role of an investigator/interrogator to the ad hoc role of a confidant who is supposed to keep the child’s secret safe. This is seen in the data thus:

**Excerpt 59**

O: =Ehn? (0.03) What did your daddy do to you?

C: What? (0.03) Who? <You are going to tell another person>

O: =NO OH >I won’t tell -- any other person<

C: Me, I don’t ( ) and if you tell, me I’m no more -- talking to you again.

O: =Oh, if I tell, you are no more talking to me>

C: =Yes

O: I'm not talking= I won't tell anybody. I'm not telling anybody

C: And if my daddy do another thing to me, I am not going to TELL (.) again

O: Okay. . . okay.

Excerpt 59 is an interaction between an officer and a five-year-old child. The victim was being abused by her father. The officer, as he could not get the child to talk, spoke with her mother who narrated the ordeal of the child to him. Armed with the information from the child's mother, the officer confronts the child with the direct question in the first line since she was unwilling to talk. Seeing that the officer is already in on the happening, she presents her desire for confidentiality.

The officer's first turn is as a result of the officer's ability to sense the unwillingness of the child to talk. The first question by the officer, "What did your daddy do to you?" came to her unexpectedly. This is the reason she tries initially to feign ignorance with, "What? (0.03) Who?" before expressing her fear for disclosure by saying, "You will tell another person". This development in the conversation makes the officer to adopt the ad hoc role of a confidant by saying, "=NO OH >I won't tell -- any other person<" based on the "threats" presented by the child: "if you tell, me I'm no more -- talking to you again"; "And if my daddy do another thing to me, I am not going to TELL (.) again!" With the threats, the child communicates her desire for confidentiality which the officer readily accepts for the purpose of meeting conversational goals.

#### **4.4.2.2 Confessant role**

This is the role adopted by the child when the child perceives that the officer is on her side. The child switches to take the role when she feels that has gained the trust of the officer. The role of the confessant is taken by the child when she feels safe and is comfortable enough to cooperate with the officer by providing such information as are relevant for investigation.

##### **i. Revealing pract**

Revealing has to do with opening up on what has hitherto been unknown. Revealing comes to play when there is an unknown information. This is the role adopted by the child when

the child perceives that the officer is on her side. The child performs the act of revealing as she senses that she has the trust of the officer. The role of the confessor is taken by the child when she feels safe and is comfortable enough to cooperate with the officer by providing such information as are relevant for investigation.

### **Excerpt 60**

C: I was thirteen years old then (0.02) >my mummy< went to come and carry me then. So, ( ) I followed my mummy (.). So:: when she when I followed her, I saw that she was dating another man—another man and that man was living in our house and they were living in one room. So, we were four. So::

O: At your mummy's apartment?

C: At my mummy's apartment. That man too was living there and in one room: my sister, my mum, that man and me. Making four. So:: --I used to sleep on the floor while the three sleep on the bed. So, in that floor↑(.) that man, the bed is close to that—place where I use to sleep. So, at the edge of that that bed. >I used to sleep at the edge of that bed. So:: the man sleep at the edge, my mum sleep at the centre and while my sister sleep at the last.

So, that man use to. . .in the midnight, we use to off our light. That man use to—touch my breast (0.03).

The narrator is a teenager whose father absconded and had left her with her mother. As a child from a dysfunctional family, she narrates how her single mother brings her male 'friends' home to spend the night with them. She talks about her displeasure especially as they live in a rented one room apartment. Excerpt 60 is filled with talks from the child as the officer makes a very minimal contribution to the conversation. The officer only takes one turn in the whole of the excerpt is just a line of a question for clarity. The relator role of the child is the reason for long talks from the child and very little or no talk from the officer.

### **Excerpt 61**

C: =Yes, that was two years ago

O: So, how did it happen?

C: It was the wife that did the test, the pregnancy test eerh urine test for me at home. (.) She didn't tell me the test was positive

she just told me to go and meet her husband in the room. Her husband now said the test is positive that hope he is the only one having sex with me and I said yes. He now said okay [that I should go and ( )]

O: [Did the wife also know that] he was having sex with you?

C: <I don't think so> but eerh so, he said I should go and dress up. He took. . . he called one nurse. He knows the nurse, I'm sure the wife also knows the nurse ( ). So, he called the nurse, the nurse took us to one hospital to confirm -- the test. I did scan so they said sac ( ) my tummy. So, it was now the nurse that aborted me in her own house.

O: How did she abort it?

C: D and C, o::ne. . . she inserted o::ne ( ) inside me. She was now pulling it out. °I don't know how she did it sha°

Excerpt 61 above is the narrative of a teenager who was living with her aunt because of the financial hard times her family was going through. According to her, her uncle raped her multiple times unknown to her aunt and got her pregnant. When her aunt found out she was pregnant, she told her husband who then connives with a 'nurse' for an abortion and the production of a negative pregnancy test result.

This role makes the victim talk more because she is the complainant and knows that she can trust the officer with every information required to establish the facts of the case. The officer talks sparingly as the child understands the business of the day. The narrative ability of the child shines at this point and she is only steered to what to talk about by the questions of the officer; for instance, questions in "So, how did it happen?" and "Did the wife also know that he was having sex with you?" elicit the answers many lines of answers. The child, as she is settled in this role of a confessant talks more and confesses the seemingly hidden details of events to the officer.

#### **4.5 Discussion of findings**

I have confirmed in the preceding analysis that child vulnerability, especially in Africa, is a discourse that has attracted and sustained scholarly engagements from several perspectives and from around the globe. Specifically, this research supports Cheney's

(2010) point of view that this discourse is often solely linked to poverty and economic downturns; thus, it undermines children's struggles and under-represents their vulnerability to the outside world; Pereznieto, Jones, Hamad, and Shaheen's (2014) recognition of other sources of child vulnerability as including lack of education, violence, and lack of care for children with disabilities; and Arora, Shah, Chaturvedi and Gupta (2018) projection that vulnerability is a phenomenon that refers to possibly poor results, risks or danger. However, this study differs from previous studies in its concern with the narratives of child survivors of abuse. Thus, I have examined the narrative context, patterns and strategies characteristic of interactions between officers of NSCDC and child survivors of abuse.

Moreover, the current study differs from existing studies on security agencies. The studies of Oyeleye (1985), Ogunsiji (1989), Farinde (1997); Borum (2005); Heckman and Happel (2005); Hazlett, (2005), Kleinman, (2006); Oyebade (2007) focused on the interactions of security agencies (with survivors/suspects). While some of these studies have only explored information elicitation, others bear on interactions among security agencies, between security agencies and survivors.

Insight was drawn from Sacks, Schegloff and Jefferson's conversation analysis; Levinson's context; Labov's narrative theory; Halliday and Hassan's contextual configuration; Mey's pragmeme. The theories aided the analysis of the narrative structure and identity construction in the narrative accounts. The dialogic nature of the data informed the choice of Sacks, Schegloff and Jefferson's conversation analysis; this is because of its ability to account for the discursive engagements and the discursive strategies employed by the participants following the use of the transcription conventions provided by Jefferson. Context was examined to bring to the fore the context type(s) projected in the conversations examined. Labov's narrative analysis is another theory used in the analysis to account for the aspects of narrative features evident in the data because of its potential to account for the structure of the narratives when applied with the elements of generic structure potential (GSP) capturing the textual structure of the interactions. Identity was considered to account for the identification of roles employed by the participants to achieve conversational goals.

This research thus unveils the use of social and cognitive context types of macro context. Social context shows their living condition while cognitive context projects the protractive and aggrandising factors of abuse. The contextual manifestation of reference is textual and mainly endophoric. The narratives present abstract (A), evaluation (E) and coda (C) as optional features while orientation (O), complicating action (CA) and resolution (R) are compulsory features. The narrative pattern  $(A.) \wedge O. \wedge \{Ca. \wedge \overset{\curvearrowright}{(E.)} \wedge (R.) \wedge (C)\}$  was the Generic Structure Potential (GSP) catalogue generated from the narrative of child vulnerability. Role identity in the narratives is institutional and ad hoc roles. There are investigator-responder and interrogator-relator roles in the institutional conversational encounters while confidant-confessant conversation manifests in the ad hoc relation.

#### 4.6 Summary of findings

The first part of the analysis bears on the examination of the type of context in use in the data. The context type reveals the use of macro context which is often described as broad context. There are three types of macro context, two of which were identified in the data. The two types projected in the data were social and cognitive macro context types. The manifestation of each of these macro context types vary in the data. The social context of the narratives revealed the conditions of the children appropriately. With the strategic questions thrown at the child by the officer, a proper perspective of the children's vulnerability in line with their condition of living was brought to the fore. Destitution and dereliction were the living conditions observed. Dereliction manifested in the data as abandonment and antipathy experienced by the children. The cognitive context is seen in the cognitive faculty of the child. In the data, the cognitive context provides insight into the factors of aggrandisement and protraction of abuses experienced by the child. The aggrandising factors found were age, poverty, naivety and dependence while the protracting factors were impuissance, stealth, intimidation and seclusion.

The second part of the analysis appraised the narrative structure with the use of GSP. The catalogue generated for the narrative of child vulnerability in the context of Nigeria Security and Civil Defence Corps (NSCDC) is  $(A.) \wedge O. \wedge \{Ca. \wedge \overset{\curvearrowright}{(E.)} \wedge (R.) \wedge (C)\}$ . All the narrative features were found in the data but in different frequency. Abstract (A), Evaluation (E), Result (R) and Coda (C) were optional narrative features found in the data as they did not manifest in all the narratives. The obligatory features were Orientation

(O) and Complicating Action (Ca). Each of these features present themselves in various forms in the data examined. Abstract took the form of presentation of basic personal information and introduction to the narrative. Wh- questions and answers and major narrative activities were the features of the orientation. In the complicating action was inquiry into the knot and temporal organisation of events of the narrative. The evaluation presented the test for veracity and narrative preconstruction. In the result, there was inquiry into conflict resolution and praise or blame apportioning. The coda manifests in time/place change symmetry and narrative termination.

The third part of the analysis considers role identity. Two major types of role identity observed were institutional roles and ad hoc roles. Both types of roles were played by both the officers and the children. For every role adopted by one participant, the other participant seamlessly played a complementary role. Greeting (G), Identity Presentation (IP), Narrative Evasion (NE), Trust Establishment (TE), Participants Relationship (PR), Action Presentation (AP), Narrative Alignment (NA), Appraisal (A) and Closing (C) featured in both catalogues. The institutional role had the structure  $[G \wedge IP.] \wedge NI \wedge \{NP. \wedge (PR.)\} \wedge [(NA) \wedge (A) \wedge (C)]$  while  $[G \wedge IP \wedge NE.] \wedge (TE) \wedge \{PR. \wedge AP.\} \wedge [(NA) \wedge (A)]$  seen in the ad hoc roles. While officer played the institutional roles of interrogator and investigator, the child played complementary roles of responder and relator. Since the roles were in pairs, the role of the interrogator called for the role of the respondent while the role of investigator necessitated the role of a respondent. As an interrogator, the officer inquires and probes while as an interrogator, he censures and indicts. The child as a responder recounts and answers; she clarifies and defends as a relator. Just like the institutional roles, the ad hoc roles were played by both the officer and the child. The role of a confidant played by the officer called for a complementary role of a confessant played by the child. As the confidant encourages and assures, the confessant reveals. Also, the roles were adopted at various points in the conversations examined to elicit more information from the child. Role switch was mainly done by the officer and this steered the child into playing the complementary roles required to give room for role verification. Roles are maintained by the officer as long as they evoke the information they (officers) desire but roles are switched when the officer senses that information required to aid the case is being withheld.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Summary**

Every child is vulnerable but the vulnerability of the girl child is more because of the absence of basic familial and material support needed for life. The data considered for this work were purposively selected conversations between officers of Nigeria Security and Civil Defence Corps (NSCDC) and child survivors of abuse. Only cases reported at or referred to the Anti-Human Trafficking and Child Protection Unit of Nigeria Security and Civil Defence Corps (NSCDC), Oyo State Command were considered. This research draws from pragmatic theories of context, pragmatic acts, narrative and role identity for the purpose of offering methodical explanation of the context of language use, meaning, structure, role etc as they are deployed to meet interactional goal(s) in the interrogative interactions.

Discussion and appraisal of relevant literature and theoretical framework were presented further in the study where an assessment of previous studies that bear on the interrogative sessions of security agencies and the vulnerability of the girl child was done. The concepts of pragmatics, child discourse, gender discourse and child vulnerability were also examined to situate the study in the right perspective. The theories of considered for the study were also appraised; hence, engendering the application of some of the theories in their entirety and the consideration of certain aspects of others as informed by the objectives of the study. Analysis based insight was drawn from Sacks, Schegloff and Jefferson's conversation analysis; Levinson's context; Labov's narrative analysis; Mey's pragmeme.

Presented in a similar manner was the methodology adopted for the research. Information related to the collection and processing of data were provided. Research design, study

population, sampling technique, sample size, data collection procedure, method of data analysis, analytical framework and ethical considerations were clearly presented.

Finally, the data collected were analysed. The projection of the analysis was child vulnerability in the domain of NSCDC. The dialogic nature of the data informed the choice of Sacks, Schegloff and Jefferson's conversation analysis which was used to account for the discursive engagements and the discursive strategies employed by the participants following the use of the transcription conventions provided by Jefferson. Context was examined to bring the context type(s) projected in the conversations examined to the fore. Labov's narrative analysis was considered to account for the aspects of narrative features evident in the data based on its ability to account for the structure of the narratives when applied with the elements of generic structure potential (GSP). This was used to capture the textual structure of the interactions. Identity was considered to account for the identification of roles employed by the participants to achieve conversational goals.

## **5.2 Conclusion**

This study is a projection of the approach of NSCDC towards digging into cases that relate to child vulnerability. Significantly, it projects the neglect and extreme lack of the children that constitute the social factors leading to their abusive experiences. It generally contextualises child vulnerability; thus, stretching the discourse beyond forensic pragmatics.

The interrogative and investigative interactions between officers of the law and child survivors of abuses are done mainly to determine culpability and vulnerability. Often, this is determined in the narratives provided by all the parties involved. For a proper understanding of child vulnerability, this study has highlighted the interface of the Nigerian social structure and child exploitation as captured in the interactions of officers of Nigeria Security and Civil Defence Corps (NSCDC) and child survivors of abuse.

## **5.3 Contributions to knowledge**

This research contributes to knowledge in a number of ways. Specifically, it is the first study which the researcher knows to provide insight into the pragmatics of child vulnerability. It provides a model for similar analytical endeavour(s). This model was formulated using the research objectives, data and the convergence of narrative theory,

context, pragmeme, contextual configuration and role identity to provide a pragmatic perspective on child vulnerability. The model, while clarifying the concept and dynamics of child vulnerability, constitutes a ready framework for future attempts. By applying pragmatic theories to the discourse of child vulnerability in the context of NSCDC, this study complements other studies in the areas of child discourse and gender studies. Fundamentally, to the society, this study projects the conceptualisation of societal influences in the factors that engender child vulnerability. To (non)governmental bodies set up to cater for the vulnerability of the child, drawing from this study will provide better means and proper guidance to understand the vulnerability of the child.

#### **5.4 Recommendations/suggestions for further studies**

This study has considered child vulnerability in the context of NSCDC. This research shows the interface between the Nigerian social structure and child exploitation. It further projects the efforts of the Nigerian government in curbing crimes against children. More studies can be carried out in the conversations between officers and suspects to provide more information on the vulnerability of the child from other perspectives. More insight into the susceptibility of the child to abuse can be revealed by exploring the written statements collected by security agencies. Comparison between the efforts of NSCDC towards the protection of children and those of other security agencies in Nigeria can be examined as well. The roles of the custodians of children in the susceptibility of children to abuse can also be explored.

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