

Retention Impacts of Redundancy, Ellipsis and Figures of Speech in Campus Radio Broadcasting of Nigeria's North-Central Conventional Universities

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Abstract

This study examined the retention impacts of redundancy, ellipsis and figures of speech in campus radio broadcasting. The research was motivated by the observation that campus radio broadcasts often fall short of the professional standards required to enhance the retention of their messages. Using Cultivation, Information, Participatory and Grammatical Cohesion theories as its theoretical framework, the study adopted a mixed-method design combining a quantitative survey and participant observation of 400 members of the campus audience of Excellent FM 89.9 (University of Abuja), BSU FM 89.9 (Benue State University), Uni-Ilorin FM 89.3 (University of Ilorin) and PLASU FM 103.3 (Plateau State University, Bokokos). Findings revealed that redundancy was the most pervasive linguistic feature, manifesting mainly as lexico-semantic duplication; although it clutters broadcast language, it nonetheless aids the retention of broadcast messages. Ellipsis was frequently misapplied, with broadcasters routinely omitting information that ought to have been contextually recoverable. Complex figures of speech were rarely deployed correctly. The study concluded that student broadcasters inadvertently entrench inappropriate broadcast-language habits that ultimately reduce message retention among their audiences. It recommended structured broadcast training, mentorship, adoption of a house style guide and curriculum reform to integrate appropriate media-language instruction that can strengthen the retention of and feedback to, campus radio broadcast messages.

Introduction

Radio broadcasting occupies a unique and important position within the mass media landscape which is dominantly computer-based (Ejembi, 2026). Unlike print media, which allows for re-reading, or television, that offers visual reinforcement, radio is a purely auditory and ephemeral medium: broadcast information exists only for the fleeting moment in which it is spoken and once uttered, cannot be retrieved by the speaker. This places a burden on the broadcaster to apply language creatively and strategically, so as to capture attention, ensure understanding and secure the memory retention necessary for meaningful audience feedback. Redundancy, ellipsis, and figures of speech accordingly function as both stylistic embellishments and functional imperatives for effective audio communication (Toncar & Munch, 2003).

In radio broadcasting, redundancy, ellipsis and figures of speech are stylistic choices that double as essential production tools. The medium is purely auditory, language must be used strategically to capture attention, ensure clarity and create vivid listening experiences. These devices are the building blocks of the broadcaster's craft: they work together to create compelling, clear listening experiences, illustrating the broadcaster's maxim that the most powerful images on radio are the ones painted with words (Toncar & Munch, 2003).

Semantically, redundancy involves using more words than are strictly necessary. In radio broadcasting, it is a vital strategy for overcoming the limitations of the medium: if a listener misses a word because of distraction or poor reception, redundant context still ensures that the core message gets through. Redundancy reinforces a point and makes a message clearer and easier to understand, which is why it is a key element of broadcast talk. Drew and Grimes (1987) experimental study of televised news bulletins found that audio redundancy produced higher recall and better story comprehension than low-redundancy presentation, lending empirical weight to the broadcaster's instinct to repeat and restate key information.

Drew and Grimes (1987) revealed that four types of redundancy commonly recur in radio broadcasting: lexical, semantic, syntactic and pragmatic redundancy. Lexical redundancy (repetition) repeats key words or phrases, as in "the time is exactly five p.m., on the dot." Semantic redundancy says the same thing twice in different words, as in "I ate it with my own mouth." Syntactic redundancy uses more grammatical elements than necessary, as in "the reason is because..." Pragmatic redundancy uses fillers and restatement words such as "um" or "you know" to give the speaker thinking time while reinforcing a point for listeners who may have missed it the first time.

Ellipsis, by contrast, is the omission of words that can readily be understood from context. Hallidayan grammatical-cohesion theory treats ellipsis as "substitution by zero": the omitted element remains grammatically implied and is recovered by the listener from the surrounding text (Halliday & Hasan, 1976). In radio broadcasting, ellipsis serves the economy of words and helps create intrigue; it is the art of saying more with fewer words and it makes speech sound more natural and conversational. For example, "Going to the campus?" stands in for "Are you going to the campus?" Ellipsis can equally be used to drive the focus of a broadcast narrative by omitting less important information, emphasizing a selected moment, creating a sense of

urgency, or inviting listeners to fill in a gap. A sports commentator's "And the spectators go..." (leaving "wild" unspoken) builds tension through the pause (Halliday & Hasan, 1976).

Figures of speech, meanwhile, are rhetorical devices that deviate from literal language to create a stronger impact (Toncar & Munch, 2003). They are especially valuable for a medium without visuals: metaphor and simile paint mental pictures; alliteration and onomatopoeia add rhythm and emphasis; anaphora provides structural patterning; hyperbole conveys emotion and exaggeration; and irony as well as antithesis add depth and humour. Dobrovolskij and Piirainen (2005) describe such conventionalized figurative units as elements of the mental lexicon that can be interpreted simultaneously at a literal and a figurative level, a duality that gives broadcasters an economical way of encoding vivid, memorable meaning in only a few words. In short, these devices are the building blocks of the radio broadcaster's craft, working together to create a compelling and clear listening experience for a medium without pictures.

Campus radio broadcasting in North-Central Nigeria has a multi-layered impact that extends well beyond its educational mandate, shaping student development, institutional image and community life. Educationally and professionally, campus stations provide practical training for students, support career development and are particularly valuable for mass communication students. Institutionally, campus radio functions as a vital link between the university and its host community: it supports public relations and image-building, creates platforms for community engagement and information, reduces campus tensions and promotes peace-building among educational stakeholders (Mohamed, Wok, & Lahabou, 2017).

Redundancy, ellipsis and figures of speech can transform raw information into a compelling, near-seamless auditory experience capable of competing effectively with visual media. However, applying these devices on a university campus is a double-edged sword. While they serve professional broadcasters well, campus radio faces distinctive pitfalls: amateur talent, high presenter turnover and a diverse yet highly critical student audience (Ajayi & Oshobughie, 2023). Inexperienced student hosts, for instance, often lean on pragmatic redundancy such as "um," "like," "you know" to manage nerves. Rather than sounding conversational, this can read as unprofessional and erode listener confidence. Campus shows also typically run to strict 30- or 60-minute slots; over-repeating phone numbers or basic information eats into airtime and frustrates listeners who want substantive content. The campus audience is relatively educated (peers and faculty), repeating obvious facts like "the library is a place for books" can sound condescending and make a station seem amateurish. With new presenters joining every semester, there is often no institutional standard for what should be repeated, which can confuse regular listeners (Ajasa, Dolapo, Arowa, & Inasa-Thomas, 2024).

Statement of the Problem

A significant performance gap exists in students' application of these linguistic devices. While undergraduates typically demonstrate a theoretical grasp of redundancy, ellipsis and figures of speech in examinations, they consistently fail to deploy them effectively in practical studio assessments: students misuse ellipsis to the point of semantic ambiguity, over-rely on pragmatic redundancy as a crutch for nervousness and either avoid figures of speech altogether or default to inappropriate, cliché-ridden metaphors. This suggests that current instructional strategies fail

to translate linguistic awareness into auditory competence, leaving graduates underprepared for an industry that demands compelling, clear on-air personalities.

The growth of campus radio as a training laboratory for broadcasters necessitates instructional materials tailored to the medium's unique constraints (Mohamed, Wok, & Lahabou, 2017). Yet a review of existing syllabi, similar studies and recommended texts reveals a clear gap: materials focus predominantly on general English, syntax or public speaking, with minimal, if any, dedicated attention to the strategic deployment of redundancy for listener retention, ellipsis for time management, or figures of speech for mental imagery. This curricular inadequacy directly impedes the stations' ability to maintain professional production standards, since student broadcasters lack a formal, replicable linguistic framework to guide their on-air delivery.

Low listener retention is a further, persistent challenge for campus community radio and is often attributed to amateurish presentation. While station managers tend to treat this as a purely technical or presentational problem, the underlying cause may instead lie in the linguistic training or lack of it available to student broadcasters (Ajasa, Dolapo, Arowa, & Inasa-Thomas, 2024; Gladding, 2024). Where student broadcasters are not taught appropriate broadcasting skills, poor retention outcomes are the predictable result.

Aim and Objectives

The aim of this study is to identify the campus radio station that demonstrates the highest retention impact through its use of redundancy, ellipsis and figures of speech as well as to establish how these devices shape audience feedback and perception across selected universities in North-Central Nigeria.

Specifically, the study seeks to:

1. identify the campus radio station that demonstrates the most impactful message retention through the use of redundancy, ellipsis and figures of speech;
2. establish which campus radio station gives the most effective broadcast training to student broadcasters in the application of redundancy, ellipsis and figures of speech; and
3. examine how redundancy, ellipsis and figures of speech are used to improve radio broadcasts and audience feedback on and perception of, broadcast messages.

Theoretical Framework

This study is anchored on four theories, namely: Cultivation Theory, Information Theory, Participatory Theory and Grammatical Cohesion Theory alongside classical and contemporary theories of figurative language.

Gerbner and Gross's (1976) Cultivation Theory holds that long-term, repeated exposure to media content gradually shapes an audience's sense of social reality. Applied to campus radio, repeated exposure to key information such as examination dates or safety announcements, for example cultivates a sense of urgency and importance: the more often students hear a message, the more likely they are to treat it as critical. Cultivation Theory has been widely applied to radio broadcasting to explain its effects on audience retention behaviour.

Shannon's (1948) Information Theory treats redundancy as a tool for overcoming "noise", distraction, or poor signal quality. In a noisy campus environment, redundancy helps to ensure

that a message still gets through despite interference. Cultivation Theory and Information Theory are jointly suited to explaining redundancy because redundancy relies on repetition, recall and the gradual shaping of perception over time.

Participatory Theory emphasizes inclusive, dialogic communication that empowers audiences rather than to lecture them. Using ellipsis, cutting jargon and unnecessary words makes broadcasts more accessible to students from diverse linguistic backgrounds (English, Pidgin and various local languages), transforming the station from a “lecturing platform” into a conversational partner that respects listeners’ time and cognitive load.

Grammatical Cohesion Theory, developed by Halliday and Hasan (1976), treats ellipsis as “substitution by zero”: the omitted element remains structurally implied and must be supplied by the listener from context. This theory is directly relevant to campus radio because it explains both why ellipsis succeeds when the omitted material is genuinely recoverable and why it fails, as when the missing information exceeds what listeners can reasonably reconstruct from a fast-moving broadcast.

For figures of speech, Aristotle's (1991) rhetorical theory and Dobrovolskij and Piirainen's (2005) theory of conventional figurative language are most relevant. Figures of speech appeal directly to pathos (emotion) and logos (logic): a metaphor such as “your hands are begging to be washed” carries an emotional force that plain instruction lacks. Dobrovolskij and Piirainen (2005) argue that figurative language is a normal, expected feature of everyday communication rather than a decorative extra and that conventionalised figurative units are processed simultaneously at both a literal and a figurative level. In campus radio, this dual processing is what makes figurative language culturally resonant and in turn, more relatable and shareable among student audiences.

Conceptual and Empirical Review

Redundancy in campus radio broadcasting refers to the deliberate or inadvertent repetition of words, phrases, or ideas, used to improve clarity, emphasis, retention or persuasion. Its characteristic functions include repetition for emphasis, reinforcement of information the audience may have missed, the use of simple and familiar language and sensitivity to broadcast context. By repeating important announcements, broadcasters help to ensure that key information: a start time, a warning, a slogan is not missed by listeners who were briefly inattentive (Drew & Grimes, 1987; Samur, 2012). Samur's (2012) experimental study similarly found that redundant multimedia presentation of vocabulary items improved short-term retention relative to non-redundant presentation, suggesting that the retention benefit of redundancy is not unique to audio-visual news but generalises to spoken and multimedia instruction more broadly. Cornell's (1975) earlier dissertation research on the retention effects of redundancy and simultaneity of aural and visual messages similarly found that message redundancy improved audience recall, providing an early empirical foundation for the claim that repetition aids memory in broadcast contexts.

Ellipsis involves the deliberate omission of words that listeners can recover from context, so as to save time and sound natural. Common elliptical forms in radio broadcasting include shortened headlines and teasers, abbreviated time and temperature reports and front-loaded

sentences in which the most critical information, subject and verb comes first, while less essential elements, such as articles and prepositions, are dropped: “President Tinubu visits Lagos” rather than “The President of Nigeria, Bola Tinubu, will visit Lagos.” Ellipsis works best in time-crunched segments such as news bulletins, sports commentary and advertisements, where it compresses a longer script into a shorter one without losing core meaning, while also producing a more casual, approachable register. Recovering an elliptical utterance depends on the listener remembering the preceding sentence, ellipsis is rarely used at the very top of a newscast, where context has not yet been established (Halliday & Hasan, 1976).

Further more, radio lacks visuals, its figures of speech draw heavily on sound, touch and motion to evoke sight “a voice like gravel,” for instance, conveys roughness more vividly than “a deep voice.” Hyperbole is used deliberately to cut through background noise and hold attention, while effective figurative language is adapted to listeners' lived environment: a North-Central Nigerian presenter might describe something as “fast as a fleeing antelope” rather than “fast as a cheetah,” to resonate with local imagery. Unlike written figurative language, radio's figures of speech are frequently improvised live, giving them a distinctive immediacy and authenticity (Menkyoba, 2012; Dobrovol'skij & Piirainen, 2005).

How Redundancy, Ellipsis and Figures of Speech are Used to Improve Retention of Campus Radio Broadcast Messages

Student broadcasters deploy redundancy, ellipsis and figures of speech to improve clarity, attract listeners' attention, create emphasis and make their messages more engaging (Obi & Olaifa, 2025). To ensure that broadcast messages are understood, redundancy is used to repeat important announcements, restate key information, reuse memorable slogans and repeat warnings or public-service messages for emphasis, for example: “The programme begins by 9 a.m.; remember, the programme begins by 9 a.m. Please be seated before 9 a.m.”

Ellipsis, meanwhile, involves omitting words that are recoverable from context without affecting meaning. It makes broadcast more concise and conversational. Student broadcasters use ellipsis to deliver brief headlines, carry out fast-paced interviews, read sports and entertainment updates and create smooth dialogue between presenters while saving airtime, for example: Presenter: “Ready for music?” Co-host: “Absolutely.” However, even though ellipsis makes broadcast speech more concise, it can confuse listeners when the missing information is not obvious.

The use of figures of speech makes broadcasting livelier and more persuasive and increases audience interest. Dominant figures of speech used in broadcasting include metaphor (e.g., “attitude is the key to success”), simile (e.g., “she spoke like a mother”), hyperbole (e.g., “the hall was packed with a sea of worshippers”), personification (e.g., “the microphone refused to cooperate today”), rhetorical question (e.g., “who doesn't want academic success?”) and alliteration (e.g., “Father Francis fried fresh fish”).

Together, redundancy, ellipsis and figures of speech transform campus radio stations into an influential medium of communication. Content redundancy fights memory decay and fills gaps caused by poor reception; content ellipsis fits fragmented listening habits and helps to avoid language mishaps, figures of speech create audio pictures, boost memorability and build a

station's on-air "personality." In Nigerian campus radio broadcasting, students deploy redundancy to reinforce and emphasize information, ellipsis to achieve brevity and conversational fluency and figures of speech to add creativity, persuasion and aesthetic appeal. Effective use of these linguistic devices improves audience understanding and engagement, but poor use of them can reduce communication effectiveness in campus radio broadcasting.

Most Frequently Used Devices in Campus Radio Broadcasting

Based on linguistic analysis of campus radio stations from previous studies, the most frequently used forms of redundancy include lexico-semantic duplication and tautological expressions. Lexico-semantic duplication uses synonyms that mean the same thing, for example, "absolute perfection" or "35 acres of land." Tautological expressions say the same thing twice in different ways, for example, "run back" or "repeat again."

The ellipsis forms most commonly used in campus radio broadcasting involve the omission of articles, prepositions, or auxiliary verbs (e.g., "(He) is a student") and incomplete comparative structures (e.g., "She is taller than me"). In addition, figures of speech used for stylistic effect are commonly deployed to engage listeners and emphasize important information; analysis of Nigerian radio commentary suggests that rhetorical questions, repetition and tonal variation are especially frequent (Menkyoba, 2012). Strategically, words are used dramatically, in vivid, story-like language, to grab attention, restate headlines and build suspense, for example, by withholding names and locations to create curiosity in a broadcast.

Empirically, prior Nigerian studies point in a broadly consistent direction. Ajasa, Dolapo, Arowa, and Inasa-Thomas (2024) found that LASPOFM's campus broadcasts made a measurable contribution to the professional development of mass communication students at Lagos State Polytechnic. This underlines the pedagogical stakes of getting campus-radio language right. Ajayi and Oshobughie (2023) catalogued recurring solecisms among Nigerian campus on-air personalities and called for structured remedial interventions. Ladele, Ladigbolu and Badiru (2014) examined listenership of enlightenment programming on a Nigerian university community radio station and found that presentation style significantly shaped whether audiences continued to listen and retained the content presented. Okeke, Harold and Ajisafe (2025), studying ABUAD Radio, similarly linked audience knowledge and perception of a Nigerian campus station to the clarity and professionalism of its on-air language, while Obi and Olaifa (2025) reported that campus radio remains an effective, if inconsistently exploited, channel for academic content delivery in Nigerian universities. Gladding (2024), examined students and administrative perceptions of university-owned FM licenses, found that stakeholders often judge a station's value by the professionalism of its presentation, a judgment closely tied to the very linguistic choices this study investigates. Taken together, this body of work suggests that the retention problem identified in the present study is not confined to the four stations sampled but reflects a wider pattern across campus radio in Nigeria and beyond.

Study Design

The study adopted a participant-observation design, involving systematic observation, recording, description, analysis and interpretation of the retention impacts of campus radio

broadcasting on the audience. The researchers worked as visiting lecturers at four campus radio stations; the University of Abuja, Benue State University, the University of Ilorin and Plateau State University, Bokoos during the 2025/2026 academic session. Participant observation was combined with a descriptive survey to analyse the retention impacts of campus radio broadcasts across the four universities in North-Central Nigeria.

Population of the Study

The population comprised students, staff, and other educational stakeholders across the four university campuses. Questionnaire items were derived from the research questions and one hundred copies were distributed to the campus audience of each station, as shown in Table A.

Name of FM Station	No. Distributed	No. Retrieved	Percentage
1. Excellent FM 89.9 (University of Abuja)	100	96	24.0%
2. BSU FM 89.9 (Benue State University)	100	93	23.25%
3. Uni-Ilorin FM 89.3 (University of Ilorin)	100	91	22.75%
4. PLASU FM 103.3 (Plateau State University)	100	97	24.25%

Total = 400 distributed; 377 retrieved (94.25% response rate)

Sample and Sampling Technique

A purposive sampling technique was used to select the four conventional universities in North-Central Nigeria. Within each campus radio station, the researchers, in consultation with station management, distributed 100 questionnaire items across four respondent categories: students (25), campus radio staff (25), university lecturers (25), and university non-teaching staff (25).

Instrument for Data Collection

A structured questionnaire, with items derived from the specific objectives of the study, was used as the instrument for data collection. A modified four-point scale — Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) — was used, with nominal values assigned as follows: Strongly Agree = 4, Agree = 3, Disagree = 2, and Strongly Disagree = 1. In the results tables, X denotes the mean score and DEC denotes the decision (AG = Agreed; DISAG = Disagreed).

Validation of the Instrument

The instrument was given to lecturers in the Department of Information Science and Media Studies and to staff of Search FM, Federal University of Technology, Minna, for face validation. It was also reviewed by staff of Radio Niger. Corrections suggested by these reviewers were effected before the final questionnaire was administered to respondents.

Reliability of the Instrument

Test-retest reliability was conducted at Search FM campus radio station on four occasions over two months. Scores from the four tests were subjected to a reliability-coefficient test, yielding a high reliability score of 0.82.

Administration of the Research Instrument

The questionnaire was administered face-to-face with the assistance of two trained and closely monitored research assistants. Respondents completed the items voluntarily, and the completed copies were retrieved on site.

Method of Data Analysis

Data were analysed using the mean score of respondents on a four-point Likert scale (Strongly Agree = 4, Agree = 3, Disagree = 2, Strongly Disagree = 1). Following standard practice, the midpoint of the scale — $(4 + 3 + 2 + 1) \div 4 = 2.50$ — was adopted as the decision criterion: a mean score of 2.50 or above was regarded as “agreed,” while a mean score below 2.50 was regarded as “disagreed.”

Results

Table 1: Campus Radio Station Demonstrating the Most Impactful Retention Using Redundancy, Ellipsis, and Figures of Speech

S/ N	Items	Excellent FM 89.9 (Unl. Abuja)						BSU FM 89.9 (Benue State Univ.)						Uni-Ilorin FM 89.3						PLASU FM 103.3					
		S	A	D	S	X	DEC	S	A	D	S	X	DEC	S	A	D	S	X	DEC	S	A	D	S	X	DEC
1	Repetition of vital information	13	7	4	10	2	AG	13	7	5	10	2	AG	11	8	7	9	2	AG	14	8	5	10	2	AG
2	Emphasis on central message	7	5	9	3	1.7	DISA	8	5	7	40	1.6	DISA	8	6	1	15	2	DISA	8	6	2	6	2	DISA
3	Simplification through ellipsis	12	9	1	3	2	AG	13	1	4	13	3	AG	9	9	8	12	2	DISA	11	8	7	16	2	AG
4	Improved audience attention	9	8	7	22	2.1	DISA	8	7	9	22	2	DISA	9	7	8	18	2	DISA	8	8	6	32	1.9	DISA
5	Creation of memorable expressions	-	-	4	4	2.1	DISA	3	6	1	45	1.3	DISA	-	9	1	32	2	DISA	-	9	21	31	2	DISA
6	Clarity and comprehension	11	1	6	-	3.1	AG	12	1	6	-	3	AG	10	9	9	6	2	AG	11	1	5	10	2	AG
7	Emotional impact	12	9	9	3	2	AG	9	8	5	23	2.1	DISA	9	9	6	16	2	DISA	10	9	6	21	2	DISA
8	Retention impact	11	11	5	9	2	AG	12	1	5	2	3	AG	12	9	4	8	2	AG	12	1	5	6	3	AG
9	Audience recall and participation	9	9	1	9	2	AG	8	9	8	18	2	DISA	9	9	7	14	2	DISA	10	9	6	21	2	DISA
10	Reinforcement of broadcast themes	6	7	9	3	1.9	DISA	7	7	9	26	1.9	DISA	5	6	9	40	1.5	DISA	6	6	9	40	1.6	DISA
Grand Mean		24.7						23.2						22.8						23.9					

Source: Field survey on the retention impact of campus radio broadcasting using redundancy, ellipsis, and figures of speech.

Table 1 shows the mean scores for the campus radio stations that gave the most impactful retention of broadcast messages. In descending order, Excellent FM 89.9 (University of Abuja) recorded the highest grand mean score of 24.7, followed by PLASU FM 103.3 with 23.9, BSU FM 89.9 with 23.2, and Uni-Ilorin FM 89.3 with 22.8. This ordering indicates that Excellent FM

demonstrated the strongest retention impact through its use of redundancy, ellipsis, and figures of speech, although all four stations recorded broadly comparable scores.

Table 2: Campus Radio Station Giving the Most Frequent Broadcast Training to Students

S/ N	Items	Excellent FM 89.9 (Unl. Abuja)						BSU FM 89.9 (Benue State Univ.)						Uni-Ilorin FM 89.3						PLASU FM 103.3					
		S A	A	D	S D	X	DEC	S A	A	D	S D	X	DEC	S A	A	D	S D	X	DEC	S A	A	D	S D	X	DEC
1	News bulletin	12	9	3	15	2	AG	11	1	6	7	2	AG	9	8	4	2	21	DISA G	12	1	5	6	2	AG
					5					0		7					3		G		2		9		
2	News headlines	10	9	3	17	2	AG	11	1	4	5	2	AG	9	1	3	16	2	DISA G	10	9	3	18	2	AG
					5				2			9			3								7		
3	Radio interviews	5	1	1	16	21	DISA G	6	11	1	8	2	DISA G	4	9	1	16	21	DISA G	7	11	1	9	2	DISA G
				0	5					4		4				6						5		4	
4	Talk shows	6	7	1	19	2	DISA G	10	9	11	4	2	AG	11	1	6	5	2	AG	10	1	7	13	3	AG
				6								7			0		8				0		2		
5	Advertisements	12	9	6	9	2	AG	13	1	6	2	3	AG	9	9	1	-	2	AG	12	1	5	12	3	AG
						7				0		0				4		8			0		3		
6	Weather report	15	1	2	2	3	AG	14	1	2	3	3	AG	12	11	3	4	3	AG	13	11	6	3	3	AG
				0		0				0		2						0					0		
7	Public service announcement	13	9	4	17	2	DISA G	13	11	4	8	2	AG	9	1	5	9	2	AG	13	1	9	-	3	AG
						2						8				2		6			0		0		
8	Informative programmes	16	9	-	5	3	AG	13	1	-	11	2	AG	12	11	5	-	3	AG	12	1	5	6	3	AG
						2				0		7						3			2		2		
9	Interactive programmes	11	11	3	13	2	AG	11	1	6	1	31	AG	11	11	5	4	2	AG	11	11	4	12	3	AG
						5			2									9					3		
10	Entertainment programmes	10	9	6	17	2	DISA G	11	1	6	10	3	AG	9	9	3	22	21	DISA G	11	1	5	16	2	DISA G
						2				0		4									0		4		
Grand Mean		25.2						30.4						26.0						28.6					

Source: Field survey on the retention impact of campus radio broadcasting using redundancy, ellipsis, and figures of speech.

Table 2 shows the mean scores for the campus radio stations that gave the most frequent broadcast training to students. BSU FM 89.9 recorded the highest grand mean score of 30.4, indicating that it provided the most frequent training. It was followed by PLASU FM 103.3 (28.6), Uni-Ilorin FM 89.3 (26.0), and Excellent FM 89.9 (25.2).

Table 3: How Redundancy, Ellipsis, and Figures of Speech Are Used to Improve Radio Broadcasts, Retention, and Feedback

S/ N	Items	Excellent FM 89.9 (Unl. Abuja)						BSU FM 89.9 (Benue State Univ.)						Uni-Ilorin FM 89.3						PLASU FM 103.3					
		S A	A	D	S D	X	DEC	S A	A	D	S D	X	DEC	S A	A	D	S D	X	DEC	S A	A	D	S D	X	DEC
1	Knowledge of redundancy, ellipsis and figures of speech	7	8	1 0	24	1.9 5	DISA G	7	7	11	22	2 2	DISA G	6	7	1 2	22	2.6	AG	8	7	1 4	19	21	DISA G
2	Script-writing training	6	7	1 5	11	2.5	AG	9	8	1 4	5	2 6	AG	9	8	1 2	7	2.5	AG	9	1 0	1 3	8	2.5	AG
3	Voice and presentation training	10	1 0	7	12	2.5	AG	7	7	1 2	2 0	21	DISA G	8	9	6	2 0	21	DISA G	10	9	5 3	2 3	21	DISA G
4	Audience-centred communication	10	1 2	3	14	2.5	AG	10	1 1	5	8	2 7	AG	11	9	4	12	2.5	AG	12	1 0	5	12	2.6	AG
5	Timing and programme production	11	9	6	13	2.5	AG	11	9	7	6	2 8	AG	10	9	5	14	2.4	DISA G	11	11	5	13	2.5	AG
6	Practical broadcasting exercises	11	11	9	1	3.0	AG	10	9	-	21	2 3	DISA G	9	8	5	21	2.7	AG	10	11	9	9	2.6	AG

S/ N	Items	Excellent FM 89.9 (Uni. Abuja)						BSU FM 89.9 (Benue State Univ.)						Uni-Ilorin FM 89.3						PLASU FM 103.3					
		S	A	D	S	X	DEC	S	A	D	S	X	DEC	S	A	D	S	X	DEC	S	A	D	S	X	DEC
7	Audience retention assessment	7	8	4	3	17	DISA	8	7	3	3	18	DISA	8	7	3	3	18	DISA	9	8	3	3	18	DISA
					6		G				4		G				2	2	G				4	5	G
	Grand Mean	16.65						16.50						16.62						16.25					

Source: Field survey on the retention impact of campus radio broadcasting using redundancy, ellipsis, and figures of speech.

Table 3 shows the campus radio stations that demonstrated the most impactful retention and feedback of broadcast messages. Excellent FM 89.9 recorded the highest grand mean score of 16.65, followed by Uni-Ilorin FM 89.3 (16.62), BSU FM 89.9 (16.50), and PLASU FM 103.3 (16.25). This indicates that the University of Abuja's campus radio station recorded the strongest feedback score among the four stations studied.

Note: A small number of raw field-data cells (for example, the '70' value recorded under the University of Abuja 'Disagree' column in Table 3, item 3, and the 'A' value of 2 recorded for PLASU in Table 2, item 8) depart sharply from the surrounding pattern of responses and are retained here exactly as originally recorded; the authors are advised to verify these specific cells against the original questionnaires before final submission.

Discussion of Findings

This study examined the retention impacts of redundancy, ellipsis, and figures of speech in campus radio broadcasts at four conventional universities in North-Central Nigeria, focusing on how these devices affect retention at the University of Abuja, Benue State University, the University of Ilorin, and Plateau State University, Boko. The study combined a quantitative survey and participant observation, drawing on 400 questionnaire items derived from the aim and specific objectives of the study.

The findings in Table 1 show that Excellent FM 89.9, University of Abuja, with a mean score of 24.7, was the campus radio station that most effectively used redundancy, ellipsis, and figures of speech to support retention of broadcast messages. It was followed by PLASU FM 103.3 (23.9), BSU FM 89.9 (23.2), and Uni-Ilorin FM 89.3 (22.8).

Findings in Table 2, on the campus radio stations that gave the most frequent broadcast training to students, show that BSU FM 89.9, with a mean score of 30.4, gave the most frequent training. It was followed by PLASU FM 103.3 (28.6), Uni-Ilorin FM 89.3 (26.0), and Excellent FM 89.9 (25.2).

Table 3 shows the campus radio stations that recorded the strongest feedback from broadcast messages. Excellent FM 89.9 had the highest mean score of 16.65, followed by Uni-Ilorin FM 89.3 (16.62), BSU FM 89.9 (16.50), and PLASU FM 103.3 (16.25). This indicates that the University of Abuja's campus radio station recorded the strongest feedback score among the four.

Taken together, Tables 1 to 3 suggest a pattern worth noting: Excellent FM 89.9 led on retention impact and feedback (Tables 1 and 3) despite recording the lowest score for frequency of broadcast training (Table 2), while BSU FM 89.9 led on training frequency (Table 2) but trailed on retention and feedback (Tables 1 and 3). This apparent mismatch is consistent with Cultivation Theory's emphasis on the cumulative, longer-term shaping of audience perception (Gerbner & Gross, 1976): frequency of formal training alone does not guarantee retention, since

retention outcomes also depend on how consistently redundancy, ellipsis, and figures of speech are deployed on air, and on how well individual presenters have internalised them, rather than on the volume of training received in a given period.

The finding that redundancy although a pervasive linguistic feature that clutters broadcast language aids understanding and retention of broadcast messages across the sampled stations is consistent with Shannon's (1948) Information Theory, which frames redundancy as a mechanism for overcoming 'noise' even where it also risks undermining perceived professionalism and contributing to the fossilisation of poor language use among student audiences. It is further consistent with Drew and Grimes' (1987) experimental finding that audio redundancy improves listener recall and comprehension relative to low-redundancy presentation, and with Samur's (2012) finding that redundant presentation improves short-term retention of verbal material. Messages built around strategic repetition therefore tend to be remembered better than messages built around dense ellipsis. Immediate repetition grabs attention and sets an energetic tone that can support the retention of students with limited working memory, creating familiarity while underscoring the importance of a message with minimal grammatical cost. Mayer and Johnson's (2008) revision of the redundancy principle in multimedia learning, however, offers a useful qualification: their experiments found that redundant presentation improved retention of material but did not improve learners' ability to transfer or apply it. This is a distinction that maps closely onto this study's finding that redundancy aids recall of campus radio messages even as it does little to build the audience's more active engagement with, or critical processing of, those messages. This suggests that redundancy in campus radio should be understood as strategic reinforcement of a small set of core messages, not as verbatim repetition: broadcasters should paraphrase rather than repeat core messages, and should avoid redundancy that adds no new information, given that campus audiences tend to have short attention spans.

Ellipsis, used across the sampled stations, was found to create a dramatic, punchy, conversational flow that speeds up broadcast delivery and suits a young, time-pressed student audience, although new or first-time listeners may miss the subject-verb link that has been omitted. This finding is consistent with Halliday and Hasan's (1976) account of ellipsis as 'substitution by zero,' in which an omitted element is recoverable only where the surrounding context makes it genuinely inferable; it also aligns with Ajayi and Oshobughie's (2023) observation that Nigerian campus broadcasters frequently omit information in ways that generate ambiguity rather than economy. Ellipsis reflects an economy of language that aligns with the limits of working memory, and news segments in particular appear to use tactical incompleteness to sustain listener engagement; however, ellipsis used to convey emotionally charged or hurriedly expressed content can just as easily undermine retention, particularly for safety-critical or unfamiliar information. Within campus radio specifically, ellipsis creates a productive suspense that invites the listener to fill in gaps, sustaining engagement among students who are often multitasking; nevertheless, its overuse can confuse listeners, especially where campus announcements are structurally complex. Because student audiences are selective in what they retain, ellipsis is best reserved for promotional segments or informal presenter banter rather than for safety-critical or examination-related information; used

judiciously, and where presenters are properly trained, it can make broadcast messages feel more conversational and less 'preachy,' in keeping with the generally informal culture of campus radio. With respect to figures of speech, feedback data suggest that their skillful use helped several of the sampled broadcasts achieve their stated aim and objectives. Figures of speech appear to support retention and feedback through organisation, elaboration and mental visualisation, in line with Dobrovol'skij and Piirainen's (2005) argument that conventional figurative units are processed simultaneously at a literal and a figurative level. It produces deeper semantic encoding than plain repetition and render messages more memorable over time. Consistent with Toncar and Munch's (2003) finding that simple tropes are generally more memorable than complex ones, even where complex tropes may carry greater persuasive force, this study found that the relatively simple, relatable metaphors and similes used across the four stations appeared to be more memorable to the campus audience than more elaborate figurative constructions. This is consistent with the broader observation that comprehensibility mediates the effect of rhetorical devices on recall: where figures of speech obscure rather than clarify meaning, the retention of the underlying message suffers, a pattern also reported by Okeke, Harold and Ajisafe (2025) and Obi and Olaifa (2025) in their assessments of audience perception of Nigerian campus and university radio. Above all, the discussion above suggests that redundancy, ellipsis and figures of speech each contribute to retention in campus radio broadcasting in distinct but complementary ways.

Conclusion

The study concludes that redundancy, ellipsis and figures of speech, as used across the four campus radio stations studied, contribute meaningfully to the retention of broadcast messages only when they are balanced and strategically calibrated for clarity, novelty and understanding. Student audiences are persistently multitasking and selective in their attention, the optimal approach for campus radio broadcasting is to integrate all three devices deliberately: redundancy for structural reinforcement, ellipsis for attentive hooks and figures of speech for mental imagery. Used together and calibrated to the audience, these devices can help campus radio stations achieve impactful retention and meaningful audience feedback, in support of their broader educational and developmental mandate.

Recommendations

Based on the findings, the study recommends pedagogically informed mentorship on broadcast language, the establishment of language clinics for hands-on practice and correction and regular, structured instruction on the appropriate use of redundancy, ellipsis and figures of speech in campus radio broadcasting. Such instruction should be embedded in the curriculum and reinforced through practical studio assessment, so as to equip student broadcasters with the linguistic competence necessary for impactful, retention-oriented message delivery.

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