Features and Functions of Informative and Instructive Leaflets Accompanying Selected Medicinal Drugs in Nigerian Market

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The primary aim of this study was to analyse the functions and features of language used in contributing to the writing, reading and comprehension of drug leaflets, a small piece of printed paper used to give information and instructions on the application or use of drugs. Therefore, leaflets accompanying twenty different drugs in the Nigerian market were selected as the source of data for this study and they were subjected to critical analysis. Findings revealed that drug leaflets explored the functions of language largely to convey information, give instructions, make prescriptions, do advertisements, descriptions and give contra-indications about drugs, through language resources including lexis and structures. Thus, the paper concluded that language remained the most resourceful tool in making drug leaflets meaningful and comprehensible to patients/consumers.

Key words: Drugs, leaflets information, language, patients.

INTRODUCTION

Today, there are many manufacturers of drugs within and outside a country or even a continent producing medicinal products for patients who apply or consume such products. People produce, import, export or market drugs beyond the shores, cultures and the economic environments of the producers not only because of the potency of the drugs but also because of the effectiveness of the medium of communication used (language) with its various functions and resources. In a country such as Nigeria, there are many imported drugs from Europe, America and interestingly from Asia where the cultures and languages are different from those of Nigeria. However, manufacturers of imported and local drugs accompany their products with informative and instructive leaflets written or translated in English as observed in the twenty drug leaflets selected for this study.

Objective of the study

It is necessary to critically examine the language resources used in writing drug leaflets that will make consumers/patients of drugs to easily understand the contents of drug leaflets and perform the outlined instructions in them with a view to preventing misapplication.

DEFINITION OF DRUG LEAFLETS

Drug has been variously defined by experts. Science Dictionary (2014) defined drug as any substance, natural or synthetic that has physiological action on a living body used for treatment of disease or the alleviation of pain. So, it is not surprising to observe that drug leaflets include components, actions, instructions and indications which are usually regulated and chronological. Similarly, Edwards and Aronson (2000) stated that drugs are used as a means of curing people’s diseases. The two definitions above underscored the importance of drugs to man. But it is not uncommon to detect wrong application or misuse of medicinal drugs by patients, which may be fatal or cause permanent or severe damage to patients.
Therefore, many drug manufacturers attach leaflets to their products in order to regulate, control or avoid misuse of drugs. Burapadaja et al. (2002) noted that in many countries, drug leaflets are usually provided along with drug products so that consumers could read, understand and follow the instructions in the drug leaflets for effective and safe medication. However, they opined that there were inadequacies regarding consumers’ understanding of leaflets’ content which could lead to inappropriate medication.

Longman (2000) described leaflet as a small piece of printed paper that could give information or advertise something. This could be seen in the leaflet of Moko range of products:

“Our improvement underscores our commitment to family health” (Moko, 2014).

Here, the leaflet was used to advertise different medicinal products of the company and make a claim about the manufacturer’s range of products to encourage their patronage by consumers/patients.

Merriam – Webster (2014) and Oxford (2014) in similar ways defined drug as a medicine. However, they noted that the drugs would usually be accompanied by what is known as leaflets.

Leaflets

Davies (cited in Watt, 2013) defined leaflet as the document enclosed in the outer sales package of a medicinal product, written in the national language(s) of the country where it is sold. This view is an assertion of the fact that language is central in writing drug leaflets. Also, this is the situation in a country such as Nigeria in which there are many foreign and local drug leaflets written in English, the official language of the country (Adeniji, 1998). Hildegard (2014) described leaflets as explicit data and evidence-based which should be written, using appropriate language with careful avoidance of abbreviations, jargons and technical or medical terminologies. This is relevant to this study because it implies that writers of drug leaflets have a big task in composing drug leaflets with the appropriate language based on the foregoing submission. It also brings to the forefront language issues involved in writing drug leaflets such as the functions of language and its various resources (features) necessary in writing drug leaflets.

Importance of language in writing drug leaflets

Clereham et al. (2005) claimed that language features in text could be written in an assertive, directive, conciliatory and/or collaborative way. This, in a way is a reflection of the features of drug leaflets which should be investigated. In a similar approach, Peterson (2009) argued that the words used to convey the information about a drug to a patient is crucial because it is expected to contain good, plain English with the use of direct, short sentences with as few complex phrases and jargons as possible. Davis (2009) also corroborated this view and added that the use of precise wording in leaflets could improve a patient’s comprehension of directions or instructions in drug leaflets. The foregoing views point toward the fact that language is crucial in making patients to understand information and instructions in drug leaflets.

Twoomey (2001) in agreement with Hartley (1994) suggested that writing drug leaflets involved avoiding capitals because lower case would give shape to words, make it easier for words to be recognized and read than all upper case, noting that it would be intelligent of manufacturers to avoid unnecessary capitals for vital information. Consequently, it is important to consider the views of some linguists on the functions of language and its features relevant to the writing of drug leaflets.

Halliday (cited in Studyplace, 2014) described how scholars from different disciplines have classified language use according to function and then argued that language is naturally functional. Jain (2014) noted that language could be used to perform a wide range of functions based on the purpose of its use such as regulative and informative functions. This is relevant to this study because drug leaflets have been described as informative and regulative (instructive) based on the views of scholars (Edwards and Aronson, 2000; Burapadaja et al., 2002).

Aziz (2011) described language as a tool which is used to perform various tasks and reported that Geoffrey Leech identified the micro-functions of language such as naming things (for example, names of drugs), identifying feelings (for example, of patients), actions (such as drug leaflet instructions), communicating, etc. Again, this is of interest to this study as it is directly related to the construction of drug leaflets. This implies that drug leaflets explore language resources such as nouns (to name medicinal products), adjectives (to identify feelings of patients or situations that may require the use of drugs) and verbs (to indicate actions or instructions to be followed).

Again, Bilash (2009) observed that much of what we say is for a specific purpose (such as, information and instructions in drug leaflets) and that we use language to fulfill that purpose known as language function. Thus, Savignon (1983) viewed language function as the use to which language is put. This is related to the act of composing drug leaflets, the use to which language has been put by manufacturers of medicinal drugs and writers of drug leaflets worldwide.

Piozzi (2004) claimed that language function refers to the purpose for which speech or writing is being used. He contended further that in academic writing, a range of specific functions were used in order to communicate ideas clearly such as describing processes. This is in consonance with the purpose of drug leaflets. Thus,
Pozzi (2004) outlined some language functions and language resources (examples of forms) to express them such as describing people, places and things (nouns, pronouns, and adjectives), making predications (verbs, future tense, conditional mode) and asking informational questions (verbs and phrases in questions). Other uses outlined included persuasive forms (verb forms), literary analysis (sentence structures) cause and effects (specific vocabulary forms), among others.

Similarly, Thorne (1997) in a study on information texts analysed the language of leaflets and noted that the lexis and grammar of drug leaflets should be specific, linked directly to the field and that sentences should be short and often grammatically incomplete for the purpose of simplicity. Based on the foregoing, it is necessary to examine how writers of drug leaflets have tapped the resources of language to achieve their purpose.

**METHODOLOGY**

The theoretical framework for this study was ‘Applied Linguistics’ because it involved language use in another discipline. The data for the study were gathered from twenty selected drug leaflets accompanying drugs in the Nigerian market and they included the following:

1. PYRANTRIN (2014)
2. ASTYMAMIN (2013)
3. Lumartem (2012)
4. EMTRIM (2013)
6. DIFEC-P-FORTE (2014)
7. EM-B-PLEX (VITAMIN-B-COMPLEX), (2014)
8. ASMACARE (2014)
9. IBUCAP (2014)
10. KRYSPINE HB 12 (2013)
15. Multivite (2013)
17. Actifed (2013)
18. BRUSTAN-N-SUSPENSION (2013)
19. FIDSON (2013))

The above outlined drug leaflets subject to empirical verification were subjected to critical analysis. Consequently, copious examples of lexis (nouns, pronouns, verbs, adverbs, adjectives and conjunctions) were elicited. Besides, examples of sentences (structural and functional) were gathered based on how they were used to reflect the purpose of drug leaflets with grammatical forms such as predictions (future tense, conditional mode) asking informational questions (wh-questions, yes/no questions), measurement (quantifiers), frequency, restriction (adverbs), conjunctions and uncompleted sentences or phrases used as headings.

**DRUG LEAFLETS ANALYSIS**

**The lexis of drug leaflets**

A drug leaflet as an informational text contains a number of terminologies and they appeared in different forms such as headings, instructions/directions, descriptions, etc. Observations revealed that nouns, pronouns, verbs, adverbs, adjectives and conjunctions featured prominently in drug leaflets.

**Nouns**

One of the functions of language (Aziz, 2011) is naming and identifying of things. So drugs are given names by the producers through which the drugs can be identified such as:

1. PYRANTRIN (2014)
2. ASTYMIN (2013)
3. FIDSON (2013)
4. EMTRIM (2013)
5. BRUSTAN-N-SUSPENSION (2013)
6. DIFEC-P-FORTE (2014)
7. EM-B-PLEX (VITAMIN-B-COMPLEX), (2014)
8. ASMACARE (2014)
9. IBUCAP (2014)
10. KRYSPINE HB 12 (2013)
15. Multivite (2013)
17. Actifed (2013)

A close observation revealed that some of the names of the drugs were written all in the upper case (examples 1-10), that is, capital letters to attract attention while others were written with the initial letter in capital (11-20). This variation can also be accounted for by style, different ways of doing the same thing. This also applied to subheadings of drug leaflets such as dosage, direction, indication, duration, storage and it is in agreement with the view of Twomey (2014) that lower case would give shape to words, make them easier to recognize and read better than all capital letters. Besides, the words: ‘tablet’, ‘suspension’ and ‘syrup’ (Actifed, 2013), and ‘drops’ (Multivite, 2013) were nouns used to indicate whether the drugs mentioned were in a solid or liquid form. Thus, nouns as used in drug leaflets helped to name and identify drugs as Aziz (2011) had opined. Furthermore, observations revealed that drug leaflets analysed
contained ‘units of measurement’ called quantifiers. Quirk and Greenbaun (1973) claimed that phrasal quantifiers would provide a means of imposing countability on non-count nouns (syrups and suspensions) as illustrated by the following partitive expressions:

1. One teaspoonful (5 ml) (Piriton, 2013)
2. Two teaspoonfuls (10 ml) (Piriton, 2013)
3. 15 ml (One tablespoonful) (Astymin, 2013)
4. Half teaspoonful (Jawamox, 2013)
5. 1-2 teaspoonfuls (5-10 ml) (Metronidazole, 2013)

It must be stated that the quantifiers in examples 1-5 above were derived from syrups and suspensions in liquid state. Again, the examples occurred in incomplete sentences in a bid to prescribe dosage of drugs to patients in a simple way. However, the drugs in solid state (tablets, capsules) also have units of measurement such as:

6. 4-6 capsules per day (Ibucap, 2014).
7. 1 capsule every four hours (Ibucap, 2014)
8. One tablet (Jekzol, 2013).

The above units of measurement indicate that language is a resourceful tool in measuring both count nouns (tablets, capsules) and non-count nouns (syrups and suspensions) in line with the description of Quirk and Greenbaum (1973).

Also, nouns in the studied leaflets were used to indicate types of ailments the drugs are meant for: for example, malnutrition, pregnancy, anaemia, influenza, tapeworm, etc (Kryspine HB 12, 2013).

**Pronouns**

Another form of lexis commonly found in drug leaflets analysed was the use of the second person pronoun ‘you’ and its possessive form ‘your’ as indicated below:

1. What you should know about NIFEDIN DEXCEL (Nifedin, 2012).
2. Please do not throw it away until you have finished your medicine (Nifedin, 2012).
3. If you have further questions ask your doctor, health care provider or pharmacist (Lumartem, 2012).
4. Read this leaflet carefully before you start taking the medicine (Lumartem, 2012).
5. Consult your doctor if no relief is obtained from the recommended dosage (Difec-P-Forte, 2014).

The examples above help to reflect personal touch between the drug leaflet and the user of the drug as if it were a face-to-face communication, another function of language (Jain, 2014).

**Verbs**

Different types of verbs appeared in the drug leaflets studied. A critical analysis revealed that specific active verbs occurred frequently (80%) in almost all the drug leaflets analysed: ‘shake’, ‘read’, ‘keep’, ‘ask’, ‘consult’, ‘protect’, and ‘store’ as illustrated below:

1. Read the leaflet carefully before you start taking the medicine (Lumartem, 2014).
2. Consult your doctor if no relief is obtained from the recommended dosage (Difec-P-Forte, 2014).
3. Protect from sunlight and moisture (Ibucap, 2014).
5. If you have any questions or are not sure about anything, ask your doctor or pharmacist (Nifedin, 2012).

It must be stated that these examples corroborated the view of Thorne (1997) that information texts (that is, drug leaflets) should have specific lexis to reflect the field such as giving directives on how to use drugs through the use of specific active verbs as illustrated above.

**Modal auxiliary verbs**

The studied data also revealed the use of some modal auxiliary verbs such as ‘may’ and ‘can’ to express possible/necessary actions or reactions while ‘must’ was used to express a compulsory action:

7. You may need to read it again (Brustan, 2013).
8. Lumartem can change your electrical recording of the heart (electrocardiogram, ECG) (Lumartem, 2012).
9. Multivitedrops can be given undiluted or with milk or water (Multivite, 2013).
10. It may be taken as a restorative tonic on run-down conditions and in convalescence (Kryspine HB 12, 2013).
12. Treatment must be discontinued immediately a skin rash appears (Emtrim, 2013).

The modal auxiliaries identified above were used to express the possibility of what a drug could cause or be used for or when compulsory to stop its use. Furthermore, there were examples of negative sentences derived from the analysed data:

14. Do not pass it on to others (Brustan, 2013).

The above examples were used in vital warnings to patients to avoid medical complications which also emphasized the ‘regulative function of language’.

**Adverbials**

Drug leaflets analysed for this study used a lot of
adverbs/adverbial expressions especially in a bid to prescribe dosage of drugs as illustrated below:

1. A daily use of Multivite drops helps your infants to ward off common illnesses such as colds and skin infections (Multivite, 2013).
2. One tablet or 10 ml syrup three times daily (Actifed, 2013).
3. 1 tablet every 8 hours or as directed by your physician (Difec-P-Forte, 2014).
5. Treatment may be continued indefinitely (Nifedin, 2012).
7. Pyrantin is poorly absorbed from the gastrointestinal tract (Pyrantin, 2014).
8. 12 years and above: One to two teaspoonfuls (5-10 ml) three to four times daily or as directed by your physician (Piriton, 2013).

From the examples above, it is obvious that there was a pervasive use of the adverb ‘daily’ in almost all the drug leaflets subjected to analysis to indicate frequency or the rate at which the drugs were to be taken. There was also the use of ‘indefinitely’ to indicate duration, and ‘well’ to indicate the manner of using syrups (‘shake well’). It was also observed that there was the use of the adverb ‘only’ to indicate restriction:

1. Only for use of registered medical practitioners, hospitals or laboratories (Kryspine HB 12, 2013).
2. This medicine is for your use only (Brustan, 2013).
   This is of great importance because patients are expected to be adequately informed about medicinal products in order to avoid wrong application or use of such drugs. Some adverbs used in the analysed drug leaflets indicated manner.
3. Read the leaflets carefully before you start taking the medicine (Lumartem, 2012).

Adjectives

Drug leaflets examined for this study contained the use of adjectives of various types as shown by the examples below:

2. It may be taken as a restorative tonic in run – down conditions and convalescence (Kryspine, 2013).
3. Actifed is not suitable for administration for children under 6 years of age (Actifed, 2013).
5. Store in a cool and dry place (Erythromycin, 2013).

The examples above reflected the use of attributive adjectives (as Pozzi, 2004 had observed) in drug leaflets to describe drugs, their uses, categories of people drugs are meant for in terms of age and locations where drugs could be kept, under prescribed/described conditions (‘dry’, ‘cool’).

Conjunctions

Linking words featured prominently in the drug leaflets analysed as illustrated below:

1. Please do not throw it away until you have finished your medicine (Nifedin, 2012).
2. It lowers blood pressure and has anti-anginal properties (Nifedin, 2012).
3. Patients should not drive machinery until they have determined their response (Actifed, 2013).
4. Use by nursing mothers is not encouraged because of its adverse effects on the infant (Piriton, 2013).
7. Read all of this leaflet carefully before you start taking this medicine (Brustan, 2013).
8. Consult your doctor if no relief is obtained from the recommended dosage (Difec-P-Forte, 2014).
9. It is a dry powder that is reconstituted shortly before use (Jawamox, 2013).
10. Also, for the treatment of bronchospasm in patients with co-existing heart disease or hypertension since it has selective action on the brochi, but use with caution (Asmacare, 2014).

The above examples from the analysed drug leaflets indicated that patients are told what to do and in what order or sequence with the appropriate linking words.

Sentences

In addition to the use of lexis, drug leaflets examined for this study exhibited the use of sentences to direct, instruct, explain or inform patients on how to use or apply their drugs. Language resources explored here included functional and structural sentence types.

Functional analysis of sentence types in drug leaflets

A close study of the analysed drug leaflets for this study revealed that language potentials such as the imperative, the declarative and the interrogative sentences were used to convey information to patients about drugs. This was achieved by giving directives and making the leaflets interactive with possible questions patients might like to ask which were followed by statements and they were sometimes enumerative in structure.

The imperative sentence

One of the functions of language as indicated earlier is that it is directive or instructive. This is in line with the aim...
of drug leaflets as indicated in the examples below:

1. Keep the leaflet (Lumartem, 2012).
4. Shake well before use (Kryspine, 2013).
5. Store in a cool and dry place (Asmacare, 2013).
9. Store in a cool, dry and dark place not exceeding 30°C (Fidson, 2013).
11. The dilution should be stored at 25°C and used within 28 days (Actifed, 2013).
12. Actifed cold should be used with caution in patients taking antihypertensive agents, tricyclic, anti-depressants or other sympathomimetic agents such as decongestants, appetite suppressants and amphetamine – like psychostimulants (Actifed, 2013).
15. Piriton expectorant should only be used during pregnancy when clearly needed and when the potential benefit to the mother outweighs the potential risk to the foetus (Piriton, 2013).

Here, the examples reflected forms of polite requests or directives which were restrictive or prohibitive. In addition, observation revealed that there were copious examples of the negative imperative sentence as illustrated below:

16. Do not exceed the recommended dose (Multivite, 2013).
17. Do not pass it on to others (Brustan, 2013).
18. Never give it to others (Nifedin, 2012).
19. Do not use the tablets if the expiry date has passed (Nifedin, 2012).

The examples of negative imperative sentence above indicated restriction or prohibition to avoid wrong application of drugs. Besides, a further observation revealed that some of the imperatives in drug leaflets analysed were conditional by example 19 above and the following:

20. Consult your doctor if no relief is obtained from the recommended dosage (Difec –P-Forte, 2014).
21. If you have any further questions, ask your doctor, health care provider or pharmacist (Lumartem, 2012).
22. However, if it is almost time for your next dose, skip the missed dose and take only your next regularly scheduled dose (Vitamin B, Complex, 2014).
23. If super infection occurs during therapy, appropriate measures should be taken (Fidson, 2013).
24. If you forget to take a dose take it as soon as you remember and continue, as prescribed, on the next day allowing at least twelve hours before taking the next dose (Nifedin, 2012).

The above examples corroborated the ‘directive function of language’ (Jain, 2014) and ‘the conditions under which directives could be given on the usage of drugs’ (especially to patients in this case).

Finally, observation revealed that drug leaflets studied made use of ‘persuasive forms’ to request or direct patients to perform certain actions as indicated below:

25. Please retain counterfeit purchased and safely keep any receipt given to you by the seller as proof of purchase and report to us or NAFDAC or the police for further investigation (Moko Methylated Spirit, 2014).
26. Please read this leaflet carefully before you start taking your tablets (Nifedin, 2012).
27. Please do not throw it away until you have finished your medicine (Nifedin, 2012).

Once again, the examples above illustrated the ‘persuasive function of language’ as Pozzi (2004) had posited (for example, to request patients/consumers to do something politely as indicated in examples 23 – 27 above).

The interrogative sentence

Another linguistic feature found in drug leaflets was the use of the interrogative sentence. Observation revealed that while some drug leaflets had nominal as headings, a few others varied stylistically by using the ‘wh – question’ and the ‘yes/no question’ forms as illustrated below:

1. What does your medicine do (Nifedin, 2012)?
2. What should you do if you forgot to take a dose (Nifedin, 2012)?
3. Do you suffer from acute attacks of angina (Nifedin, 2012)?
4. Are you pregnant or trying to get pregnant (Nifedin, 2012)?
The above examples, rhetorical in nature, made the drug leaflets interactive between the writer and reader, and the latter would be able to envisage the statement or instruction that would follow the questions in the drug leaflets. This also confirmed the interactive function of language (Jain, 2014).

The declarative sentence

Drug leaflets analysed were laden with the use of the declarative sentence to convey information to patients as illustrated below:

1. The B-complex vitamins are water soluble vitamins (Vitamin B-Complex, 2014).
2. Iron is present in every cell of the body (Kryspine, 2013).
3. Multivite has been specially formulated to cater for babies, children and adults (Multivite, 2013).
4. Treatment is supportive and symptomatic (Difec – P – Forte, 2014).
5. Pyrantrin exercises a neuromuscular blocking effect on susceptible helminthes (Pyrantrin, 2014).
6. Actifed is not suitable for administration to children under 6 years of age (Actifed, 2013).
7. Emtrim is contra-indicated in patients with marked liver parenchymal damage (Emtrim, 2013).
8. Each tablet contains B-complex vitamins essential for the body to perform a multitude of functions (Vitamin B-Complex, 2014).

Once again, the empirical examples above explored the informative function of language through the declarative sentence. This observation was also confirmed by Clereham et al. (2005) who argued that language features in text could be written in an assertive (declarative) way.

Structural analysis of sentence types in drug leaflets

Drug leaflets analysed contained various structural sentence types in conveying information to patients on the application of drugs. The principal structural sentence structures elicited from the studied data were the simple sentence, the compound sentence, the complex sentence and the compound-complex sentence.
The complex sentence

Also, there were several examples of the complex sentences derived from the analysed data as illustrated below:

1. The rate of urinary elimination/ is accelerated/ when the urine is acidified (Actifed, 2013).
   
   \[ S \rightarrow V \rightarrow A \]

2. Patients who are recovering from heart attacks/ are not advised to take/ Vitamin B-Complex (Vitamin B-Complex, 2014).
   
   \[ S \rightarrow V \rightarrow O \]

3. Although animal reproductive studies have not demonstrated any tetratogenic effects/ Pyrantrin/ has not been studied/ in pregnant patients/ (Pyrantrin, 2014).
   
   \[ S \rightarrow V \rightarrow A \]

4. Do not use/ Lumartem/ if you notice any sign of discoloration of tablets (Lumartem, 2012).
   
   \[ V \rightarrow O \rightarrow A \]

The examples of the complex sentences above with one independent clause and at least one dependent clause, were used to give details of time or when, condition, description of patients and concession under which certain actions could be performed or not (as illustrated by 1-4 above).

The compound – complex sentence

It is interesting to note that there were few samples of the compound-complex sentences with at least two independent clauses and one or more dependent clauses in some of the drug leaflets subjected to analysis as illustrated below:

Patients /should not drive/ or/ operate/ machinery/ until they have determined their response (Actifed, 2013).

\[ S \rightarrow V \rightarrow + \rightarrow V \rightarrow O \rightarrow A \]

Again this sentence structure was used in order to give necessary details about drug applications such as when to use or not to use such drugs, etc.

MANAGERIAL IMPLICATIONS

Based on the foregoing, this study has implications for manufacturers of drugs and writers of medicinal drug leaflets:

- Drug leaflets must contain complete and accurate information about drugs to avoid complications. Do not make claims that are not true or verifiable.
- Instructions must be clearly stated without ambiguity.
- The order of usage must be chronologically stated to avoid wrong application of drugs.
- Care must be taken to adhere to the approved layouts for writing drug leaflets by the regulatory bodies.
- Avoid unnecessary use of capital letters for headings or vital information as suggested by recent research that the lower case is easier to read and more attractive than all capitals.
- Medical and pharmaceutical companies should record and present accurately steps involved and the production and application of medicinal drugs to complement the writers of drug leaflets in order to get desired results.
- Ensure that drug leaflets are informative, directive and interactive for patients/consumers to be persuaded to read the attached leaflets.
- Keep to the use of short/simple sentences for simplicity.
- Use concise words to describe actions, drugs, and duration of usage for comprehension and effective regulation.

CONCLUSION

This paper is an appraisal of informative and instructive leaflets that accompany selected medicinal drugs in the Nigerian market. Two main factors were critically examined. First, it was established that drug leaflets explored to a great extent the informative, instructive (directive) and interactive functions of language as contained in all the leaflets subjected to analysis. Secondly, language resources (features) which included lexis and sentences were used in the drug leaflets subjected to analysis: nouns to name drugs with quantifiers to indicate measurement of usage, verbs to give instructions, adverbs to indicate dosage, manner, restriction and duration of usage, adjectives to describe drugs/feelings of patients and conjunctions to indicate condition, when, etc., actions are to be performed or instructions/directives are to be followed. Similarly, functional sentence types were used, especially the imperative sentence to give instructions to patients, the declarative sentence to pass vital information about drugs and the interrogative sentence to make drug leaflets interactive. These were complemented with the use of structural sentence types, particularly the simple sentence for simplicity, with a mixture of the compound, the complex and the compound-complex sentence when necessary to give detailed information about drugs. In conclusion, this study established the fact that language remains the most resourceful tool in making drug leaflets meaningful and comprehensible to patients/consumers which medical experts must consider in the process of producing and prescribing medicinal drugs to avoid or drastically reduce their misapplication.
REFERENCES


