

**PHONOLOGICAL ASPECTS OF LEXICAL BORROWING IN EDO**

**BY**

**Annabel Ogie OGELE (Miss)  
ART1601287**

**DEPARTMENT OF LINGUISTICS STUDIES  
FACULTY OF ARTS  
UNIVERSITY OF BENIN  
BENIN CITY**

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF LINGUISTICS  
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REQUIREMENTS FOR THE AWARD OF BACHELOR OF ARTS (B.A.)  
IN LINGUISTICS STUDIES OF THE UNIVERSITY OF BENIN**

**JULY, 2021**

## **CERTIFICATION**

I, **Annabel Ogie Ogele**, with Matriculation Number **ART1601287** declare that I have completed the requirements for coursework and research for the Bachelor of Arts Degree of the University of Benin. The course work embodied in this project is original and has not been submitted in part or whole for any degree or diploma of this or any other university or institution.

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**Annabel Ogie OGELE**  
(ART1601287)

---

**Dr. O. O. Evbuomwan**  
*(Project Supervisor)*

---

**Dr. (Mrs.) G.A Ikhimwin**  
(Head of Department)

---

**External Examiner**

## PLAGIARISM CERTIFICATION

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## **DEDICATION**

This work is dedicated to the ever-faithful God, my family (Mr. and Mrs. Saturday Ogele and my siblings) and my best friend (Austin Aigbovo).

## ACKNOWLEDGEMENTS

I appreciate my Supervisor, Dr. Osaigbovo O. Evbuomwan, for his immeasurable role played in the actualization of my dream by providing me the necessary academic guidance and his relentless effort to see that this project is successful.

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## **CHAPTER TWO: REVIEW OF LITERATURE**

2.0 Introduction	-	-	-	-	-	-	-	-	-	12
2.1 Conceptual Review	-	-	-	-	-	-	-	-	-	12
2.1.1 Language Contact	-	-	-	-	-	-	-	-	-	12
2.1.2 Nigeria English	-	-	-	-	-	-	-	-	-	14
2.1.3 Lexical Borrowing	-	-	-	-	-	-	-	-	-	16
2.1.4 Loanword	-	-	-	-	-	-	-	-	-	19
2.2 Previous Studies	-	-	-	-	-	-	-	-	-	21
2.3 Present Studies-	-	-	-	-	-	-	-	-	-	23

## **CHAPTER THREE: THEORETICAL FRAMEWORK**

3.0 Introduction	-	-	-	-	-	-	-	-	-	25
3.1 The Transfer Borrowing Theory	-	-	-	-	-	-	-	-	-	25
3.2 Importance of the theoretical framework to the Research	-	-	-	-	-	-	-	-	-	27

## **CHAPTER FOUR: DATA ANALYSIS AND FINDINGS**

4.0 Introduction	-	-	-	-	-	-	-	-	-	29
4.1 Data Analysis	-	-	-	-	-	-	-	-	-	29
4.1.1 Items/Words that are fully modified	-	-	-	-	-	-	-	-	-	30
4.1.2 Items/Words that are partially modified	-	-	-	-	-	-	-	-	-	31

4.1.3 Items/Words that are not modified	-	-	-	-	-	-	-	-	32
4.1.4 Phonological features of the borrowed words-									33
4.1.4.1 Consonantal changes	-	-	-	-	-	-	-	-	33
4.1.4.2 Vowel changes	-	-	-	-	-	-	-	-	34
4.1.4.3 Consonantal Cluster	-	-	-	-	-	-	-	-	35
4.1.4.4 Nasalization	-	-	-	-	-	-	-	-	35
4.1.4.5 Tone Change	-	-	-	-	-	-	-	-	36
4.1.5 Additional features of the borrowed words	-	-	-	-	-	-	-	-	37
4.1.5.1 Borrowed Nouns	-	-	-	-	-	-	-	-	38
4.1.5.2 Borrowed Verbs	-	-	-	-	-	-	-	-	39
4.1.5.3 Borrowed Adjectives and Adverbs	-	-	-	-	-	-	-	-	39
4.2 Findings	-	-	-	-	-	-	-	-	40
<b>CHAPTER FIVE: SUMMARY OF FINDINGS AND CONCLUSION</b>									
5.0 Summary of the Study-	-	-	-	-	-	-	-	-	42
5.1 Summary of the Findings	-	-	-	-	-	-	-	-	43
5.2 Conclusion	-	-	-	-	-	-	-	-	44
References	-	-	-	-	-	-	-	-	46
Appendix	-	-	-	-	-	-	-	-	51

## ABSTRACT

*This research is an examination of the phonological aspects of English words borrowed into the structure of the Edo language. The study objectives are to identify and describe lexical items borrowed from English in Edo. To classify the borrowed words that have penetrated the Edo lexicon into types, and analyze the linguistic environment that characterizes the borrowed words. The data are extracted from speakers of the Edo language are analyzed using the Borrowing Transfer Theory. The findings reveal that the borrowings occur at the lexical level as a communicative strategy of Edo speakers to find words that stand for objects or new concepts in their culture. This study, also, shows that the borrowing situation occur as a result of the dominant language (English) exerting pressure on the less dominant language (Edo). Some of the borrowed items are already fully nativized in Edo while others are only partially nativized. The partially nativized items are observed to contain forms that are not found in Edo. These include English sounds (such as the voiceless palate-alveolar affricate [tʃ], the voiced palate-alveolar affricate [dʒ] and the voiceless palate-alveolar fricative [ʃ]), word initial and/or word final consonants in nouns, consonant clusters, etc.*

## **CHAPTER ONE**

### **GENERAL INTRODUCTION**

#### **1.0 Background of the Study**

This study examines the phonological nature of borrowed words from English to Edo. The research is set to identify and describe the lexical items borrowed from English to Edo and to analyze the linguistic environment that characterizes the borrowed words from English to Edo.

However, this chapter gives a general overview of the study. The chapter presents linguistic information about the language. The statement of the problem is explained as well as the purpose of the study. There is an outline of the research objectives and research questions. Sections on the scope and significance of the study are also presented.

#### **1.1 Language Contact and Implication**

At the point when languages come into contact with one another, they often exchange linguistics items, which can be lexical or phrasal items. This process is known as 'borrowing'. As a definition, Haugen (1950) described 'borrowing' as the attempted reproduction in one language of patterns previously

found in another. It is the adoption of individual words or even large sets of vocabulary items from another language or dialect (Jones,1976; Hock, 1991).

As observed by Mandila (2016), lexical borrowing may be a communicative strategy that the speakers of a target language use to bridge the communication gap with speakers of a donor language in the context of interaction. In doing so, one language can add several words to its lexicon as a result of the influence exerted by another language whenever there is contact between the speakers. This is observed in multicultural and multilingual contexts like Nigeria, in which as Rendon (2008) observes, language is more situated towards the accomplishment of communicative goals.

Most often, speakers of the Edo language borrow from English to fill the lexical gaps found in the language. Subsequently, an unobtrusive convergence English loanword entered into the Edo vocabulary. A study of the linguistic features of words loaned from English to Edo is well justified on account of the need to examine their impact on the development of the Edo lexicon over the past few years.

As a phenomenon, 'borrowing' is universal. It usually entails phonological or syntactic remaking of the 'borrowed' item. This work centers around a portion

of the phonological issue emerging from the language contact situation between Edo and other languages. These issues include the identification of the categories of reasons for the prevalence of English sourced words in Edo and the roles of these reasons in the incorporation of the English sourced words into the standard Edo language.

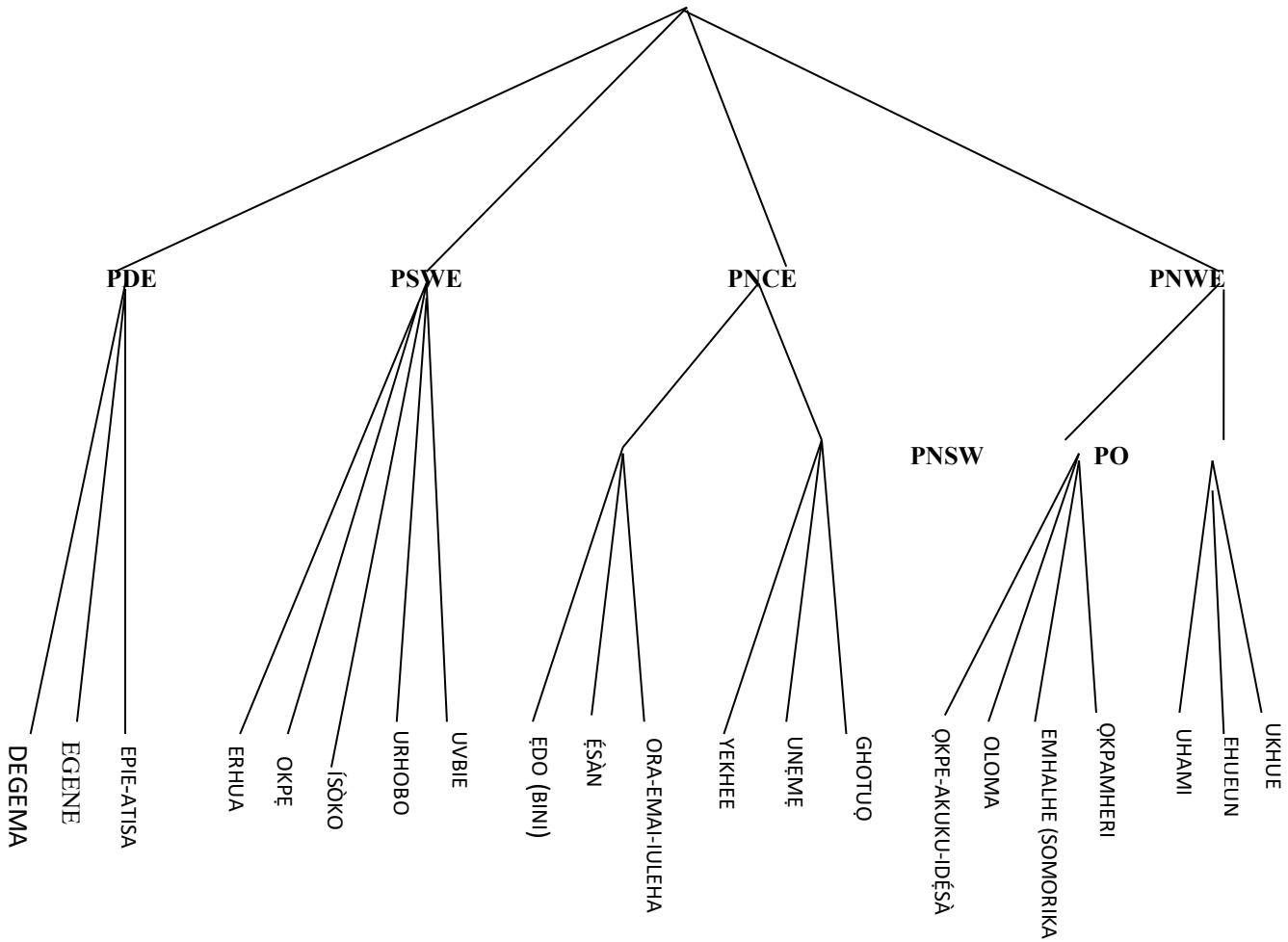
To this end, the research describes some of the phonological constraints that happen in the lexical adaptation of English words into the structure of the Edo language.

## **1.2 Linguistic Features of the Edo language**

The Edo language is listed as Bini in the Kwa sub-family of the Niger-Congo family of Greenberg (1966). Edo, with some other languages were grouped as Edoid by Elugbe (1989). However, he further classified Edo with some other languages as Proto North Central Edoid. The Diagram below shows the classification of Èdó:

# 1.1: Classification of Èdó Elugbe (1989)

PROTO - ÈDOID

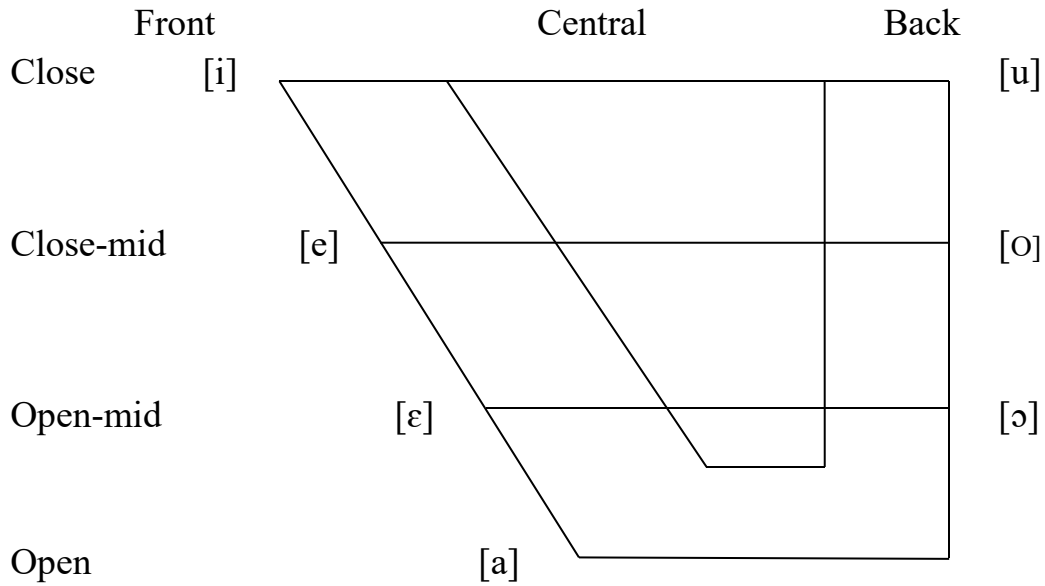


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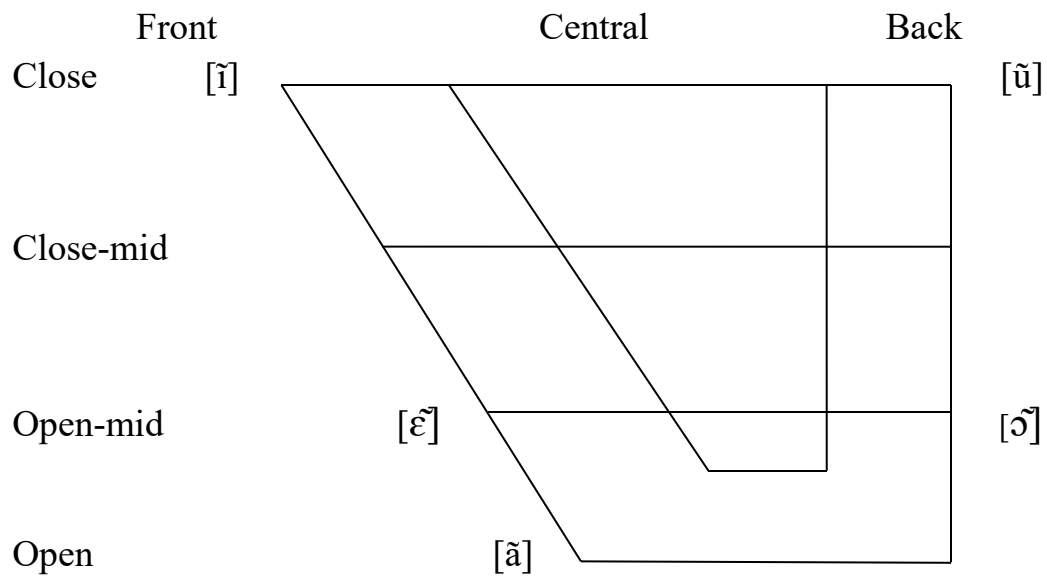
- PDE: PROTO DELTA ÈDOID
- PSWE: PROTO SOUTH WESTERN ÈDOID
- PNCE: PROTO NORTH CENTRAL ÈDOID
- PNWE: PROTO NORTH WESTERN ÈDOID
- PSNWE: PROTO SOUTH-NORTH WESTERN ÈDOID
- PO: PROTO OSSE

The phonemic system of Èdó consists of twenty-seven (27) consonants and twelve (12) vowels in which seven (7) are orals and five (5) nasals. Below is a diagrammatic representation of the sound inventory of Edo.

1.2: Oral Vowel Chart of Edo:



1.3: Nasal Vowel Chart of Edo:



#### 1.4 The Phonemic Consonant Chart of Edo

	Bilabial	Labio-dental	Alveolar	Palatal	Velar	Labio-velar	Glottal
Plosive	p b		t d		k g	k <sup>h</sup> g <sup>h</sup>	
Nasal	m	ɱ	n	ɲ		ŋw	
Trill			ɾ r				
Fricative	β	f v	s z			x ɣ	h
Approximant			ɻ	J	w		
Lateral Approximant			l				

According to Omozuwa (2010), Èdó has two (2) distinctive tones, the high with ‘acute’ accent [´], and the low tone with a ‘grave’ accent [˘]. Each syllable in the language must be pronounced with its own distinct tone (or pitch).

The syntactic typology of Èdó follows the (SVO) sentence pattern, that is, subject comes first, followed by the verb, and the object comes last. For example:

1a) Ómókpiá ní yo Èsukú  
 boy that go+PAST school  
 ‘The boy went to school’

b) Òdiòn rhè Ébé ne John  
 Odion give+PAST book to John  
 ‘Odion gave the book to John’

### 1.3 Statement of Problem

As different language communities coexist in the same environment because of trade, government, education and so on, there is bound to be culture as well as language contact. Agbedo (2007) depicts it as a down to earth sociolinguistic circumstance whereby individuals from various ethnolinguistic foundations meet at a specific spot for different motivations to cooperate, giving an authentic ground to contact between languages utilized by these individuals. This contact however results in the loaning and lending of lexical items known as borrowing. Over the years, researchers in this field of study have taken much interest in the study of the impact of lexical borrowings and loan words in different spoken languages. The study of this phenomenon, has evolved as a result of worries expressed by many scholars about the changing patterns of

English spoken in Nigeria. This phenomenon is regarded by some scholars as antagonistic. While others thought about its advancement as unavoidable; for certain supporting its reality (Bamgbose, 1982; and Adebija, 1989). Be that as it may, there is no unbending point of view on the profundity to which lexical borrowings has impacted our different native languages; hence, the need for a study.

#### **1.4 Aim and objectives of the Study**

This work is an examination on the phonological aspects of lexical borrowings in Edo. The objectives of the study are to:

- i. identify and describe the structure of the lexical items borrowed from English into Edo.
- ii. classify into types the borrowed words that have penetrated the Edo lexicon.
- iii. analyze the phonological environment that characterizes the borrowed words from English to Edo.

## **1.5 Research Questions**

In this study, our research questions are as follows:

- i. What are the structures of the lexical items borrowed from English into Edo?
- ii. What are the classifications of the borrowed words that have penetrated the Edo lexicon?
- iii. What are the phonological environments that borrowed words follow to be acceptable in Edo?

## **1.6 Scope of the Study**

The scope of the present study was limited to the lexical level of analysis in the language contact between Edo and English in Benin City, Èdó State, Nigeria.

The study specifically identified and described the borrowed forms of lexical items among young and old speakers of Èdó in the area of study. In this view, the present study was limited to how these borrowed items are phonologically integrated in Edo. The study did not attempt to investigate other outcomes such as language creation, language mixing, language loss, language

vitality, and language shift due to possible challenges in time constraints and data handling problems. Furthermore, in Benin City, Èdó State, Nigeria other languages are spoken such as the Nigerian Pidgin, Esan, etc. However, the study was limited to Edo and English in which the target population involved respondents in the home and business domains of interaction.

### **1.7 Significance of the Study**

This study is beneficial and helpful to academicians and researchers who are focused on language contact in African languages. Furthermore, this adds to the repertoire of knowledge on the effect of lexical borrowing on speakers in a multilingual setting. As such this adds to the availability of existing studies in Èdó.

Furthermore, the implication of this study include: to facilitate and improve the teaching of the Edo language; provide significant materials for teaching and learning in the field of linguistics; broaden the corpus of the Edo language, and serve as reference base for further studies.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter presents a general overview of language contact and its linguistic outcomes; and a review of the relevant literature on studies related to lexical borrowing, loan word, and language contact. All these studies are deemed beneficial and significant in investigating the influence of English language on Edo language and its speakers.

#### **2.1 Conceptual Review**

In this section, we look at concepts that will guide us in the in the better comprehension of the extent of the investigation into the phonological aspects of lexical borrowings in Edo.

##### **2.1.1 Language Contact**

Language contact refers to the situation where speakers of a language frequently interact with the speakers of another language or dialect.

Researchers like Rendon (2008:24) and Crystal (2006:126) contend that language contact essentially incorporates components like at least two languages, the speakers of these languages and a socio-cultural setting in which contact happens. Rendon (2008) posits that the speakers of a language in a contact situation can either be the speech community or the individual speakers. Rendon (in the same place) further argues that it is important to consider both speech communities and individual speakers in order to enable a more comprehensive interpretation of sociolinguistic factors such as speaker's motivations and attitudes towards a foreign language. Similarly, Crystal (2006:120) portrays a speech community as a collection of people recognized as far as geological and social spaces and the arrangement of sociolinguistic practices which make them not the same as different gatherings.

Muysken (1999:12) observes that the borrowing of words is quite possibly the most widely recognized explicit kinds of impact among speakers in intuitive circumstances. Additionally, Muysken argues that speakers of one language borrow more words than speakers of others even were levels of bilingualism pretty much same. Muysken (on the same page) further sets that instances of enormous borrowing can be supposed to be those where speakers

keep up with their language yet adjust it to the informative impacts forced by the giver language. Such borrowing is required by the need to fill communication gaps. Rendon (2008) sees that this is normal in multicultural and multilingual contexts in which language is more situated towards the accomplishment of communicative goals.

Linguistic borrowing, as a result of language contact, is a common phenomenon in any language (Haugen, 1950). According to Hock (1968: 28), languages of the world do not exist in a vacuum. There is usually semantic contact between speech communities. The interacting speech communities are probably going to impact each other through linguistic borrowing.

### **2.1.2 Nigerian English**

Nigerian English is a nativized variety of the English language. It is one of the new Englishes on the planet. On the development of new Englishes, it is uncovered that the deviations from native speaker standards and setting new standards to meet the socio-cultural states of the environment where English is utilized are answerable for the rise of the New Englishes.

Besides, the Standard Nigerian English is a set of syntactic, phonological and lexical structures utilized by educated Nigerians either in discourse or writing. It is a structure, which local speakers of the language will completely comprehend and appreciate. Likewise, it is typically connected with the structure utilized by the individuals from the general public for formal public and global correspondence.

Bamgbose (1995:25), states that the English language has gone through alterations in the Nigerian environment, it has been pidginized, nativized, assimilated and twisted to express new concepts and modes of interaction. Therefore, it is currently Nigerian English at standard with other World Englishes. Nigerian English is presently another English still in full fellowship with its tribal home yet adjusted to suit its new African environmental factors.

According to Owusu-Ansah (1997:16), nativization inevitably involves breaking native-speaking norms which define standard varieties. Nativization with regards to Nigerian English is the cycle by which a language external to a community is adjusted to the way of life and language of the people which utilizes it as an extra language however holds numerous highlights of the source language as it is used by its native speakers.

Some of the words that have been created as Nigerian English:

- |                          |                                |
|--------------------------|--------------------------------|
| 2a) Hear (smell)         | ‘perceived smell’              |
| b) Big man               | ‘wealthy/ important man’       |
| c) Light                 | ‘electricity’                  |
| d) Curse                 | ‘abuse’                        |
| e) Draw (water)          | ‘fetch’                        |
| f) Eat (money)           | ‘embezzle’                     |
| g) Go-slow               | ‘traffic jam or hold-up’       |
| h) Tight friend          | ‘close friend’                 |
| i) Senior/junior brother | ‘elder/younger brother’        |
| j) On/off the light for  | ‘switch on/off or turn of/off’ |

### **2.1.3 Lexical Borrowing**

Lexical borrowing happens between two languages where one language (the benefactor language) gives the words or ideas to be acquired; while the other (the beneficiary language) borrows (Haspelmath 2008, 2009). In reality, any language can function as a donor language and a recipient language at random circumstances. Commonly, however, the contributor language is

typically the one with higher status and eminence than the beneficiary language (Haspelmath 2008, 2009). By and large the language with higher status is regularly the language of the colonizing community. English is one such language

The examples below will count as borrowed words from English to Edo:

- 3a) [èpópó] ‘epopo’ – yá kòlò èpópó mẹ  
 go pluck pawpaw me  
 “Go and pluck me the Pawpaw”
- b) [ekarata] ‘ekarata’ – ómó nó-mwé èkaráta nó-má  
 Child that-has character that-good  
 “A child that has a good character”
- c) [ègónónó] ‘egovono’ – ègónónó óghé Èdó stèt  
 governor of Edo state  
 “The governor of Edo state”
- d) [esolufó] ‘esoluso’ – ní-hán fíḽdè èsólúsò  
 they-should find solution  
 “They should find solution”
- e) [ímótô] ‘imoto’ – ná wá de ímótô íhán ghí gûalò  
 Lets just buy motor they are searching for  
 “They are searching for a way to buy a car”

As per Gatrovsek (2013:7) English partakes in a high-positioning standing worldwide as an incredible lexical giver. He is of the view that it is the most prevailing lexical giver language and which different dialects widely acquire

from. English is a West Germanic language that was first spoken in the early Medieval England. Related with one of the significant pilgrim powers ever, the language has spread to different speech communities on the planet. It is the most broadly communicated in language on the planet, with near 400 million local speakers. More than 200 million others use it as their second. It is utilized as the first language in the United Kingdom, the United States of America, Australia, Canada, New Zealand and South Africa. It is a significant second language in numerous different nations on the planet, incorporating Nigeria and other in Africa and Asia.

The spread of English across the world has inevitably brought it into contact with many other languages and speech communities. According to Sankoff (2001:11) language contacts have taken place historically as a result of conquests and colonialism among others. This has certainly been the situation with English, having been a significant colonial force on the planet. The linguistic outcomes of the contact between English and other speech communities have been influenced mainly by the social, economic and political relations that English colonizers had with those communities. Besides being the language of the colonizer, English has more status and prestige (Haspelmath

2009:42). As such, many speech communities have borrowed lexical items from English. One such language is Èdó. It is worth noting from the start that the two languages are not genetically related. Whereas English is a West Germanic language whose roots are in Europe, Èdó belongs to the Niger-Congo group and has its origins in Africa.

As such, any resemblance among lexical items occurring in the two languages cannot be as a result of a common genetic origin. It can be due to accident or chance as well as a result of the two languages being in contact.

#### **2.1.4 Loanword**

For the purpose of the present study, the term ‘loanword’ is used, following Haugen (1950: 213), to refer to bringing a structure from the source language into the beneficiary language. A loanword may include bringing in and holding the source language structure without subbing any of its components by beneficiary language components.

Besides, He states that loan words are free morphemes which have been imported without other morphemic substitution than the insignificant essential inflection. A further division can be made according to the extent of their

phonological, morphological and, even syntactic replacement. The phonemic replacement might be halfway or complete or even none.

Paperkamp and Dupoux (2001:8) made a sharp differentiation between loanwords that have been in a beneficiary language for seemingly forever to the point that even monolingual speakers of the beneficiary language can utilize them unreservedly just as those that are simply entering the language or in the process of entering.

Loanwords are the main kind of material borrowing, however, loanwords and native words live in a complementary relationship, we can only confirm that a word is a loanword dependent on the information that we have about a specific language. For native words the circumstance is questionable it can never be ruled out that a native word was not in fact the result of a borrowing at some point of the history of the language, that we ignore. Haspelmath (2009: 38) says "In this way, we can recognize loanwords, yet we can't distinguish 'non-loanwords' in an absolute sense. A 'non-loanword' is simply a word for which we have no knowledge that it was borrowed." However, from the synchronic perspective that I am applying in this research, the borderline between native words and loanwords is quite clear.

## 2.2 Previous Studies

Ugwuoke (1997:5) says the deluge of English words into the Igbo language is unavoidable, yet a welcome phenomenon. She observes that these borrowings (importations, adoptions and adaptations) are as a result of social, political, economic, religious and technical changes. She notes that the basic challenge lies with the public absorption of these borrowed terms.

Oden (2012:17) sees that language borrowing is usually the natural outcome of language contact and a critical piece of language advancement. In his examination on English loanwords in Hausa, the races, cultures and languages that are brought into historical contact tend to assimilate in the long run. Besides, he expresses that the language borrowing in Hausa gets impacted by external variables like topographical portability, public arrangement, monetary force, military victory, colonization and migration, strict spread, exchange, the travel industry, social and staff trades, and particularly open media.. Subsequently, internal linguistic aspects such as writing style, phonological pattern and grammatical rules of different languages also influence the process and consequence of lexical borrowing in Hausa, though secondary compared with extra-linguistic factors.

Ekiye (2019:23) study the influence of the English language on lexical borrowing in the Ijaw language from the standpoint of language contact, He examined a total of ten audio recordings of daily news reported on Radio Bayelsa, Glory FM, 97.1. It revealed that lexical borrowing was predominantly used by the reporters, which upholds Romaine (1995:p64) and Weinreich's (1953:56) contention that, lexical materials or the jargon of a language is the most helpfully borrowed.

He presumed that the English language has impacted the Ijaw language emphatically and not contrarily. The positive impact is found in the way that the English language has advanced the Ijaw dictionary and surprisingly empowered ideas which until now had no portrayals to be caught in the Ijaw language, subsequently filling lexical gaps; keeping the Ijaw language side by side with new innovations and improvements all throughout the planet

Moyi & Egu (2019:34) in their study on the lexical borrowing in Nigerian English provided some evidence in the form of lexical borrowing that supports the existence of Nigerian English as a variety of English language. The study lends support to the claim that when two or more languages come into contact, there is tendency for mutual influences. It showed that some lexical items from

the local languages come to be used as part of the lexicon of English spoken in Nigeria.

He likewise sets that Nigerian English is enormously impacted by the local dialects particularly in the space of lexis. He brought up the requirement for heightened concentrates on Nigerian English on the grounds that as one of the significant mechanisms of communication in Nigeria, it merits genuine consideration.

### **2.3 Present Studies**

This research work sets out to describe and examine the lexical borrowing from English to Edo (Bini - Proto North Central Edoid); using the Borrowing Transfer Theory (Odlin 1989).

The rationale of the choice of English and Èdó rested on the premise that, over the years, English language has gained influence over Èdó speakers, It has become a language of communication in homes, business places, religious centers etc.

People from different ethnolinguistic backgrounds converge at different place in Bini communities for the purpose of business, politics, marriage, technological advancement and so on.

A situation of borrowing from English to Edo will occur. This work, however, is an attempt to fill the gap in literature; prying into the effect of borrowed words on Edo; the environmental influence on the pronunciation of some of the borrowed words; and the effect education on the pronunciation of the borrowed words.

## **CHAPTER THREE**

### **THEORETICAL FRAMEWORK**

#### **3.0 Introduction**

This chapter will give us insights relating to the principles in which the research will be carried out. However, the framework adopted for this research is the Borrowing Transfer Theory (Odlin,1989). The chapter presents The Borrowing Transfer Theory and its tenets.

#### **3.1 Borrowing Transfer Theory**

The Borrowing Transfer Theory was propounded by Odlin (1989). The main tenet of this theory is that when there is interaction of speakers, transfer or diffusion of material from one language to another takes place. Furthermore, it is the speakers involved who enable the borrowed feature to be shared and spread among the groups that interact (Odlin, 1989).

This Theory accounts for the notions of transfer and the need for interaction in a language contact situation to form the basis for sharing of linguistic features between speakers. In this view it is the shared linguistic material that accounts for what is borrowed. According to Odlin (1989), transfer

is hence viewed as the impact which results from similarities and contrasts between the target language and any other language that has been recently acquired. This explanation highlights the role played by one language on the other to necessitate the transfer. Essentially, one of the languages in contact apparently exerts influence on the other and as a result linguistic material is spread. This theory provides the present study with useful insights on the nature of influence that necessitates the lexical borrowing from English to Edo.

Lexical borrowing could be as a result of the speakers of the superior language (English) exerting pressure on the inferior language (Èdó). This implies the speakers of the borrowing language end up borrowing material that is diffused from the native speakers. In this case, Èdó will be believed to borrow lexical items because of the impact of the English language. Be that as it may, this methodology doesn't respect the chance of the dispersion of material in a contact circumstance shared from the inferior compared to the predominant language.

### **3.2 Importance of the theoretical framework to the Research**

From the foregoing, this theory is useful to the present study since it is used to account for the necessary elements in a contact situation that would explain incidents of borrowing. As noted earlier, during language contact, speakers do not just share material. The speakers' interaction is key in enabling the transfer of features. . At the point when spoken Edo speakers interact with English, the speakers of the two language connect. In such cases, there is the sharing of linguistic features which evidently happens at the degree of borrowing of lexical items.

Odlin (1989) proposes that Borrowing Transfer regularly starts at the lexical level. The hypothesis underlines that a language will initially be affected by another start with the beginning of solid social impacts among the speakers. Cultural borrowing postulated by Odlin (1989) refers to borrowed items which by necessity is lexical borrowing. This borrowing as applies to the present study is done to fill a lexical gap in Edo.

Accordingly, the borrowing is a communicative strategy of Èdó to discover words that represent objects or new ideas in their way of life. In addition, lexical borrowing as interpreted within the framework of the

Borrowing Transfer Theory is evidence that Edo speakers in the home and business settings essentially borrow from the English and such borrowing starts at the lexical level.

## **CHAPTER FOUR**

### **DATA PRESENTATION AND ANALYSIS**

#### **4.0 Introduction**

This chapter deals with the presentation, analysis and discussion of data collected in line with the objectives of the study. The data comprising of the borrowed words from English to Edo in which the researcher will be answering the question, what are the classifications of the borrowed words in Edo? what are the constraints that influenced borrowed words in Edo? what are the phonological environments that borrowed words follow to be acceptable in Edo?

#### **4.1 Data Presentation and Analysis**

In this section, a definite linguistic analysis of the English borrowed words in Edo will be carried out. The analysis will focus on the identifying phonological constraints in Edo that makes the borrowed words, fully modified, partially modified or not modify at all, and other specific phonological, and morphological features of the borrowed words.

#### 4.1.1 Items/Words that are fully modified

In Edo for a borrowed word to be fully nativized and acceptable, it must follow all the phonological constraint available. From the respondents, the forms that are fully modified do not violate any of the constraints; thus, they will be regarded as acceptable borrowed words from English to Edo. Below are examples of items that are fully nativized:

4a) [èfívá]	‘Fever’	/'fi:və/.
b) [èrógù]	‘Rug’	/rʌg/.
c) [íkóbɔ̃]	‘Kobo’	/'kəʊbəʊ
d) [èkéki]	‘Cake’	/keɪk/.
e) [èlátɔ̀pù]	‘Laptop’	/'laptɔ̀p/
f) [ètɛlívísɔ̃]	‘Television’	/'tɛlɪvɪz(ə)n/
g) [èʃé]	‘Chair’	/tʃɛ:/
h) [èmɔ̀tì]	‘Month’	/mʌnθ/.
i) [èkúkù]	‘Cook’	/kʊk/.
j) [èbísìkìtì]	‘Biscuit’	/'bɪskɪt/

For the above to be acceptable in Edo, vowel prefixes were added: [e-] and [i-] as appropriate to ensure that none of the words has a word initial consonant. Also observed are, attachment of vowel suffixes [-a] [-u] [-ɔ̃] and [-ɛ] as appropriate, to ensure that no word ends with a consonant. Borrowed words with consonant clusters were modified by inserting a vowel [-i] were appropriate. Furthermore, the substitution of English consonant to its counterpart that exists

in Edo is also observed: [s] was used in place of [ʒ], [ʃ] was used in place of [tʃ], and [t] was used in place of [θ]. Other examples of the fully modified and acceptable loanwords from English to Edo are in the appendix.

#### 4.1.2 Items/Words that are partially modified

Some of the borrowed words from English to Edo fall into this category. From the respondents, the forms that are partially modified do violate some of the phonological constraints; thus, they will be regarded as partially nativized borrowed words from English to Edo. Below are examples of items that are partially nativized:

5a) [èbísìkìt]	‘Biscuit’	/'bɪskɪt/
b) [eʃɛlv]	‘Shelve’	/ʃɛlv/
c) [èskú]	‘School’	/sku:l/
d) [èlókídán]	‘Lockdown’	/'lɒkdaʊn/
e) [èkɔ̀trì]	‘Country’	/'kʌntri/

For the above borrowed words from English to Edo, suffixation of vowel to ensure that none of the words has a word final consonant. It is observed that the clusters ‘lv, sk, kd, tr’ in the words have not been modified to fit into Edo. Also, b) contains the voiceless palato-alveolar fricative [ʃ], a non- Èdó sound. Other

examples of the partially modified and acceptable loanwords from English to Edo are in the appendix.

#### 4.1.3 Items/Words that are not modified

For the items that are not modified, they contain consonant cluster, border consonants and a non-Edo sound. From the respondents, the forms that are not modified do violate phonological constraints of Edo; thus, they will be regarded as items that are not nativized borrowed words from English to Edo.

Below are examples of items that are not nativized:

6a) [fúɗ]	‘Food’	/fu:d/
b) [ʃóp]	‘Shop’	/ʃɒp/
c) [máɪs]	‘Masses’	/'mæsɪz/
d) [dístàns]	‘Distance’	/'dɪst(ə)ns/

It is observed in the examples above that the final syllables of these items have syllable codas, [p], [d], [s]. And b) contains the non-Edo sounds [ʃ] the voiceless palato-alveolar fricative. Other examples of the items that are not modified but are loanwords from English to Edo are in the appendix.

#### 4.1.4 Phonological features of the Loanwords

This section discusses the major phonological features that have characterized English words loaned to Edo. The most significant of these is the replacement of the sounds that are non-existent in the phonemic inventory of Èdó by ones that are closer to them in articulation. Illustrative examples of this phenomenon as well as notable exceptions will be mentioned. In addition, certain phonological processes to which loanwords have been subjected in order to adapt them to the Èdó phonological system will be discussed.

##### 4.1.4.1 Consonantal changes

In most cases, the nativization of English borrowed words in Edo has involved the replacement of consonants that are absent in Edo by their close counterparts as exemplified below:

7a) [èbrɔ́dá]	‘Brother’	/'brʌðə/
b) [ètɛlívísɔ̃]	‘Television’	/'tɛlɪvɪz(ə)n/
c) [ɛ́ʃé]	‘Chair’	/tʃɛ:/
d) [èmɔ̃tì]	‘Month’	/mʌnθ/.
e) [ènàígírá]	‘Nigeria’	/naɪ'dʒɪərɪə/.

This condition is essential to the nativization of any loan words in the language. For words to be adopted by Edo language speakers, they tend to use consonant sounds that are available in Edo but similar and very close to that of the English Language.

#### 4.1.4.2 Vowel changes

In the phonology of Èdó words that have sound that are not part of the vowel charts of Èdó are changed to similar vowel sounds that is obtainable in Edo. Also, Èdó nominal words do not begin with consonants. This brings about the reason why vowels must be inserted at the initial position of words which are nativized into Edo. The nativization of English-originated words in Edo is much more noticeable in vowels than consonants owing to the fact that the number of English vowels that have no corresponding forms in Edo is greater than that of consonants. Examples:

8a) [ègè]	‘Girl’	/gə:l/
b) [èfívá]	‘Fever’	/'fi:və/
c) [èrógù]	‘Rug’	/rʌg/
d) [èbótá]	‘Butter’	/'bʌtə/
e) [èkéki]	‘Cake’	/keɪk/

#### 4.1.4.3 Consonant Cluster

Sounds in the Edo language follow the CVCV pattern, giving no room for consonant clusters. Borrowed words from English must follow this inherent phonological rule. Examples are shown below:

9a) [èsitónvù]	‘Stove’	/stəʊv/
b) [èburɔdá]	‘Brother’	/'brʌðə/
c) [èlátɔpù]	‘Laptop’	/'lɔptɔp/
d) [èbísikìtì]	‘Biscuit’	/'bɪskɪt/
e) [ègúlókì]	‘Goodluck’	/gʊdlʌk/.

In the nativization process of Èḍó, borrowed words that have consonant clusters trigger a situation in which one of the clustering consonants must be deleted or an appropriate vowel is inserted in between them. This breaks up the clusters in a re-syllabification process that ensures that the item is made to be in line with the phonological condition of the language. (Evbuomwan 2014).

#### 4.1.4.4 Nasalization

In the phonology of Èḍó, nominal words only begin with oral vowel sounds and not nasalized vowels. This phonological constraint was observed in the data, as seen in the following:

10a) [èkɔ̀pùtâ]	‘computer’	/kəm'pju:tə/
b) [èkɔ̀tĩ]	‘curtain’	/kə:t(ə)n/
c) [èfātá]	‘fanta’	/fantə/
d) [èfã]	‘fan’	/fan/
e) [èbĩ̀sì]	‘beans’	/bi:n/

As seen above, only oral vowels can occur in the initial position of words in Edo language. However, there is a modification of oral vowels into nasalized vowels in the environment of the alveolar nasal [n], followed by the deletion of the nasal consonant is observed a – e.

#### 4.1.4.5 Tone Change

Edo is a tonal language in which tones are distinctive in determining the meaning of items. These tones occur in different formation in the language, performing both lexical functions (when they differentiate between words that have the same spellings) and grammatical functions (when they are used to specify tense, aspect, conditions, etc.) (Evbuomwan, 2014).

Furthermore, Edo language ensures that borrowed items are modified in such a way that they are superimposed with tones. These modified words follow the phonological conditions which is as follows Non Edo sounds are not allowed;

nominal border consonants are not allowed; consonant clusters are not allowed; and word initial nasal vowels are not allowed.

These conditions bother on what the syllable structure of Edo permits, or otherwise, and must never be violated by items that will function as loanwords in the language. It is on the basis of the conditions that the borrowed items will be evaluated and the acceptances of the fully nativized forms are justified (Evbuomwan 2014).

#### **4.1.5 Additional Features of the Loanwords**

This section discusses some additional features that have characterized English words loaned to Edo. English loanwords in Edo have gone through a cycle of transformation in which they are fitted into the adequate structure in Edo. Loan verbs are extremely limited in number; this should not be a surprise since verbs do not transfer cross-linguistically without any problem. Also, there are very few English loans in Edo that are adjectives and adverbs.

#### 4.1.5.1 Borrowed Nouns

In the phonology of Edo, it is mandatory and required that Nouns begin and end in a vowel, this is because the language can only permit vowels in its borders (word initially and finally) (Evbuomwan 2014). This phonological constrains create a situation in which loanwords must introduce appropriate vowels to any of the borders with consonant(s). Evbuomwan (2014) states that this obligatory requirement can be established as a constraint, stated as follows:  
\*BC[N] Nominal border consonants are not allowed.

With this phonological constraint, for a loanword to be acceptable and fit into Edo, there has to be a modification of any part of the word which does not follow the acceptable pattern in Edo in order for it to become acceptable.

Examples of this are shown below:

11a) [èmé̄ri]	‘Mary’	/mɛəri/
b) [ètò̄sì]	‘Torch’	/tɔ:tʃ/
c) [èpó̄ tù]	‘Pot’	/pɔt/
d) [èkò̄kì]	‘Coke’	/kəʊk/
e) [èdò̄là]	‘Dollar’	/'dɒlə/

#### 4.1.5.2 Borrowed Verbs

As noted, the English verbs borrowed into Edo are very small. These loan verbs have been adapted to native patterns that consist of a phonological constraint in which consonant cannot start or end a word; this creating a situation in which vowels are inserted at the appropriate place for the Verbs to be accepted into Edo, Just like the Nouns. Below, are the English loan verbs that were recorded:

12a)	[èhépi]	‘Help’	/hɛlp/.
b)	[èsòpòti]	‘Support’	/sə'pɔ:t/.
c)	[èpòtesì]	‘Protest’	/prəʊtɛst/
d)	[èlédi]	‘Lead’	/li:d/

#### 4.1.5.3 Borrowed Adjectives and adverbs

A similar phonological constraint that exists for borrowed Nouns and verbs in Edo also exist for Adjectives and Adverbs. This shows that English-originated adjectives and adverbs are also found in Edo. Examples are shown below:

13a)	[èménì]	‘Many’	/'meni/
b)	[èprádú]	‘Proud’	/praʊd/.
c)	[èkónómikì]	‘Economic’	/'i:kə'nɒmɪk/.
d)	[èkóvâ]	‘Cover’	/'kʌvə/.
e)	[èlókì]	‘Lucky’	/'lʌki/.

## 4.2 Findings

The influence of English is vividly seen in the nativization of English words into Edo. English as a dominant language in the linguistic environment of Nigeria has created the linguistic borrowing situation, in which borrowed words follow the acceptable linguistic features for them to be accepted in Edo.

The findings of the study are as follows:

- i. The borrowing situation occurs as a result of the dominant language (English) exerting pressure on the less dominant language (Èdó).
- ii. Some of the borrowed items are already fully nativized in Edo while others are only partially nativized.
- iii. The partially nativized items are observed to contain forms that are not found in Edo. These include English sounds (such as the voiceless palate-alveolar affricate [tʃ], the voiced palate-alveolar affricate [dʒ] and the voiceless palate-alveolar fricative [ʃ]), word initial and/or word final consonants in nouns, consonant clusters, etc.
- iv. Edo language ensures that borrowed items are modified in such a way that they are superimposed with tones for the items to be acceptable in the language.

v. As indicated by Odlin (1989) these borrowings occur at the lexical level as a communicative strategy of Èdó speakers to find words that stand for objects or new concepts in their culture.

## CHAPTER FIVE

### SUMMARY OF FINDINGS AND CONCLUSION

#### 5.0 Summary of the Study

In this research, our focus has been on the analysis of the phonological aspects of lexical borrowings in Edo. This chapter, however, presents the summary of this study, the conclusion and recommendations base on the findings of this study, as well as, suggestion for further research.

The research on the investigation into the phonological aspects of lexical borrowing in Edo, was introduced with an introductory comment on language contact as a phenomenon that introduces a situation for linguistic borrowing, followed closely by a brief discussion on the Edo language, its people, and its genetic classification. The methodology involves participant observation method in getting the language data from Edo of native speakers' interaction. Subsequently, the aims and objectives, the purpose, and significant of the study to linguistic research was discussed.

Furthermore, some vital concepts to the study such as Language contact, and it's linguistic outcome were examined and reviewed etc. Also, a review of previous works on the lexical borrowing conducted on languages by scholars

such as Poplack, Sankoff and Miller's (1988), Al-Athwary (2016), Ugwuoke (1997), and Baayen (2010). This is followed by the theoretical framework to serve as a guide towards the present study.

The data analysis chapter was a detailed linguistic examination of the English loanwords in Edo. The analysis focused on the specific phonological, and morphological features of the loanwords.

Finally, the research was ended the presentation of the data collected, its analysis and presentation of the research findings, that is, how the data was analyzed. Thus, leading to the findings of this present study. In the data analysis, we adopted the Borrowing Transfer Theory Odlin (1989) as our theoretical framework.

## **5.2 Summary of the Findings**

In this section, the summary of the findings of the investigation of the phonological aspects of lexical borrowings in Edo is given below:

- (i) A Borrowing situation occurs as a result of the dominant language (English) exerting pressure on the less dominant language (Èdó).

- (ii) Some of the borrowed items are already fully nativized in Èdo while others are only partially nativized.
- (iii) The partially nativized items are observed to contain forms that are not found in Èdo. These include English sounds (such as the voiceless palate-alveolar affricate [tʃ], the voiced palate-alveolar affricate [dʒ] and the voiceless palate-alveolar fricative [ʃ]), word initial and/or word final consonants in nouns, consonant clusters, etc.
- (iv) Èdo language ensures that borrowed items are modified in such a way that they are superimposed with tones for the items to be acceptable in the language.
- (v) The lexical borrowings are communicative strategies of Èdó speakers to find words that stand for objects or new concepts in their culture.

### **5.3 Conclusion**

The analysis of English borrowed words in Èdo has given proof of the role of such borrowed words in expanding the Èdo lexicon. More specifically, the incoming English words effectively serve the purpose of filling lexical gaps in Èdó in different domains.

The influence of phonological environment on the pronunciation of the borrowed words was affected by the inherent phonological constraints found in Edo. The borrowed words undergo the modification process for them to be adopted into the Edo language

The study has further highlighted the processes of phonological adaptation of the English-induced words in Edo. It has additionally shown that a portion of the penetrating English loanwords which have been phonologically adjusted and morphologically coordinated into the Èdó structure are still and will stay in current course among Èdó speakers for a long time to come.

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alicjawitalisz@gmail.com

## APPENDIX

### List of Collected Data

Nurse	/nə:s/	[ènõsì]
Maggi	/'magi/	[èmàgí]
Exam	/ɛg'zam/	[ezámi]
Mary	/'mæəri/	[èméři]
Many	/'meni/	[èméni]
Brother	/'brʌðə/	[èburódá]
Television	/'telɪvɪz(ə)n/	[ètɛlivísɔ̃]
Stove	/stəʊv/	[èsítónù]
Police	/pə'li:s/	[èpólisi]
Computer	/kəm'pjʊ:tə/	[èkópùtâ]
Kobo	/'kəʊbəʊ/	[íkóbɔ̃]
Food	/fu:d/	[fúd]
Shelve	/ʃɛlv/.	[ɛʃɛlv]
Curtain	/'kə:t(ə)n/.	[èkótìn]
Chair	/tʃɛ:/.	[èʃé]
Laptop	/'laptɒp/.	[èlátɒpù]
Butter	/'bʌtə/.	[èbótá]
Bread	/brɛd/.	[èbùrédi]
Torch	/tɔ:tʃ/.	[ètósì]
Biscuit	/'bɪskɪt/.	[èbísikìtì]
Cake	/keɪk/.	[èkéki]
Coke	/kəʊk/.	[èkòkì]

Fanta	/'fantə/.	[èfãtá]
Camera	/'kam(ə)rə/.	[èkàmèrà]
Ball	/bɔ:l/.	[ébólù]
Card	/kɑ:d/.	[èkádì]
Fan	/fan/.	[èfâ]
Dollar	/'dɒlə/.	[èdólà]
Photo	/'fəʊtəʊ/.	[èfòtò]
Music	/'mju:zɪk/.	[èmùzíkì]
Rod	/rɒd/.	[èródù]
Internet	/'ɪntənət/.	[èìtánèt]
Window	/'wɪndəʊ/.	[èwɪḏ ò]
Bank	/bæŋk/.	[èbãkì]
Paper	/'peɪpə/.	[èpèpá]
Bottle	/'bɒt(ə)l/.	[èbótò]
Shop	/ʃɒp/.	[ʃóp]
Solution	/sə'lu:ʃ(ə)n/.	[èsòlùsɔ̃]
School	/sku:l/.	[èskú]
Masses	/'mæsɪz/.	[másís]
Support	/sə'pɔ:t/.	[èsòpótì]
Lockdown	/'lɒkdaʊn/.	[èlókðán]
Court	/kɔ:t/.	[èkótù]
Face mask	/'feɪsmɑ:sk/.	[èfèsímãsk]
Distance	/'dɪst(ə)ns/.	[dístàns]
Enjoy	/ɪn'dʒɔɪ/.	[édʒé]

Normal	/'nɔ:m(ə)l/.	[ènɔ̃mã]
Country	/'kʌntri/.	[èkɔ̃tri]
Rubber	/'rʌbə/.	[èrúbá]
Books	/bʊk/.	[èbúk]
Hope	/həʊp/.	[èhópi]
Rig	/rɪg/	[èrìgì]
Beans	/bi:n/.	[èbìnsì]
Confusion	/kən'fju:ʒ(ə)n/.	[èkɔ̃fùsɔ̃]
Protest	/'prəʊtɛst/.	[èpòtɛsì]
Soldier	/'səʊldʒə/.	[èsògâ]
Vote	/vəʊt/.	[èvòtì]
Driver	/'drʌɪvə/.	[èdirɛvâ]
School fees	/sku:l/ /fi:/.	[èskùfi]
Life	/laɪf/.	[èláiifi]
President	/'prezɪd(ə)nt/.	[èpɛsíðɛtì]
Lucky	/'lʌki/.	[èlókì]
Month	/mʌnθ/.	[èmɔ̃tì]
Student	/'stju:d(ə)nt/.	[èstúdɛtì]
University	/ju:ni'vɜ:siti/.	[èunivásitì]
Provision	/prə'vɪʒ(ə)n/.	[èprónísɔ̃]
Government	/'gʌv(ə)n, m(ə)nt/	[ègɔ̃mɛtì]
Covid-19	/,kəʊvɪdɪnʌɪn'ti:n/	[èkóníd nãítini]
Printer	/'prɪntə/.	[èpírítã]
Business	/'bɪznəs/.	[èbízìnɛsì]

Nigeria	/naɪ 'dʒɪəriə/.	[ènàíjírá]
Jesus	/'dʒi:zəs/.	[ìjíésù]
Bike	/bʌɪk/.	[èbàéki]
Teacher	/'ti:tʃə/.	[ètísâ]
Class	/kla:s/.	[èklási]
Professional	/prə'feʃ(ə)n(ə)l/	[èprófèsónâ]
Mechanic	/mi'kanɪk/.	[èmèkánìkì]
Doctor	/'dɒktə/.	[èdókító]
Politics	/'pɒlɪtɪks/.	[èpólìtìsì]
Pawpaw	/'pɔ:pɔ:/.	[èpópó]
Advice	/əd'vʌɪs/.	[àdívásì]
Travel	/'trav(ə)l/.	[ètrávù]
Lead	/li:d/.	[èlédì]
Benefit	/'benɪfɪt/.	[èbèñfítì]
Character	/'kærəktə/.	[èkárátá]
Proud	/praʊd/.	[èprádú]
Public	/'pʌblɪk/.	[èpúbúlikì]
Girl	/gə:l/.	[ègè]
Boy	/bɔɪ/.	[èbóè]
Present	/'prez(ə)nt/.	[èpèzèti]
Corruption	/kə'rʌpʃ(ə)n/.	[èkóróptɔ̃]
Hospital	/'hɒspɪt(ə)l/.	[èhópità]
Fever	/'fi:və/.	[èfívá]
Cover	/'kʌvə/.	[èkónvâ]

Malaria	/mə'le:riə/.	[èmalérá]
Patient	/'peɪʃ(ə)nt/.	[èpèʃent]
Typhoid	/'taɪfɔɪd/.	[etàéfódu]
Gravel	/'græv(ə)l/.	[ègraveli]
Sweat	/swet/.	[èsweti]
Pot	/pɒt/.	[èpó tù]
Table	/'teɪb(ə)l/.	[ètèbú]
Brush	/brʌʃ/.	[èbúrósi]
Governor	/'gʌv(ə)nə/.	[ègónó]
Training	/'treɪnɪŋ/.	[ètrenî]
Cook	/kʊk/.	[èkúkù]
Rug	/rʌg/.	[èrógù]
Economic	/,i:kə'nɒmɪk/.	[èkónómiki] ‘
Election	/ɪ'lekʃ(ə)n/.	[elɛʃɔ̃]