

**Patterns of Pronunciation of Plural and Past Tense Morphemes in English News among
Yoruba Television Newscasters in Southwest Nigeria**

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Certification

This is to certify that Peter Adewale Akande with matriculation number LCU/PG/000791 carried out this research work titled ‘Patterns of the Pronunciation of plural and past tense morphemes in English News among Yoruba Television Newscasters in Southwest Nigeria’ in the Department of English and literary studies, Faculty of Arts and Education, Lead City University, Ibadan, Oyo state, for the award of Doctor of Philosophy in English and that this has not been previously submitted.

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Dedication

This study is dedicated to the God of Abraham, Isaac and Jacob who raises the poor out of the dust and lifts up the beggar from the dunghill, to set them among the princes and to make them

inherit the throne of glory. To Him only do I give the glory for what my life was, what it is today, and what it is being transformed into by His mercy and grace.

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Abstract

The spoken English in Nigeria exhibits features that are explicitly distinctive, and thus, a cynosure for linguistic investigation. In this respect, this study was carried out with a view to investigating the patterns of pronunciation of plural and past tense morphemes in English News among television newscasters in Southwest, Nigeria. Chomsky and Halle's generative phonology served as the framework. Five television stations were purposively selected from Southwest, Nigeria. Recorded news items were collected for the study. Data were subjected to phonological analysis using formal rules in morphophonemic, using descriptive and qualitative approaches. The overall performance of newscasters showed that the plural English allomorphs /əz/, /s/, and /z/ are wrongly alternated and the same were observed of the past tense English allomorphs /t/, /d/ and /ɪd/. It is observed that most of the wrongly pronounced English morphemes do not exist in Yoruba phonology and the newscasters being of Yoruba nativity have to consciously or unconsciously substitute the sounds that do not exist in Yoruba phonology with the ones that exist. For examples, / s/ for / z /, and / ed/ for / ɪd /. Also, based on improper mastery of English phonological rules, the English allomorphs for past tense, /t /, / d / and / ɪd/ are interchangeably used for one another, therefore bifurcate into Yoruba phonological system interference and improper mastery of English phonological rules. Pedagogically, the shows that newscasters are not proficient enough to function as suitable models for learners and the general users of the English as second language. Therefore, it is recommended that the Yoruba television newscasters should take note of the English sounds that do not exist in Yoruba phonology and master their correct pronunciation.

Keywords: English Phonological rules, Patterns of pronunciation, English morphemes, and Interference

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List of Acronyms

Abbreviation	Meaning
IE:	Igbo English
NE :	Nigerian English
PNE:	Popular Nigerian English
PNE:	(H) Popular Nigerian English in Hausa
PNE:	(I) Popular Nigerian English in Igbo
PNE:	(Y) Popular Nigerian English in Yoruba
PTA:	Parents Teachers Association
RP:	Received Pronunciation
SBE:	Standard British English
YE:	Yoruba English
MT:	Mother Tongue
TL:	Target Language
DSTV:	Digital Satellite Television
ONRT:	Ondo Radio Vision
BCOS:	Broadcasting Cooperation of Oyo State

NTA:	Nigerian Television Authority
L1:	First Language
L2:	Second language
SL:	Source Language
LIC:	Language of Immediate Community
IT:	Interlanguage Theory
CA:	Contrastive Analysis
EIL:	English as an International Language
IL:	International Language
NNS:	Non Native Speakers
NS:	Native Speakers
CAT:	Communication Accommodation Theory

Chapter One

Introduction

1.1 Background to the Study

English is an international language used by a relatively significant percentage of the world's population. By mastering English, one is able to follow all kinds of development for the purpose of absorbing information that addresses one's interests. The mastery of English as a second or foreign language begins with learning its skills properly.

Basically, there are four language skills that every human being needs to communicate with others effectively. They are: listening, speaking, reading, and writing. Speaking is an important skill that must be mastered by every person who wants to study English. Before one can speak English fluently and communicate effectively, it is expected that such a person learns and acquires the pronunciation skill because it is fundamental. People can speak English better when they master the pronunciation skill¹. It is beyond doubt that pronouncing the words that make up a language properly is a key aspect to making a speaker understand other speakers and vice-versa. To achieve this, the speakers must understand the concept of morpheme which is an integral part of speech. Morpheme is the smallest meaningful part of a linguistic expression that can be identified by segmentation. It is a meaningful word or part of a word, which cannot be divided into smallest meaningful parts. To utter speech correctly, the speaker must understand the concept of morpheme and know how to put morphemes together. In a setting where English is an official language and is used as the language of wider communication, teaching and learning the process of pronunciation would play a determining role since they are directly related to the development of professionals' communicative competence and thus to language proficiency and comprehensibility. Spoken communication is grounded on communicability

and is not only determined by correct grammar and profuse vocabulary but also on the correct interplay between the segmental and suprasegmental features making up pronunciation.

As the most common means by which human beings communicate with one another is language which, primarily, exists in a spoken form, any other representation of language such as writing will be of secondary importance, because most human communication is done orally². A person can only claim to know a language if he or she can speak the language in a way that enjoys acceptability and intelligibility. Hence, second language learning, specifically pronunciation learning, demands correct perception and production of sounds. The process is influenced by well-established perceptions of sound and articulatory organs in the first language³.

In learning to speak a second language, one's goal is usually to achieve acceptability and international intelligibility. Depending on when one's attempt at bilingualism starts, it is often possible before the age of puberty to acquire near-native competence in a second language⁴. Most speakers of English around the world today are second or foreign language users. Estimates of the number of speakers of English globally range between seven hundred million and eight hundred million, about three hundred million of whom speak the language as native users⁵. The first speakers of English are people who use the language as their first languages are made up of speakers in the United States of America, England, Britain, Canada, Australia and New Zealand. Most of the speakers in the former British territories of Africa, India, the Caribbean and Asia speak English as a second language. That is, these speakers acquire a native language first before they come to learn English⁶.

Also, language is the institution whereby humans communicate and interact with each other using habitually used oral-auditory symbols⁷. This definition rightly gives more prominence to the fact that language is primarily speech produced by oral-auditory symbols⁸. Speakers

produce some string of oral sounds that get conveyed through the air to the listener who, through his hearing organs, receives the sound waves and conveys these to the brain that interprets these symbols to arrive at a meaning. Therefore, it is through languages that our intentions are made⁹.

When a person speaks, certain body movements and the ensuing sounds are observable and they may be measurable because the articulatory movements determine the kind of sound produced. Of the four language skills (speaking, listening, writing and reading), it is listening that most speakers are often unaware of, both its practice and importance. When one listens, certain activities, although not as easily noticed as those of the speaker, are performed. The ears provide a conduit through which the sounds reach the brain while the eyes provide the means of seeing. Therefore, in writing, it is however difficult to ascertain what aspects of body movements from the shoulder to the fingers are involved in the production of what is put on paper. In written language, therefore, what language users are mostly interested in is the interpretation of the marks produced on papers¹⁰.

Even less observation is the perpetual process of reading in the sense organs, the nervous system and the brain. While the social activities of speaking, listening, writing and reading are basic to the understanding of the use of language, its essential characteristics are demonstrated by considering its system which comprises phonetics, grammar and semantics.

In spite of the years of integration into the educational system and its usage as the major language of public communication, the English language spoken by Nigerians is still fraught with mispronunciations. This manifests as features of local colouration, learners' hypothesis deficiency in the linguistic rules and so on. Many factors have been identified by scholars to be responsible for the variation between the Standard British English and Nigerian English. A major factor is the contact of the English language with Nigerian indigenous languages. This has led to

language coloration that results from the attempt to express ones cultural experiences, especially those that do not exist in British culture.

Another factor is the structural patterns of the different native languages. Just like no two human possess the same fingerprint, so also do no two languages have exactly the same phonological system. The segments and suprasegmental features, as well as, the phonotactics of the languages may differ from one another. While the British English phonotactics permits consonant cluster, Nigerian indigenous languages do not permit it; neither do they share exactly the same sounds. Since the phonological processes and systems of the indigenous languages have been acquired before contact with English language, this is what is called adaptation of indigenous phonological system for the English language which involves transfer of some features or linguistic habits into the new language. Native speakers are those who have acquired the language naturally as their first language during childhood while second language (L2) users are those who have acquired a first language before learning a second language. The English language is a second language in Nigeria and it is used daily for ethnic communication as well as official purposes because of the heterogeneous nature of the Nigerian society. For most of the users of English as a second language in Africa and Asia, the English language is also their official language, that is, the language of government, of the judiciary, of business and inter-ethnic communication and media. The contact of English with various indigenous languages produces new norms that are different from the native speakers' norms¹¹.

No matter how grounded they are, they cannot speak English language as the native speaker. There is always an interference with the native language. There is code mixing and switching of the two languages. In Nigeria, speakers substitute sounds with the English sounds thereby confusing the speakers in understanding or misinterpreting their speech. English as second speakers find it difficult to pronounce words correctly. This leads to different patterns of

morpheme pronunciation in second language. Users of English as a second language have great problems in the production of words especially those with morphemes “s”, “es” and “d”, “ed”. This is as a result of non-inclusion of those morphemes in their native language.

It is imperative to state that most of the newscasters are second language speakers and they are not free from the difficulties faced by other L2 speakers. Radio listeners and television viewers are at the mercy of the programmes of broadcast stations to create meaning to whatever language of broadcast, whereas the acronym, ‘KISS’ ‘Keep It Simple and Short’ has been thrown into garbage in broadcast writings. Viewers become confused about what they see on television except in some cases where the visual complements the audio¹².

People believe that the news casting is a variety of English language in Nigeria as such whatever emanates from it is assumed to be correct. This implies that when newscasters pronounce words wrongly, use a deviant intonation or stress words unwarrantedly, many school students are infested with the wrong knowledge of the English Language phonology which is brought about by the mother tongue lapses. It is observed that a lot of Nigerian television newscasters find it difficult to articulate suffix –s, –es which is the morphological representation of the plural marker and suffix –d, –ed which is the morphological representation of past tense marker because they are pronounced in different ways depending on their phonological environments. If they are not well articulated, there will be a communication breakdown because there will be no intelligibility. People rely on the newscasters as a model of near-native pronunciation and when there is anything different from near-native, it means people who have been learning and who have taken them as the standard would be at a disadvantage. Television stations and news are not only for entertainment, they educate people. This portends that newscasters must have the right knowledge of phonetics and phonology, otherwise the large number of students with continue with the wrong notion of word pronunciation, intonation and stress patterns and may pass it on to

their generations since it can become a norms. It is sad to hear reporters pronounce “airport” as “hairport” or “earport”¹². If the language is not correct, then what is said is not what is meant; if what is said is not what is meant, then what is to be done remains undone¹³.

Also, responsible for the variation are the teacher cued errors in a second language situation. Nigeria is a non native territory of English; and the language is being taught by people who are also non native speakers of the language. As a result, there is a continued transfer of either errors or variations from the teachers to learners; therefore inhibiting the learners’ ability to approximate to the Standard British English Pronunciation. In addition to the many factors that have been noted to be responsible for the variation, the neglect of the application of phonological rules, among which morphophonemic rule is paramount, has also been reported in previous researches. Yet, words requiring the morphophonemic rule have frequent occurrence in everyday use. It was observed that the non- application of phonological rules by newscasters is either a deliberate neglect of the rules or total ignorance of the existence of such rules¹⁴.

It is noteworthy that the morphophonemic rule is meant to simplify syllable structures by showing how phonemes alternate in different word boundaries in order to aid correct pronunciation. Pronunciation in any language is rule governed; and this forms the central idea in Generative Phonology which is concerned with how underlying representation of phonemes in a language could undergo modifications in order to generate the surface structure in different contexts. Although the morphophonemic rule is innate to the native speakers of the English language, it behooves L₂ users of the Language to master and apply the rule for effective communication.

Making the usage of this rule is the duty of newscasters to master the rules; hence newscasters are often regarded as models that viewers imitate. Thus, this study focuses on patterns of

pronunciation of plural and past tense morphemes in English News among Yoruba Television Newscasters.

Models are viewed as examples of certain cultural patterns through their behaviours that influence other human everyday life. A representation of imitation for Standard British English (SBE) has raised issues among scholars. Findings from research works on educated Yoruba speakers of English serving as a model for SBE have revealed that Yoruba speakers of English do not serve as models for SBE because they do not have absolute awareness of the phonetic symbols which has led to wrong articulation of English sounds. The inability of these educated Yoruba speakers of English could be as a result of learning fossilisation.

Therefore, the patterns of pronouncing plural and past tense morphemes among Yoruba L1 Television newscasters has been identified which is investigated in this study towards providing solutions that would help the newscasters to pronounce English words better.

1.2 Statement of the Problem

The attentions of most researchers on Nigerian English in the past few decades have focused on variety classifications, as well as linguistic deviations at various levels such as syntactic, semantic and phonological deviations. One of the salient aspects attracting academic debate among linguists is the pronunciation problems in Nigerian English. Likewise, the general concern of linguists about standardising the Nigerian English has, of recent, provoked research interest on modeling in Nigerian English pronunciation, especially, as many have claimed that the Received Pronunciation is not attainable in second language context, while it has been discovered that it is obsolete even in Britain. The paucity of research reports on this phenomenon indicates that much ground has not been covered in relation to modeling in Nigerian English pronunciation. The few research reports currently available on modeling paved way for this

study. Findings show that some postgraduate students in Nigeria are not good models for intonation tune assignment; the others discovered that the teachers and pre-service teachers are not good models in phrasal stress assignment, stress assignment, use of phonemes, and intonation respectively. However, these earlier researchers have not worked on the teachers' application of the Standard British English phonological rules to determine whether they could be models for Nigerian students and general users of English in that aspect or not.

Based on the assumption that ergonomics of speech is naturally enhanced by phonological processes, it is believed that the articulatory difficulties responsible for most pronunciation problems in Nigerian English can be minimised through phonological rule application. A good medium for achieving this is the news casting. This justifies the focus of the current study on Yoruba newscasters as targets for modeling in English pronunciation. The question, however, is whether or not the newscasters are proficient enough to be recommended for this role. That is what this study is set to find out.

Also, it is observed that conception of linguistic competence and performance based on the native speakers' intuition cannot apply to users of English in the Nigerian situation, as it is not naturally acquired but learnt in the classroom setting. Based on this condition, competence in the English language in Nigerian context should be redefined from an academic point of view. On this premise, the Yoruba newscasters are assumed to have acquired academic competence in the English language since they have majored in English at the university level as a basic prerequisite to teaching English in the senior secondary school. However, the general opinions of scholars are convergent on the fact that their performances negate their academic competence. Their supposed university training in the language, which is expected to enhance competence in the use of English, does not reflect in the teachers' performances. All the same, generalisation

cannot be made to the effect that the newscasters are deficient also in the Standard British English phonological rule application, as this was not verified in the previous studies. That is why the present study examined patterns of pronunciation of plural and past tense morphemes in English News among Yoruba Television Newscasters.

1.3 Aim and Objectives of the Study

The aim of this study is to investigate the patterns of English pronunciation of plural and past tense morphemes in English News among Yoruba L1 Television newscasters. The specific objectives of this study are to:

- (i) identify the patterns of the pronunciation of plural morpheme (“-s”, “-es”) in English News among Yoruba L1 Television newscasters;
- (ii) identify the patterns of the pronunciation of past tense morpheme (“-d”, “-ed”) in English news among Yoruba L1 Television newscasters; and
- (iii) ascertain the level of difficulty of plural and past tense morphemes (“-s”, “-es” and “-d”, “-ed”) in English News among Yoruba L1 newscasters;
- (iv) determine the pedagogical implication of Yoruba L1 newscasters pronunciation of plural and past tense morphemes (“-s”, “-es” and “-d”, “-ed”) in English News among Yoruba L1 newscasters.

1.4 Research Questions

In order to achieve the objectives stated above, the study shall address the following questions:

- (i) What are the patterns of pronunciation of plural morpheme (“-s”, “-es”) by Yoruba L1 newscasters?

- (ii) What are the patterns of pronunciation of past tense morpheme (“-d”, “-ed”) by the Yoruba L1 Television newscasters?
- (iii) What are the different levels of difficulty in the pronunciation of plural and past tense morphemes (“-s”, “-es” and “-d”– ed”) for Yoruba L1 newscasters?
- (iv) What are the pedagogical implications of the newscasters’ pronunciation?

1.5 Significance of the Study

The major concerns of most researchers about Nigerian English in the past decades have been the description of the varieties of English being used in Nigerian society. Some recent studies at international level have also concentrated on the use of the English language at the level of international communication. This general bias towards global communicative transactions formed the basis of a conference titled: "Reinventing the English language in Nigeria in the Context of Globalisation and Decolonisation" convened by Nigeria English Study Association (NESA) in October 2006. Besides, English, as an international language has in recent times, gained the attention of linguists. This suggests that international intelligibility is currently a significant area of concern in English studies. Against this backdrop, the Nigerian English has been noted to be fraught with many phonological deviations despite its long time of existence. This study will therefore, contribute to the development of Nigerian English in enhancing good pronunciation and articulatory ease, through phonological rule application. This will also enhance proficiency in pronunciation and international intelligibility among Nigerian users of English.

Moreover, in collaboration with the recent studies done by other researchers on newscasters’ models, this study will motivate the newscasters to take appropriate steps towards improving

their spoken English as professionals capable of providing models for learners. Also, it will rouse them to the possibility of using their conversational speech within and outside the television station setting as an instrument of shaping the spoken English of the viewers and other members of the society. This will consequently inspire them to make more effort toward self-improvement on phonological rule application in their spoken English. Again, the exploration of phonological rules in this work will shed light on some English words and phrases which are capable of being modified by these rules to enhance articulatory convenience but are rendered in abnormal manners with tense muscular effort .

It is also relevant to mention that predictions from this study can go a long way in guiding teachers of English at the secondary school level on how they can practically create room for introducing the English phonological rules to the students in the course of their teaching.

Authors of English textbooks will also find the report of this project handy, as various concepts discussed therein can be used as reference materials in the production of useful phonology textbooks, especially for learners at the secondary and tertiary levels of education. Other researchers will also find important information items in this work useful for further investigation in relation to phonological rules and Nigerian English.

1.6 Scope of the Study

This study is basically concerned with the patterns of the pronunciation of plural and past tense morphemes among Yoruba L1 newscasters. The errors of interest are the spoken aspect of both the plural and past tense morphemes words. The work is not concerned with those errors that are committed due to poor teaching-learning process, overgeneralization or those that reflect the early learning of learners due to limited exposure to the TL, but those that are as a result of

mother tongue interference¹⁵. It is germane to also note that the forms classified as regional Englishes are usually the linguistic output emanating from language contact between the learners' native language, especially the immediate environment, and the TL. On the other hand, the variety of English spoken in a particular linguistic locality can also be assumed to be an extension of the products of the schools into its immediate environment. This is because while the learners imbibe the models presented by the teachers of English in the school setting, interactions with the communities among whom both the teachers and their students live can influence the variety of English spoken by a sizeable population of the society. Hence, the most effective geographical scope within which the models provided in a school setting can be reflected is the community in which it is situated.

Besides, the past studies of the Nigerian English have been focused on wider regional locations with emphasis on only a few major languages without much reference to the contact influences between English and the dialectal variations of these languages in each of the regions. This informed the concentration of the study on Yoruba L1 newscasters to ensure effective coverage of the participants in the Yoruba language communities, taking into cognisance the contact influences of the dialectal variants of the Yoruba and English languages. The State constitutes one of the major locations of the elite Yoruba groups in the South West region of Nigeria and by implication, part of the Yoruba-English speech communities. Hence, Yoruba speakers of English who are teaching English language in the senior secondary schools in the State were considered the most relevant target for the study.

This study is not concerned with radio broadcast but television broadcast. This is so to help the researcher get the non-linguistic forms of language in order to further make meaning of what these newscasters say. Only five native newscasters will be used for this study.

1.7 Limitations to the Study

Since all research studies are confronted by a number of limitations, those for this study will now be presented.

Time limitation and a lack of financial resources presented difficulties in the execution of the study. Data collection was limited to three months of distribution through the use of the VLC media player. This constraint contributed to the fact that a limited number of newscasters were available.

Since the cricket unions did not provide all their sponsorship information, the total population was limited. Some information was left out, and other information was faulty. Therefore, in light of the fact that a convenience sample was used, it can be assumed that the data is not representative of the total population, only of the respondents to the study.

The use of VLC was presented to be a limitation, and a lack of interest was observed on the part of a number of respondents who participated in the study. This resulted in a number of few newscasters and also contributed to the low response rate of the study.

1.8 Operational Definition of Terms

News: Episode of recent events reported on a television.

Phonology: Phonology is the study of sounds used in languages, their internal structure, and their composition into syllables, words and phrases.

Second Language: A second language (L2) is that which exists side by side with the indigenous language(s) in a bilingual or multilingual situation. It is usually an official language and as such enjoys a high status within the nation.

Educated Yoruba English: This is the sub-variety of English used by speakers from the southwestern part of Nigeria.

English segmentals: These are the individual sounds of English.

Speech: This is the expression of ideas and thoughts of spoken words which includes articulation, stress and intonation.

Received Pronunciation (RP): The form of British pronunciation that is in use and thought of as the standard form.

Articulation: The approach or contact of two organs of speech to produce a sound.

L1: One's first language or mother tongue.

Orthography: This deals with how words are spelt.

Interference: This refers to those instances of deviation from norms of either language which occurs in the speech of bilinguals as a result of their familiarity with more than one language.

Grammar: This refers to the rules in a language for changing the form of words and joining them into sentences. In other words, grammar is the rule governing the use of language.

Voice: A sound is said to be voiced when there is a vibration of the vocal cords during articulation.

Sounds: These are the smallest pieces of language phonemes in pronunciation.

Television: This is an electronic device that transmits visual images and sounds.

Stress: This is the short breaths at commas and longer stops at end punctuation or dashes made by a newscaster who is guided by punctuation in pronunciation.

Phonetics: It studies speech of sounds of any language like rising and of tune, pause, pitch etc, in pronunciation.

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Chapter Two

Literature Review

In this chapter, attention is given to the positions of scholars on the following headings, namely: concept of pronunciation, mother tongue and its place in Nigerian English, interference as it affects, mother tongue and English language, the errors of newscasters as a result of MT interference, the implication on the newscasters, Nigerian English, the media industry, theoretical framework, review of related empirical studies and summary of literature review:

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2.1.1 Concept of Pronunciation

2.1.2 Pronunciation Goals

2.1.3 English Difficulties

2.1.4 Factors Affecting Pronunciation Learning

2.1.5 Pronunciation and Spelling

2.1.6 English Pronunciation

2.1.7 Pronunciation Training and Speakers Confidence

2.1.8 Importance of Pronunciation

2.1.9 Standard British English and Received Pronunciation

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- 2.1.9.2 Standard British English Segmental Phonology
- 2.1.9.3 Phonological Processes and Secondary Articulations
- 2.1.9.4 Morphophonemics
- 2.1.9.5 The Phonological Properties
- 2.1.9.6 Second Language Speech Perception and Production
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- 2.1.9.8 Non-native Pronunciation of English
- 2.1.9.9 English Inflectional Endings
- 2.1.9.10 Plural Noun Markers
- 2.1.9.11 Present Tense/Person Singular Verb Markers
- 2.1.9.12 Interlanguage Phonology
- 2.1.10 The Concept of Mother Tongue
 - 2.1.10.1 Processes of Second Language Acquisition
 - 2.1.10.2 Influence of Mother Tongue on Second Language Learning
 - 2.1.10.3 Overview of Mother Tongue on English language
 - 2.1.10.4 Types of Interference
 - 2.1.10.5 Phonic Interference and the Newscasters
 - 2.1.10.6 Standard and Non- Standard usage
 - 2.1.10.7 Problem of Standardization

- 2.1.10.8 The Notion of Accents
- 2.1.10.9 The Notion of Intelligibility
- 2.1.10.10 Proposed Guidelines for Identification of Standard Nigerian English Usage
- 2.1.10.11 Problems of Standardization and Nigerian English Phonology
- 2.1.10.12 Nigerian English Phonology
- 2.1.10.13 Nigerian English Segments
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- 2.1.10.17 Accents: Dialects and Varieties
- 2.1.11 Language, Communication and Media Industry
 - 2.1.11.1 Language
 - 2.1.11.2 Nigerian Linguistic Situation
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 - 2.1.11.4 The English Language and Career in Nigeria
 - 2.1.11.5 Importance of Language in Communication
 - 2.1.11.6 Characteristics of Language
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 - 2.1.11.8 Importance of Communication
 - 2.1.11.9 Non Verbal Communication

2.1.11.10 The Print Media

2.1.11.11 Nigerian Broadcasting Commission (NBC)

2.1.11.12 Language of Social Media

2.1.11.13 The Challenges of Spoken Oral English Teaching and Learning as a Second Language in Nigeria

2.2 Theoretical Framework

2.3 Review of Related Empirical Studies

2.4. Summary of Literature Review

2.4.1 Gains from Review of Related Literature

2.4.2 Appraisal of Review of Literature

Endnotes

2.1 Conceptual Framework

The notion of pronunciation is explored to draw attention to the deficiencies in the current body of literature and undoubtedly demonstrate the gap in the existing knowledge by explaining the notion and meaning of pronunciation in the context of Nigerian English. Nigerian English has been found to offer the potential of a variety of academic debates and use them to explain the connected errors which may be identified in news casting by the Yoruba L1newscasters.

2.1.1 Concept of Pronunciation

Pronunciation can be described as the way a language is spoken, or how the words of a language are uttered. In other words, it entails the features that make up speech. To pronounce means to make the sound of a letter, word etc; especially in the correct way. Good pronunciation is the act

of positioning appropriately the articulators to modify the breath stream in order to produce distinct speech sounds that are culturally and linguistically accepted. Pronunciation thus means the way words of a language are pronounced or a person's particular way of pronouncing a word, or words. Hearing is also a significant constituent of pronunciation ¹.

Pronunciation is a vital part of speaking. It involves making appropriate sounds of a particular language, as well as how the sounds are put together in the flow of speech (not just in isolated words). A necessary part of intelligible pronunciation in English also involves knowing how to stress words correctly and how to use intonation appropriately².

Moreover, based on Christiane Dalton and Barbara Seidlhofer in Pronunciation book, pronunciation in general terms is the production of significant sound in two senses. The first sense talks about pronunciation as the production and reception of sound speech. While the second talks about pronunciation in reference to acts of speaking. Simply, we can define pronunciation as a part of the speaking skill that relates to how to make correct sounds in order to achieve meaning in context of use³.

2.1.2 Pronunciation Goals

The goal of English pronunciation should be focused, clear and comprehensible. At the beginning levels, the teachers want the learners to overcome the difficulty that pronunciation detracts from their ability to communicate. At the advanced levels, pronunciation goals can focus on elements that enhance communication; intonation features that go beyond basic pattern; voice quality; phonetic distinctions between registers; and other refinements are far more important in the overall stream of clear communication than imitating a native speaker⁴.

Pronunciation in a second language context is probably one of the hardest aspects of English to learn because learning it takes a lot of time and effort. In speaking a language, communication between a speaker and a listener must be mutual for it to be productive. That is, for a listener to comprehend the meaning of what is being said, the speaker has to speak clearly. Speaking clearly involves clear pronunciation. For this reason, pronunciation is one of the important aspects of language that has to be learned. When words are mispronounced, there will be implications on the meaning intended to be conveyed and what is being comprehended.⁵

2.1.3 Pronunciation Difficulties

There are few difficulties regarding pronunciation. Students have to make foreign sounds with their organs of speech. Since students are faced with these difficulties, they find it difficult to use the sound correctly. Most of them substitute the foreign words or sounds with their native language. They also misspell most of the foreign words. Therefore, they pose greater problem for the reader or listener. Moreover, it is also a difficult task for students to learn to use the sounds in proper places with accurate usage of pitch, stress and length. To overcome these problems, the necessity of ‘ear-training’ that is, if the learner’s ear is good by nature, learning pronunciation can be successful.

The possession of a good ear involves the students’ ability to discriminate between sounds, remember the acoustic qualities of foreign sounds, and to recognize foreign sounds with ease and certainty.⁶ Hence, non-native speakers who want to achieve fluency and accuracy in speaking need to concentrate on some techniques related to speech mechanism. Such techniques will help them to accurately pronounce English sounds.⁷

In learning English pronunciation, some aspects would make a foreign learner make errors. The effect is not only because English is not their native language but also because of some other factors⁸.

2. 1.4 Factors that Affect Pronunciation Learning

Many scholars have contributed facts on factors that can affect the teaching and learning of pronunciation. These include:

ESL phonological teaching method: Most of the teachers have neglected their primary aim of correcting the flaws of students in sounds. If there is no immediate correction of errors committed by students, they continue with it and it becomes part of them. It is highly difficult in changing this fact. They take that knowledge into society at large thereby confusing others.

Newscasters that should be a good model of acceptable and intelligible English pronunciation in Nigeria have become channel of confusion. Most learners learn the wrong pronunciation of words from the media.

Learners' age also affects learning pronunciation. The debate over the impact of age on language acquisition, specifically pronunciation, is varied. Many researchers, however, agree that adults find pronunciation more difficult than children do and that they probably would not achieve native-like pronunciation.

Also, Learners' aptitude. Individual capacity for learning languages has been debated. Some researchers believe all learners have the same capacity to learn a second language because they have learned a first language. This is a great problem. Learning of first language was

unconscious and informal without scheme or curriculum but the acquisition of second language comes with rules and regulations and model that is why it is a bit difficult to easily learn the second language.

Moreover, learner attitude also affects pronunciation. Non-linguistic factors related to an individual's personality and learning goals can influence achievement in pronunciation. Attitude towards the target language, culture, and native speakers; degree of acculturation (including exposure to and use of the target language); personal identity issues. The readiness and unwillingness of the learners is a great factor that affects learning pronunciation. When a learner is willing to learn, he or she achieves easily than when he or she is being forced to learn.

Motivation can also affect pronunciation learning. When a learner is adequately motivated the readiness to learn will come easily. Especially, when the learners know the advantages attach to learning the appropriate pronunciation. Therefore, learners should be adequately motivated.

By and large, native language is another factor that affects pronunciation. Most researchers agree that the learner's first language influences the pronunciation of the target language and is a significant factor in accounting for foreign accents. It is possible that students cannot learn English well. Students might find it difficult to pronounce English words because it is different from their native language⁹.

2.1.5 Pronunciation and Spelling

Spelling can be described as a unit of language¹⁰. It is used to form words correctly. To understand that spelling originated as transcriptions of sounds spoken language according to the alphabetic principle. Pronunciation changes in all languages for a number of reasons, but spellings are less susceptible to change ¹¹.

The letters of the alphabet of any language are inadequate to stand for the sounds. The English alphabet consists of twenty-six letters but forty-four sounds. The International Phonetic Alphabet (IPA) symbols are the basic tools needed to understand pronunciation and spelling ¹². There is no doubt that users of English language should understand English words appropriately before being adapted for spelling arrangement. It is also observed that the letters that comprise the English alphabet have several phonological implications.

In addition, for a better understanding of pronunciation, the study English sounds are mandatory. "If we know the sounds of a word (in English) we cannot know how to spell it; if we know the spelling, we cannot know how to pronounce it"¹³.

"English spelling is almost divorced from its pronunciation and forms hardly any guide as to how words should be pronounced" ¹⁴. English, as a universal language it is and used widely for international diplomatic relations, business, instructions, science and technology, engineering, medicine, law and commerce purposes ¹⁵. Users of English language find it difficult to articulate English sounds because there is no relationship between the letters of the English alphabet and the sounds they represent, which made English language the most horrible system of spelling of any major language. For example, the letter 'a' makes many different sounds, such as 'pass, mat, cat, any, bag, and, market' ¹⁶.

Letters of English represent more than one sound because the English spelling system is asymmetrical and more multifarious. Therefore, users of English language need a rudimentary understanding of IPA symbols for a better understanding of English pronunciation and the spelling design of English words. The nature of the spelling problem in yet another way: "English spelling is difficult, but it is not as chaotic as is often claimed. An explanatory perspective can make the learning of spelling easier ¹⁷."

There are numerous changes in the study of English language owing to socio-historical reasons and linguistic reasons. There is constant growth in English language because new generations use diverse words from earlier generations. Regularly new words are introduced into English diction, which changes the meaning of words over time¹⁸.

Orthography is the set of rules that guide writing a language. It is the alphabetic spelling structure that uses a set of rules that governs how speech is used in writing¹⁹. Most of the English letters produce numerous pronunciations because many words have been borrowed from other languages in the world, without successful attempts at complete spelling reforms.

The spelling system is measured in two different ways. These are: the condition of the reader, and that of the writer. Spelling is essential for composition and composition writing strengthens the good mastery of accurate spelling although spelling is different from composition, sound, and letters ²².

Research has shown that spelling ability is related to ability in reading, writing, speech and composition writing. Speech problems also affect spelling achievement, with improvement in pronunciation and articulation and the development of Standard English resulting in growth in spelling ability. An insight into the pronunciation of English certainly helps the learner to understand the gap between spelling and sound systems in English and to accept the arbitrariness of the language. In most cases, learning the syllabification can help the learner spell the words correctly. For example, the sound /ə/ is very common in English and is spelt in many different ways. However, as a vowel sound on its own, it is never found in stressed syllables (e.g better /bətə/, amuse /əmuju:z/, Saturday /sætədəi/ ²³).

Letters are the inscription of sound in written language ²⁴. The following are the letters of English language: a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, and z.

It is to understand that spelling originated as transcriptions of sounds spoken language according to the alphabetic principle. Pronunciation changes in due course in all languages for some reasons, but spellings may resist change²⁵.

The Received Pronunciation (RP) is represented by forty-four symbols called phonemes that is, twenty-four consonant sounds and twenty vowel sounds²⁶. The International Phonetic Alphabet is very helpful since every phoneme represents only one sound.

The words borrowed from other languages continue to be spelt according to the 'foreign' spelling rules, to learn a word in English, the focus should be first on how to pronounce it – and then only learn how to spell it.

Also, to speak English well, one should learn and practice the needed vocabulary, a pleasant accent, and good grammar²⁷.

2.1.6 English Pronunciation

We different varieties of spoken English and non-native speakers may have achieved confidence such as correct grammar and significant a large numbers of vocabulary especially when they have been taught by non-native learners but they have a non-standard pronunciation which makes the use of English complicated for native speakers of English to understand²⁸.

It could be observed that most Yoruba newscasters in South West Nigeria face a lot of difficulties when casting news because of the non-inclusion of English morphemes in their phonology inventories which made them get frustrated during news rendition ²⁹. They also run into similar problems that face any students studying in a foreign culture, such as syntax, semantics, and pronunciation.

However, it has been noted that some teachers paid diminutive attention to the student's pronunciation in the process of second language learning and teaching³⁰. It is observed that the cognitive approach and grammar-translation reading based method which was used by some teachers append no significance to pronunciation ³¹.

On the other hand, pronunciation is no longer considered an essential feature in foreign language teaching. Majority of existing textbooks in English as a second language pay no attention to the teaching of pronunciation or rely mainly on old systems, to teach non-native learners to articulate English accurately³². One of the main elements of oral skills in a second language is pronunciation. It plays a variety of roles and the amount of time and effort devoted to it depend greatly on the individual teacher³³. This may or may not form a component of usual classroom activity or student self-study.

Although, some learners held that pronunciation is very significant and a priority for them. Teaching in articulation has been de-emphasized owing to the new teaching method like the Communicative Approach³⁴.

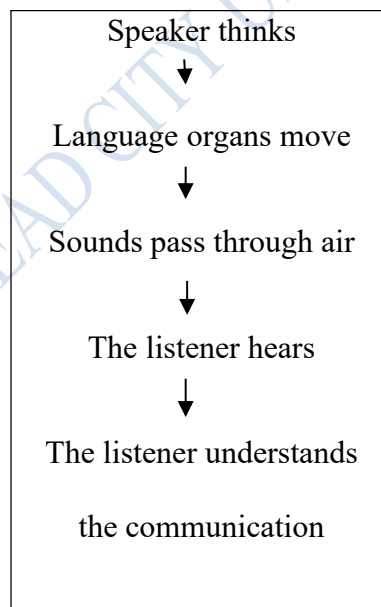
Pronunciation is a very important factor in the speech process (spoken language) when the speaker achieves the goal to communicate effectively by being understood. The speech process is a process that involves several stages, beginning with the speaker's ideas and ending with the understanding of those ideas by the listener ³⁵.

The speaker thinks, decides what he or she is going to say and puts the ideas into words and sentences of a particular language. The speaker's brain then transforms the words and sentences into nerve impulses that it sends to the muscles in the speech organs. The speaker's speech organs move. The lungs push air up through the larynx and into the mouth and nose. The air is shaped by the tongue and lips and comes out of the speaker's mouth as sound waves. The sound

travels through the air. Sometimes, the sound is changed into electrical signals, as in a telephone or tape recorder, and then is changed back into sound waves by an electronic speaker. The listener hears the sounds when the sound waves hit his or her ear. The ear changes the sound waves into nerve impulses and sends them to the brain; therefore, the listener will understand the message³⁶.

The listener's brain identifies specific speech sounds, interprets them as words and sentences of a particular language, and figures out their meaning. The importance of good pronunciation starts from the process of the speech organs move (pronunciation) which is related to the proficiency of the speakers until the sounds travel through the air³⁷.

Table 2.1 Speech Process (spoken language)



Source: Adapted from Terence, 2017

It is observed that there could be difficulty in the message intended by the speaker not being understood by the listener. The pronunciation of some particular sounds is incorporated in that the listener identifies some speech sounds wrongly or brings out a different meaning from the one proposed by the speaker³⁸.

However, speakers find it difficult to articulate correct sounds because they do not have innate capability to use the sounds.

Also, in the area of diction, learners or Nigerian speakers of English find it difficult to identify and use appropriate vocabularies which led to a distortion of messages. It is also noted that a part of the problems facing the speakers, listeners confronted with had hearing difficulties which made them not understand the message³⁹.

Above all, similar problems faced by speakers are also experienced by the listeners because of their poor linguistics background they find it difficult to decode the correct meaning of new sounds.

2.1.7 Pronunciation Training and the Speakers Confidence

Users of the English language agree that unambiguous pronunciation teaching is an indispensable part of language programmes. Besides, confidence in pronunciation allows learners to interact with native speakers. Poor pronunciation hindered good language skills. Speakers' ability to communicate is sternly restricted without sufficient pronunciation skills. Restricted pronunciation skills can weaken learners' self-confidence, restrict social interactions and depressingly influence estimations of a speaker's abilities. Self-confidence is the ability to produce results, achieve goals competently ⁴⁰ . Students can neither express themselves nor understand others fully without phoneme discrimination skills. Even though the specific role of phoneme discrimination in listening and speaking is not clear, phoneme discrimination skill certainly provides students with increased confidence ⁴¹ .The necessity of confidence in articulation when teaching pronunciation is that we must concern ourselves with more than simply working through a list of sounds. Even if students have learnt to produce sounds, they are

often so self-conscious about their pronunciation that they are too nervous to use these sounds in front of a group of people.

One important need in our daily life is communication and it is the primary rationale of language learning and teaching. Speaking is more fundamental to language than the written form, though written language is stable and looks faulty while spoken language is indefinable⁴². It is obvious that we speak and hear the spoken sounds of our immediate environment before we begin to read or write. For example, it is evidence for a child to speak before writing because he acquires Language from his family when he imitates them when they speak⁴³.

Pronunciation of words should be taken seriously because it affects how we communicate. It is noted that good pronunciation positions learners to have a better understanding and production of English words. Pronouncing phonemes correctly will enable learners to articulate correct sounds when speaking. Newscasters should be well-grounded in phonetics and phonology so that they will communicate their message correctly and be understood by other speakers of English⁴⁴.

Therefore, Yoruba L1 Newscasters have difficulties in pronouncing morphemes “s”, “es” and “d”, “ed” correctly which resulted in error pronunciations of the sounds when casting their news. They have difficulties in recognizing sounds of English because some sounds are not included in their native phonology inventories.

2.1.8 Importance of Pronunciation

There are a number of reasons that pronunciation is important and should be tackled by systematic teaching in the second language. The whole notion of good pronunciation is predicted as realities:

Essentially, the purpose of language is communication. This means that language helps a person to formulate their thoughts and encode them. In essence, correct pronunciation makes communication easy for others to decode. Encoding and decoding take place simultaneously in learning pronunciation. This is made possible because the sender and the receiver of the code are familiar with the vocal sounds of the words and phrases which these sounds constitute; the structural arrangement of words, the semantic import and pronunciation. In so doing, pronunciation affects the meaning of words as words or sentences wrongly pronounced may change the total meaning that one wants to convey.

Improved pronunciation will boost the individual's self-esteem. It helps one to feel confident while speaking in public.

Effective pronunciation raises awareness about the differences in the distinctive sound system of a language which involves stress and intonation patterns. It is this awareness that enables us to distinguish one sound from another. Thus, 'cap' is distinguished from 'sap' and 'sap' from 'soap'. These differences of sounds are called phonetic differences and the phonemes here are /k/, /s/, /a/ and /p/.

Perfect pronunciation accords individuals respect in their workplaces. This is because they are able to articulate their thoughts explicitly, which is also an indication of sound education.

Good pronunciation can lead to the acquisition of a better job. One's ability to speak well enhances one's ability to secure good jobs like teaching, journalism, public relations officer of notable institutions to mention a few⁴⁵..

2.1.9 Standard British English and Received Pronunciation (RP)

It is noted that within the United Kingdom itself, there are such varieties of English as Cockney, Standard Southern British English, Scottish English, Welsh English, Irish English, etc.⁴⁶. An acceptable national standard variety is needed to preserve mutual indelibility and create a

yardstick for grammatically judgment ⁴⁷. It is observed that the variety of British English is taught in prestigious public schools and spoken by highly placed individuals. It was adopted from Standard grammar, vocabulary, spelling, pronunciation and communication of use.

The Received Pronunciation (RP) can be referred to as the accent traditionally regarded as the standard for British English used by the highly educated personnel and highly placed officials. It is as well used in official places like schools, colleges and even prominent universities like Oxford and Cambridge⁴⁸. Thus, it is created diverse controversy among scholars who claim it has become obsolete while others believe it is so much in RP is the language of most textbooks and dictionaries⁴⁹.

It is the language associated with education and social status. It is regarded as a model for correct pronunciation particularly for educated formal speech. However, non-RP accents are now heard in many contexts ⁵⁰. This is because the English Language now carries the feature of the social and cultural exclusiveness of the environment in which it is spoken. There is not same pressure as there ones were to modify one's speech in the direction of RP. References are made to the fact that the media, which serve as model for RP are now being held by people with non-RP accent and some RP speakers have adopted more or less features of regional pronunciation.

Many scholars have reacted against the retention of RP as the model for English pronunciation. These scholars advocate that the Popular Nigerian English (PNE) variety which they call the standard Nigerian English should be adopted. However, what is obvious and acceptable in academic writing and formal communication is the RP since no Nigerian variety of the English language has been standardized. This is because there has not been any Nigerian English variety that has acknowledge as the standard for Nigerian English usage. Hence, RP remains the model for teaching in Nigerian institutions.

2.1.9.1 English Language Varieties

Language is not a static entity. The variation of any given language is natural since human language is not known to be fixed or unvarying. A language entails both the users' different regional and social communities, reflecting alignment among speakers in terms of the pronunciation of a language words' choice, the meaning ascribed to these words, and even the use of syntactic constructions. Varieties in pronunciation are more noticeable; it "distinguishes one national standard from another most immediately and completely, and links in a most obvious way the national standards to the regional"⁵¹.

Measuring varieties in languages differs based on parameters and approaches. Classifications include: national, regional, functional and social dialects. While some may only reflect phonological feature differences – vowel characteristics and 'accent', others may expand into vocabulary and structure. Variation may be accidental and transitory while others may come as conscious or unconscious systemic selection by speakers as a result of age, sex, social situation, contact and manner of contact ⁵².

Dialects are mutually intelligible forms of language that differ in systematic ways. A dialect is not an inferior form of language. This implies that everyone uses a dialect and it indicates a particular group that the speaker belongs to. In principle, accent may be divorced from dialects. At the international level, therefore, the dialects of English language mark the regional and national varieties of the speakers. It is noted that "geographical dispersion is, in fact, the classic basis for linguistic variation." In this work, dialect will be used in the technical sense to avoid the pitfall ⁵³.

Also, language is based on the social motivation of linguistic changes as a result of "class interests" and "class conflicts". The alternative approach sees class based on social unity and

status. In this regard, the class of any member of a given community will be ranked in respect to societal features, such as education, income, occupation and birth. Rather than generate conflicts, it is a source of individual competition in terms of life chances and a by-product of differences in skills, education and qualification ⁵⁴.

Considering two classes, “middle class” and “working class”, this classification largely implies an individual’s years of education and occupation. The middle class has appreciable years of education and engage in manual works. The mark of education reflects the polarity of uneducated and educated speech varieties. The uneducated speech retains the “dialectal variation” of the immediate locality, while the educated speech strives towards the type that transcends dialectal boundaries. The role of language in education surpasses the traditional role of teaching and learning. It also serves as a vehicle of “expressing or challenging particular kinds of relationships, value positions and identities. The social classification of the English language in Nigeria also distinguishes levels of education, level of proficiency and varying degrees of intelligibility ⁵⁵.

By and large, using education as a parameter for classification appears more practical in terms of designating proficiency. The classification of Nigerian users of English focuses on the educational attainment of individuals. There are also manifest features in the user’s speeches based on years spent in the education environment. Apart from the time spent in the system, the time of contact, the manner and place of contact are also very important. Those who stop education at an early age differ significantly from those who continue education into their early adult years. Educational attainment, in conjunction with post-schooling workplace experience, will keep marking the socio-economic status ⁵⁶.

The fundamental dimension of age is characterizing individuals' social and personal identities. While the boundaries differ from one society to another, age influences what and how individuals can function, as well as societal expectations. According to him, age is not just a number; "it marks our position in and our movement through the trajectory of life which is seen in relation to our societal norms of behaviour, obligation and responsibility... it affects how we perceive and treat others, all which is mediated through language ⁵⁷.

The conscious or unconscious selection of language by any group over time and the way of speaking do not only reflect them but makes them. Language allows you to say a great deal about yourself... it also allows you to convey in numerous subtle ways something about your reliability as an ally or friend'. It 'thus seems ideally suited in various ways to being a cheap and ultra-efficient form of grooming.'" From these findings, age a variable of linguistic exerts as much influence on language as all other social variables, such as status, education of region ⁵⁸.

2.1.9.2 Standard British English Segmental Phonology

This covers ground as airstream mechanism and description of speech sounds. In this study, the appraisal of existing literature on the phoneme covered the historical transition from classical phonemics to the current theoretical perception of the phoneme. Therefore, it will cover the historical period when the phoneme was claimed to be the minimal unit of sound and the present consideration of the phoneme as a bundle of distinctive features⁵⁹.

A phoneme can be described as a unit of sound that is capable of distinguishing words of different meanings. Also, it is a distinctive aspect of phonemes that native speakers perceive the same way.

Besides, a phoneme is alphabetically written and not represented by different letters or sequences of letters as in *key* and *sheep*; two letters may represent the same phoneme, as in *keep* and *coup*; or two different phonemes may be represented in spelling by the same letter or letters, like the *chin church* and *speech*.

The most observable property of a phoneme is that it contrasts with the other phonemes in the system and hence we can only speak of the phoneme of some varieties, which is a particular accent of a particular language. Language has a repertoire of sounds and the rules that affect them when they occur in speech⁶⁰.

It is also observed that three major views of a phoneme are identified. First, it concentrates on the conception of phonetic reality⁶¹. Classical phonemics holds this view and it is within this tradition that it defines the phoneme as a family of sounds in a given language, consisting of significant sounds of the language together with other associated sounds. A phoneme is also essentially defined as a class of sounds with similar and physical phonetic properties⁶². The American linguists in the 1940s also emphasized the phonetic reality of phonemes, in their concern to devise procedures of analysis, paying particular attention to the distribution of sounds in an utterance⁶³.

Second, phoneme as a phonological reality comes from the Prague School. Thus, a phoneme, according to this school of thought and the sound is significant enough to distinguish the meanings of the words in a language.

Third, this is the mentalist characterization of the phoneme as a psychological reality. From the view of this school of thought, a phoneme is described as a mental reality, as the intention of the speaker or the impression of the hearer, or both. This implies that the speaker must have internalized image or idealized picture of sounds⁶⁴.

Following the classical work, the three basic mechanisms - pulmonic, glottalic and velaric airstreams - are used in sounds articulation⁶⁵. These airstreams are described in terms of their outward or inward movements create egressive and ingressive airstream⁶⁶.

The main initiator of air movement is the lungs which underlie the majority of human speech sounds. The 'glottalic' airstream mechanism, as its name suggests, uses the movement of the glottis while the velaric airstream mechanism involves an airflow produced by a movement of the back of the tongue against the velum⁶⁷.

2.1.9.3 Phonological Processes

With respect to the consonant chart, the place of articulation of consonants is divided into primary and secondary places of articulation. Attention and emphasis will be laid on the secondary articulation which involves phonological processes⁶⁸.

Phonological processes are the various modifications that various speech sounds are subjected to in order to make them more similar to their neighbors'.

Secondary articulation means assimilation processes. Typical examples of the secondary articulation are the palatalised [py] [ty] and the labialised [pw] [tw] as forms of secondary articulation.

The phonological processes can be observed to rectify violations of ideal constraints in the production of utterances". The relationship between related phonetic and phonological forms is to appeal to the idea of phonetic or phonological processes which tends to be associated with the notion of phonological *rule*.

Phonological processes involve the manipulation of sound based on the environment in which they occur.

The two major types of secondary articulation are simultaneous and transitional complex articulations. Simultaneous secondary articulations entails co-occurring activities which result in the production of a sound identifiable as a single segment, and the transitional ones involved in separate and successive articulatory activities which together can be identified as a single segment.

Also, diagraphs are used to illustrate secondary articulations. Both phonological processes and secondary articulations cater for modification of sounds in specific environments but the latter can be subsumed in the former⁶⁹.

There are different types of phonological processes; assimilation which one can be viewed as the phonological process whereby a phoneme changes from its normal pronunciation in isolation to another phoneme that is close to the manner or place of articulation in continuous utterances. Assimilation other well known as Regressive assimilation can be described as a situation in which features of one phoneme are anticipated in the articulation of preceding phoneme. The following forms of secondary articulation involve one kind of assimilation or the other.

i. Nasalisation: A non-nasal sound may be pronounced like a nasal one when it is between two nasal sounds or very close to it. As an example, the /u:/ in “noon” /nu:n/ becomes nasalised. The diacritic known as tilde is used to indicate it.

ii. Labialisation: This takes place when a sound that is normally articulated with lips in neutral or spread positions acquire lip-rounding or lip protrusion as additional articulation features. The diacritic used for it is [w]. This is the case for the initial [k] or [ʃ] in ‘cook’[ku:] and ‘shoe’ [ʃu:]

iii. Palatalisation: A sound that is not usually produced towards the hard palate becomes so by the effect of either a preceding or a succeeding segment. In vowels, it usually comes with the fronting of back vowels.

iv. Velarisation: A segment that is not normally articulated with the back of the tongue approaching the back part of the velum becomes diacritic for this is [ɫ]. An example is /l/ in word-final position after /u/, as in „full“ [fʊɫ], which becomes velarised.

v. Pharyngealisation: This is quite close to velarisation. This happens when sound that in isolation would not be articulated with the roof of the tongue approaching the back wall of the throat becomes so in the context of another sound with this feature.

vi. Affrication: This happens when, instead of the air turbulence that comes with the release of a stop, what we get is an extended (in duration) frictional release.

vii. Aspiration: This is the voiceless air turbulence that accompanies the pronunciation of voiceless stops, especially in stressed syllable initial positions, due to the opening of the glottis that accompanies the following voiced vowel. For example, [p,t,k] become aspirated in ‘tan’ [ˈtʰæn] ‘pan’ [ˈpʰæn] and ‘can’ [ˈkʰæn].

Dissimilation is a process whereby two neighbouring sounds become less similar. For example, a sequence of two fricatives in an onset was acceptable in Ancient Greek, but these tended to become, over time, a sequence of a fricative followed by a stop.

Deletion is another phonological process; it is a process of deleting a segment in a cluster. In connected speech, there is the propensity for a sound segment to be deleted. Also, it always affects English phonemes. By and large, vowel deletion takes place in weak syllables, mostly in

informal discourse. It is observed that the first vowel segment in such words as ‘money’, ‘house’ and ‘come’ is usually elided.⁷⁰

In connected speech, there frequent use of consonant deletion for instance, /a:ks/ instead of /ækz/ for “asks”. Likewise, /dizian/ for ‘design’, with the [s] deleted.

Degemination is another type of deletion. This is a situation whereby a cluster of identical consonants is reduced to one. These processes in English with the following examples are:

rɪleɪt + ion – rɪleɪʃn relate + ion relation

ɪveɪd + ion – ɪveɪʒn evade+ion evasion

rɪɡres + ion – rɪɡreʃn regress+ion regression

kʌmfju:z + ion – kʌmfju:ʒn confuse+ion confusion

However, insertion involves the incursion of an irrelevant element not present in the original utterances, which often breaks up unnecessary sequences. For example, the past tense markers and the plural markers exemplify this in English segmental phonology with /ɪ/ being inserted between /t/ and /d/ in past tense forms of words that end with /t/ and /d/ such as *investigated* and *decided* and the plural forms of words that usually end with /s/, /z/, /tʃ/, /dʒ/, /ʃ/, /ʒ/ such as *face* and *kisses*.

(a) /daɪdaɪd/ decided

(b) /ləʊdaɪd/ loaded

(c) /kɪsɪz/ kisses

(d) /feisis/ faces

Liason is also a phonological process that takes place when a sound is introduced between words or syllables to assist them together more efficiently. As an example, English RP speakers usually pronounce the /r/ in words like ‘bar’, and ‘father’ whenever there is a following vowel. It is called the linking /r/. This is used in joining adjacent vowels, even when there is no ‘r’ in the spelling⁷¹.

2.1.9.4 Morphophonemics

Sounds change in different context for various reasons. Among the causes of such change is the interaction or overlap between morphology and phonetics and phonology. The overlap or intersect between these concepts is regarded as “morphophonology” and in American terminology, morphophonemic’s. Phonology is concerned with sound regularities while morphology is concerned with the structure of words in a language which has its linguistic unit as morpheme. Morphophonemic can be defined as the analysis and classification of phonology factors which affect the pronunciation of morphemes⁷².

It is concerned with the way sound structure and word structure interact and affect each other. Morpheme is germane to morphophonemic. A morpheme is the smallest meaningful indivisible unit of the grammar of a language .Morphemes may have different phonological forms whose appearance may be completely or partially predictable. This is because morphemes of a language display different phonological behaviour depending on whether they are native to the language or borrowed into it from other languages. The intersect between these morphemes and phonology is called allomorph.

Allomorphs are phonologically distinct variants of the same morpheme just like we have allophones which are variants of the phoneme⁷³. By variants, it means that morphemes that have

slightly different sounding sets of forms performs the same function or have the same meaning in the context in which they are used. Example is the negative prefix “in-”. This morpheme could be pronounced as in- (as in incapable), as “im-” as in (impractical) or “il-” as in (illiterate) based on the English phonotactics. The [in-] variant tends to appear on the word that begin with alveolar consonants /t,d,s,z,n/. The variant [im-] appears before words that begin with a labial consonant like /p/. Words that begin with /l/ and /r/ are prefixed with [il- or ir-] and words that begin with the alveolar are prefixed with [in-] variant. From observation, the negative prefix allomorphs are easily predictable. Since all these sounds mean negative and refer to negativity, we regard them as allomorphs of the negative phoneme. It is important to know that in morphophonemic, the choice of morphemic allomorphs is determined by the surrounding sounds which make the allomorph in complementary distribution. This implies that where one allomorph is found, another one cannot occur there. These allomorphs in complementary distribution are also important when making a phonetic or phonemic transcription of a morpheme.

Morphemes, which are often prefixes, match the place of the articulation of their base through the process of assimilation and dissimilation rules. Assimilation is a process that occurs when sounds come to be more like each other in terms of some aspect of their pronunciation. The past tense morpheme adopts the voicing assimilation in which morpheme adopts the voicing of the neighboring sounds. For example bags /bægz/. The dissimilation rules, is a process which makes sounds less like its neighboring ones. For example, attended /ətendid/. Allomorphs can also be realized through the process of palatalization especially when words are formed through derivations. This occurs where a verb ends in /t, z and d/ and takes on the –ion or tion suffixes. These allomorphs are derived from the underlying representation using phonological rules⁷⁴.

2.1.9.5 The Phonological Properties of Words Ending and their Representation

In the English morphophonemic, we have morphemes in the nominal system for regular ending of the plural, for instance, pin – pin + s, morphemes for possessive cases, the regular past tense, for example, walk – walk + ed which happens to coincide with the past participle, e.g. (I have) walked, and the ending of the third person singular present tense of most verbs, e.g. (s) he walks. “A far as the actual endings go, the English system is frugal in the extreme”⁷⁵.

The plural morphemes “-s, -es” correspond to three phonetic forms, namely [s], [z] and [ɪz] and their distribution is strictly determined by the character of the final segment of the noun. Thus we find:

- [ɪz] when the noun end with one of the hissing fricatives or affricates [s, z, ʃ, tʃ, dʒ], for example: buses [bʌsɪz], ashes [æʃɪz], entourages [ɒntvradʒɪz].
- As [z] when it occurs after sonorants, voiced plosives or example: laws, [lɔz] remedies, [remədɪz], toys [tɔɪz], drills [drɪlz], ribs [rɪbz].
- Morpheme in possessive cases could be realized as [s] after voiceless plosives, e.g dentist’s [dentɪsts], as [z] after nasal, e.g. children’s [tʃɪldrənz], and as [ɪz] after sonorants and obstruents e.g tailor’s [teɪləz] and waitress’s /weɪtreɪz/.
- And finally, as [s] when it appears after voiceless plosives /p,t,k/ and the voiceless fricatives [f, θ], for example lamps [læmps] tickets [tɪkɪts] roofs [rʊfs], myths [mɪθs] etc.

It is evident that the contexts where these allomorphs occur are mutually exclusive. This implies that in a given environment one and only one allomorph can appear. That is wherever one allomorph appears, other are not allowed in such context.

The distribution of allomorphs strictly on the final segment of the base word or stem.

Looking at the three allomorphs of the plural [-s] morpheme, we observe that one of them is pronounced with a vowel, that is the vocalic ([ɪz]), while the other two are non-vocalic as they

consist of just the single consonants [s] and [z]. The voiceless variant [s] can appear exclusively after another voiceless consonant whereas the voiced one appears only after a voiced segment, be it a consonant or a vowel. Thus, the fricative of the plural marker has the same voicing as the final segment of the stem. In this way, the two shapes are manifestation of the requirement of voice agreement between consecutive obstruent that English seems to possess” The allomorph [iz] appears only when the stem ends in a hissing fricative or affricate and the consonants which make up this group constitute the class of hissing obstruent, the vocalic element /i/ occurs between the two hissing obstruent to ease pronunciation. This dependency of the different variants is what phonological account is interests in capturing ⁷⁶.

The –es ending also marks the third person present tense of most verbs with a homophonous ending. For example, misses [misiz], rises [raiziz], watches [wɒtʃiz] and so on. These are verbs whose stem end in a hissing coronal. The voiced fricative [z] occurs after sonorants, voiced plosives and the voiced fricative [v, ð]. E.g. in words like soars [sɔːz], flies [flaiz], names [neimz] drills [drilz], sings [siŋz], etc. whereas [s], appears after voiceless plosives and the voiceless fricatives [f, θ]. For example: dumps [dʌmps], bites [baits], sticks [stiks], spoofs [spufs] etc.

From the above explanation, it is observed that what looks the same is pronounced in different ways. That is, the –es (to the plural and third person singular verb) endings look identical but they are completely different entities. They represents different morphemes – plurality and third person singular present tense – and are attached to nominal or verbal base. The final ending which practically completes the English inflectional inventory, is the –ed marking the regular past tense and the past participle. The past tense morpheme and the past participle morphemes which are conventionally symbolized as –d or –ed, also exhibit three allomorphs, transcribed as /t,d,id/. This is illustrated as follows:

1 [id] with verbs ending in [t,d] e.g committed [kəmitid], invaded [inveidid]

2 [d] with verbs ending in sonorants and voiced obstruents except for [d] e.g scored [skɒd],
Repelled [ripeld].

3 [t] with verbs ending in voiceless obstruents except for [t] e.g laughed [lɒft], sipped [sɪpt]

As for the –es ending, the distribution of the –ed variant is complementary; but the contexts for variation are partially different. The voiced [d] appears after obstruents while its voiceless counterpart [t] appears after voiceless obstruents. This is because obstruent sequences should be uniform in voicing. However, the vocalic element [ɪz] appears after hissing sonorants in the third person singular present tense e.g hissing [hisɪz], and [ɪd] after coronal plosive in the past tense, e.g waited [weɪtɪd]. As a result, a verb ending in a hissing sibilant takes the vocalic element in the third person singular present tense but non- vocalic one in the past. For example, miss [mɪs] – misses [mɪsɪz] – missed [mɪst]. Likewise, a verb ending in a coronal plosive takes the non-vocalic present tense but vocalic past tense variant: fade [feɪd] – fades [feɪdz] – faded [feɪdɪd].

From the examples given, the variants containing a vowel appear when the consonant of the ending is similar to the final consonant of the base to which the ending is attached. Thus the hissing coronal fricative of the –es ending is separated by a vowel from hissing coronal obstruent terminating a base, likewise, the coronal plosive of the –ed ending is separating from a coronal plosive in the base in some sense. This is because English disallows sequences of two similar consonants and requires that the slot separating such consonants should be filled by a vocalic melody [ɪ].

All the variants under study (-s, -es, -ed and –d) are all governed by same phonological constraints:

- (1) Very similar consonants may not form a sequence but must have a vocalic melody between them
- (2) Obstruent sequences must be uniformly voiced or voiceless ⁷⁷.

2.1.9.6 Second Language Speech Perception and Production

Human speech production and perception are highly overwhelmed with the support of new technology in the various fields related to human languages such as linguistics, second language studies, and the like ⁷⁸.

Production is concerned with sound articulation while perception is familiar with sound discrimination. Perception is one of the processes involved in the acquisition of second language phonology⁷⁹.

In the L2 speech learning literature, there exists much discussion on the relationship and directionality of perception and production. One of the most influential L2 speech theories related to the interaction between perception, production, and development is the Speech Learning Model⁸⁰. The Speech Learning Model states that learners store L2 speech information in the brain based on how they hear new sounds as an acoustic signal. This suggests that the perception of new L2 sounds activates relevant sensor motor skills and leads to production ability. Indeed, a number of cross-sectional studies have noted not only significant correlations between measures of perception and production for both vowels and consonants but also the tendency for L2 learners to have better perception than production ability.

Another influential account of the perception-production link can be found in gestural theories of speech perception and production, such as Motor Theory or Direct-Realist Theory. Both positions equally assume that L2 speech information is represented in the brain based on relevant articulatory gestures (i.e., how to use the tongue, lips and jaw to produce new sounds) rather than acoustic signals⁸¹.

It is evidence that natural phonology (NP) claims that there is much in phonology, that child's representation closely confirms to adult speech⁸². Any given stage in L1 perception is a prerequisite to production. This means that child's substitution is due to articulatory difficulties rather than perceptual difficulties because he has not yet acquired articulatory gestures completely.

In this regard, learners develop perception and production simultaneously with increasing awareness of speech gestures; thus, these domains are closely related to one another.

Interestingly, other studies have also found some "asymmetry" in the connection between perception and production performance. For example, it has been reported that some NJS produced the English /ɪ/ and /I/ contrast more accurately than they perceived it. Similarly, learners produced the English vowel /ɛ/-/a/ contrast, but did not accurately perceive it, whereas improvement in perception may initially lead to changes in production, production abilities can develop irrespective of perception abilities, especially in the case of advanced L2 learners who tend to have explicit articulatory knowledge of L2 sounds and social pressure to be intelligible in their production⁸³.

Also, at the perception level, the language user is able to differentiate one sound from the other, hence morphemes "s", "es" and "d", "ed" are easy for nonnative speakers to differentiate but very difficult to pronounce. It is believed that there may be production problem for Yoruba speakers of English as a second language while there may be no perception problem⁸⁴. Generally speaking, production and perception are the major problems faced by second language speakers of English.

2.1.9.7 The Pronunciation of English in Nigeria

English in some West African countries has been domesticated in terms of pronunciation. It is noted that there are reasons teaching pronunciation has posed a lot of problems for learners. Some of the problems are worth considering:

The first reason concerns the age at which students begin to speak. The second language learner is expected during the pre-school period of individual learning to pronounce words in a second language cannot do so with anything approaching near like accuracy unless he is taught systematically.

Secondly, the mother tongue exerts a considerable influence on the process of enhancing communication. Thus, learning English as a second language becomes a daunting task. Interference often occurs at both productive and receptive levels. The students who cannot differentiate between the English phoneme /p/ and /f/ in the words 'pan' and 'fan' will not be able to articulate the difference. In the light of this, listening and speaking need to be emphasized as essential skills in themselves not just as by-products by changing instruction in reading and writing⁸⁵.

Thirdly, most Nigerian learners and even teachers have some misconception of what it means to learn and explicitly teach pronunciation in English. The learning of English pronunciation, in particular, becomes more significant when we see the link between pronunciation and other aspects of language use such as spelling, grammar, listening, vocabulary, speaking, reading, writing and motivation. To speak English well, one must also listen well to the correct articulation of the English sounds. By listening, one gains familiarity with the speech sounds and builds up a store of sound memory to guide future performance. In this regard, language teachers are expected to deliver these practical skills to learners to ensure that they are embedded in the knowledge of the target language they are studying.

Moreover, the issue of tone poses a challenge which is observed when one sound system is superimposed on the other. The learner may know the grammar and vocabulary of the target language but the stress patterns and the rise and fall of his voice may not be the same. It is the tone involved that makes it difficult to understand what one says⁸⁶.

Furthermore, a particular sound may not exist in the mother-tongue and the learner may not be used to the sound and therefore tends to substitute with the nearest known equivalent. For instance, (the substitution of /d/ or /z/ for the English ('th' as in / θ / and 'that') is a typical example in Nigerian English. Also, some other ethnic groups in Ghana tend to replace / ʃ / with /s/ because they do not have the / ʃ / sound Ashaiman, English for English. The Akans of Ghana, for instance, do not have the dental sound / θ / as in "think" hence, they replace it with the nearest sound leading to mispronunciations such as "tin" for "thing", "youf" for "youth" and "deaf" for "death"⁸⁷.

Another important challenge is that the learner may have the actual sound right, but might not have learnt the stress patterns of the word or group of words. The result is a foreign-sounding accent, and possibly misunderstanding. For example, the Yorubas of Nigeria speak English with their mother tongue intonation. Using intonation from the mother tongue is also likely to lead to mispronunciation of words. Again, physical defects like visual impairment, auditory deformity and cleft lip can make a child unable to pronounce words properly. A child who cannot discriminate between similar sounds e.g /b/, /p/, /k/, /g/ will find it difficult to pronounce them properly.

Some of the specific problems faced by Nigerian speakers of English will be discussed here. It should however be noted that though some of these problems were seen as impediments to the endorsement of the English language in Nigeria before now. Nevertheless, some of them have

also constituted into what is today known as the features of pronunciation of English in Nigeria. The principal factors which account for errors of pronunciation that are derived from interference, that is, attitude to the teaching of pronunciation, inconsistencies in the orthography, asymmetry in sound inventories, structural asymmetry are discussed here to constitute the problem/features of pronunciation.

Attitude to the Teaching of Pronunciation: By this, we mean many learners/users of English as second language believe that as much as the orthography of putting the letters together does not impede intelligibility, there is no cause for alarm. Hence, to them, the teaching and learning of the pronunciation of English is a waste of time. However, it is important to note the acquisition of this speech form enhances not only a general social achievement but also promises the user prestige and confidence even as it commands respect within and outside the country.

Inconsistencies in the Orthography: This problem emanates as a result of the too many disparities that we have between what is written using the letters of the alphabet and what is actually produced in form of speech. For example, while some letters are silent (e.g /b/ in “womb”, /p/ in “psalm” /h/ in “hour” /l/ in “could” etc), some use the same letters to represent different sounds (e.g /z/ for /s/ in boys, /t/ for /d/ in “worked” etc), some also use different letters to represent the same sound (e.g /s/ and /z/ as in ‘salt’ and psychology /f/ and /ph/ for /f/ as in ‘find’ and ‘physics’).

Asymmetry in Sound Inventories: This problem emanates where a sound that is found in a learner's second language is discovered to be missing in the first, there is always the tendency to substitute this with a similar sound in the first language. Hence, the Hausa in Nigeria mix up the sounds /f/ and /p/, while the Yoruba /f/ is substituted for /v/, /s/ for /z/ etc.

Structural Asymmetry: This problem is associated with the structure of the English syllable. Most Nigerian languages do not permit consonant clusters as we have in English. Hence, Nigerian speakers of English tend to insert vowels where there should be consonant clusters in English words and they equally ensure that their words are ended with vowels. For example, the word “bread” may become “buredi”⁸⁸.

2.1.9.8 Non-Native Pronunciations of English

The non-native pronunciation of English sounds results from the common linguistic phenomenon in which non-native users of any language tend to carry the intonation, phonological processes and pronunciation rules from their mother tongue into their English speech. They may also create innovative pronunciations for English sounds not found in the speaker's first language. The speech of non-native English speakers may exhibit pronunciation characteristics that result from such speakers imperfectly learning the pronunciation of English, either by transferring the phonological rules from their mother tongue into their English speech ("interference") or through implementing strategies similar to those used in primary language acquisition⁸⁹.

They may also create innovative pronunciations for English sounds not found in the speaker's first language. The age at which speakers begin to immerse themselves into a language (such as English) is linked to the degree to which native speakers can detect a non-native accent. English is unusual in that speakers rarely produce an audible release between consonant clusters and often overlap constriction times. Speaking English with a dramatically different timing pattern may lead to speech that is difficult to understand.

More transparently, differing phonological distinctions between a speaker's first language and English create a tendency to neutralize such distinctions in English, and differences in the inventory or distribution of sounds may cause substitutions of native sounds in the place of

difficult English sounds and/or simple deletion. This is more common when the distinction is subtle between English sounds or between a sound of English and of a speaker's primary language. While there is no evidence to suggest that a simple absence of a sound or sequence in one language's phonological inventory makes it difficult to learn, several theoretical models have presumed that non-native speech perceptions reflect both the abstract phonological properties and phonetic details of the native language⁹⁰.

2.1.9.9 English Inflectional Endings

Students learning new languages may struggle with many grammatical issues that are different in their first language. The grammatical structures of their first language may have an impact on their learning and use of an L2. This process is called transfer. Teachers' are often aware of the types of errors students make overall⁹⁰. However, teachers might be less aware of when in the students' development a previous error is learnt. That is, they may not always beware of when the students make a transition from struggling with an error to using the structure accurately. Such awareness requires being attentive to student production, both in written and spoken forms.

Although some teachers may be more alert to this, we still need empirical research at a larger scale in order to understand the developmental stages of learners of English, including students learning English in Nigeria.

In Nigeria, the official language is only English language and the second language that is taught in schools is English. English and Yoruba are morph syntactically different languages. English inflects verbs in third person for example, which Yoruba does not. Therefore negative transfer may occur at different stages of learning and this may hinder the learning process⁹². In particular, words and structures in a language that have multiple meanings and similar forms can pose

problems for students, since the same form may appear in different functions in English, including the -s morphemes.

In English, four bound inflectional morphemes are almost identical in form but different in function. In this study, these morphemes are going to be generally referred to as *-s morphemes*. Remember, these are four different morphemes and not a variant of the same morpheme. The ‘-s’ morphemes are:

- i. Regular plural noun -s (such as *dogs* and *ghosts*)
- ii. Third person singular present tense -s (such as *runs* and *writes*)
- iii. Possessive -‘s (such as *Sarah’s* and *car’s*)
- iv. Contracted verb form be -‘s (such as *it’s* and *there’s*)

The difference in function between the morphemes plural ‘-s’ and third person singular ‘-s’ is that the first-mentioned morpheme shows number and value (*dog – dogs*) while the second-mentioned morpheme shows tense and number (*she runs – we run*). Furthermore, the difference in function between possessive -‘s and contracted verb form of *be* is that possessive -‘s shows ownership (*The car’s colour – the cars’ colour*) whereas contracted verb form of *be* -‘s is an contraction of *is* from the main verb *be* (*it’s – it is*). Because these morphemes are so alike in form, a hypothesis for this study is that it might take second language students a long time to use all four morphemes accurately together. The students’ morpheme usage will be more or less frequent and more or less accurate, depending on how their interlanguage is being expressed. In this study, L2 will be used as an umbrella term to refer to second, foreign, and additional languages.

Against this background, the aim of this study is to map out Newscasters' '-s' morpheme usage and investigate at what levels these morphemes are used accurately and inaccurately. The purpose is also to highlight the problematic morphemes according to the newscasters, so teachers can be informed to be more aware of what morphemes newscasters struggle most with. Additionally, the possibility of a morpheme acquisition order of these morphemes will be discussed.

In morphology, one or several elements that make up a word are studied. These elements are called morphemes. Morphemes as “a minimal unit of meaning”, such as *you* or *-ly* (as in *gladly*). There are several categories of morphemes. There are free and bound morphemes, lexical and functional morphemes, and derivational and inflectional morphemes⁹². Free morphemes are morphemes that can stand on their own, such as *you*. Bound morphemes cannot stand on their own, such as *-ly*. Instead, bound morphemes are attached to other forms (*-ly* attached to *glad* forms *gladly*). Free morphemes can be put into two categories, lexical and functional morphemes. Lexical morphemes are words such as nouns and adjectives (*you*). Functional morphemes are words such as prepositions and conjunctions (*in*). Bound morphemes can also be put into two categories, derivational and inflectional morphemes. Derivational morphemes are prefixes and suffixes that create new words or change the word's word class (as can be seen above when the adjective *glad* became the adverb *gladly*). Inflectional morphemes do not create new words. Instead, inflectional morphemes change the grammatical function of the word. That means expressing e.g. plural, tense or possessive (*-s* attached to *dog* changes the number from singular to plural, *dogs*).

This study is only concerned with inflectional morphemes “s” and “ed”. There are other things to consider apart from morphemes that matter in the students' learner language: allomorphs.

Allomorphs are a part of morphology but differ from morphemes in that they regard speech more. Morphemes and allomorphs are closely related. However, allomorphs are variants of morphemes, often with a close phonological pronunciation. For example, the regular plural -s morpheme can be pronounced both /s/ and /z/. But there are other examples, like comparative morphemes -er and -est (*larger, largest*). Both morphemes conjugate adjectives but they do not sound the same.

There is a scarcity of research compiled in allomorph studies. There is one study on how students of English pronounce the allomorphs of the -ed tense marker, i.e. like [d] or like [t] (as in the difference in *tried* ([d]) and *liked* ([t])), in Malaysian speakers. The study shows that the students were rather accurate in their pronunciation of the allomorphs.

Studies on first language learners (in the United States) show that younger learners (aged 6) can interpret -ed as a tense marker, but not the third person singular present tense '-s'. Researchers (ibid.) argue that because the ending '-s' "corresponds to multiple meanings", in English, such as plural on nouns, the genitive, and third person singular present tense, it can lead to confusion for the learners and will not be acquired until a later stage⁹³.

Morphemes are acquired earlier if they have a "one-to-one correspondence". The fact that young learners can interpret -ed as a tense marker, but not the third person singular present tense -s, and that the -s morpheme has multiple meanings can make it harder to learn the third person singular present tense -s. Few researchers have tested if morphemes with multiple meanings are more difficult to acquire for Yoruba L1 Newscasters or students with English as their L2. This study wants to discover if Yoruba L1 Newscasters are likely to find the -s morphemes difficult.

However, a corpus study, carried out included possessive-'s in their study. All in all, they studied articles (a, an and the), past tense -ed, plural -s (and -es), possessive -'s, progressive -ing and third person singular present tense -s. The participants in the study had different L1s (Japanese,

Korean, Spanish, Russian, Turkish, German and French) and were categorized into five different levels of proficiency⁹⁴. The results in the study show that plural -s is the first morpheme that the students are accurate with. The second morpheme would be the possessive -'s and lastly the third person singular present tense -s. However, when you look at the individual progression of each L1, some use the third person singular present tense -s accurately even in the lowest level of proficiency.

Moreover, this is also true for possessive -'s . This suggests that L1 has influence on the acquisition of each morpheme. Although, there are patterns that suggest that many of the languages progress similarly. One could assume that the acquisition would be the same for students with Swedish as their L1. However, it has to be studied in order to be confirmed as there are varieties in the acquisition depending on what L1 the student has. As this has not been done in Nigeria, this study will try and fill that gap.

Some researchers argue that all morphemes are acquired in a certain order. For example, Brown made observations on the order of the acquisition of English morphemes in both L1 and L2 learners. The children in the study acquired the studied morphemes in roughly the same order even though they were not all the same age when they learnt them. The conclusion was that the acquisition of morphemes had a specific order for all L2L, independent of the students' L1 and possible L1 transfer. Such findings suggest that there may be a natural order in the acquisition of morphemes in an L2, situation that resembles L1 acquisition. To establish this, one would have to compare this to other L2Ls' acquisition of English which can only be done after an order has been created for Nigeria. As this has not been created, the first step would be to create a morpheme acquisition order which is what this study will attempt at doing.

Nowadays, it is more common to think that L1 transfer has a much bigger impact than researchers thought in the 1970's and few rely on the natural order hypothesis as much.

English inflectional ending also known as allomorphs has to do with the way some morphemes behave in a particular environment⁹⁵. Also, it is an alternate pronunciation of a phonological form of a single morpheme. Inflectional endings as mostly represented by different morphemes are rendered differently depending on the surrounding phonemes. Inflectional endings are otherwise regarded as markers, and there are specific rules which govern such markers. For the purpose of this text, we shall discuss three levels of markers. They are:

- (i) Past tense markers
- (ii) Plural noun markers
- (iii) Present tense/singular verb markers.

Learners of English phonology need to have mastered the differences between voiceless and voiced sounds before they learn and understand this aspect very well. However, the voiceless sounds in English are nine in number. They include /t/, /k/, /p/, /f/, /s/, /ʃ/, /h/, /θ/, /tʃ/, and /t/; and their voiced counterparts are fifteen in number: /b/, /d/, /g/, /j/, /l/, /m/, /n/, /r/, /v/, /w/, /z/, /ʒ/, /dʒ/, /dʃ/ and /ŋ/.

Past tense markers: Most verbs in English realize their past tense forms by adding the suffix 'ed'/'d' to their base forms. The following rules should be followed in pronouncing them when they occur as explained: To be pronounced as (-d): If a vowel sound occurs before the past tense marker, it should be pronounced as /d/,

Table 2.2 Past Tense Marker after Vowel Sounds

S/N	Word	Transcription
(i)	Feared	/fiəd/

(ii)	Dismayed	/dismeɪd/
(iii)	Stayed	/steɪd/
(iv)	Tired	/taɪəd/
(v)	Bowed	/baʊd/
(vi)	Fared	/feəd/

Source: Field Survey, 2021

To be pronounced as (-d): If a voiced consonant sound occurs before the past tense marker, it should also be pronounced as /d/.

Table 2.3 Past Tense Marker after Consonant Sounds

S/N	Word	Transcription
(i)	Jugged	/dʒʌgd/
(ii)	Loved	/lʌvd/
(iii)	Shamed	/ʃeɪmd/
(iv)	Banged	/baːŋd/
(v)	Gorged	/gɔːdʒd/
(vi)	Purged	/pɜːdʒd/

Source: Field Survey, 2021

To be pronounced as (-id): If the consonant before the past tense marker is either /t/ or /d/, pronounce it as /id/.

Table 2.4 Past Tense Marker Pronounced as /id/

S/N	Word	Transcription
(i)	Started	/staːtɪd/
(ii)	Founded	/faʊnɪdɪd/
(iii)	Plotted	/plɒtɪd/
(iv)	Divided	/dɪvaɪdɪd/

(v)	Mounted	/mauntid/
(vi)	Blended	/blendid/

Source: Field Survey, 2021

To be pronounced as (-t): If the consonant sound that comes before the past tense marker is a voiceless sound, it should be pronounced as /t/.

Table 2.5 Past Tense Marker Pronounced as /t/

S/N	Word	Transcription
(i)	Worked	/wɜ:kɪt/
(ii)	Walked	/wɔ:kɪt/
(iii)	Stopped	/stɒpt/
(iv)	Flushed	/flʌʃt/
(v)	Laughed	/la:ft/
(vi)	Washed	/wɔʃt/

Source: Field Survey, 2021

2.1.9.10 Plural Noun Markers

The plural form of most English nouns is realized through the addition of the letter 's'. However, the nouns of English do not have a specific spelling procedure. There are some words that end in vowel sound before the letter 's' is added. We also have others ending in voiced or voiceless consonant sounds before the letter 's' is added.

To be pronounced as (-z): When most nouns end with a vowel sound (not necessarily orthographically, but phonetically), the letter 's' that comes after is realized as a voiced sound, that is /z/.

Table 2.6 Plural Markers Pronounced as /z/ after Vowel Sounds

S/N	Word	Transcription
(i)	Boys	/bɔɪz/
(ii)	Lies	/laɪz/
(iii)	Showers	/ʃaʊəz/
(iv)	News	/nju:z/
(v)	Tyres	/taɪəz/
(vi)	Gears	/giəz/

Source: Field Survey, 2021

To be pronounced as (-s): When a noun ends with a voiceless consonant sound, the letter 's', is realized as /s/. It is the voiceless nature of the initial consonant sound that makes it attract a voiceless sound.

Table 2.7 Plural Markers Pronounced as /s/

S/N	Word	Transcription
(i)	Plates	/plaɪts/
(ii)	Sports	/spɔ:ts/

(iii)	Rents	/rents/
(iv)	Chicks	/tʃɪks/
(v)	Ranks	/ræŋks/
(vi)	Tanks	/tæŋks/

Source: Field Survey, 2021

To be pronounced as (-z): When a noun ends with a voiced consonant sound the voiced consonant sound is followed by letter 's', it is realized as /z/. The voiced nature of the initial consonant sound also influences the letter 's' to become /z/.

Table 2.8 Plural Markers as /z/ after Consonant Sounds

S/N	Word	Transcription
(i)	Aids	/eidz/
(ii)	Arms	/a:mz/
(iii)	Girls	/gɜ:lz/
(iv)	Rends	/rendz/
(v)	Beds	/bedz/
(vi)	Legs	/legz/

Source: Field Survey, 2021

To be pronounced as (-iz): When 's' occurs after the following consonants, /s/, /z/, /ʃ /, dʒ /, it is realized as /iz/.

Table 2.9 Plural Marker Pronounced as /iz/

S/N	Word	Transcription
(i)	Kisses	/kisiz/
(ii)	Bushes	/buʃiz/

(iii)	Judges	/dʒʌdʒɪz/
(iv)	Faces	/feɪsɪz/
(v)	Bases	/beɪsɪz/
(vi)	Watches	/wɒtʃɪz/

Source: Field Survey, 2021

2.1.9.11 Present Tense/Person Singular Verb Markers

The third person singular form of English verbs is usually indicated by adding 's' to the base form of a word. For example, the word 'sing' has 'sings' as its singular form. However, just as we explained under plural nouns, the English words vary in spellings. Hence, various rules are attached to them depending on their format. They include:

To be pronounced as (-z): When a singular verb ends with a vowel sound, the letter 's' is realized as a voiced sound that is /z/.

Table 2.10 Singular Verbs Pronounced as /z/

S/N	Word	Transcription
(i)	Says	/sez/
(ii)	Goes	/ gəʊz /
(iii)	Tries	/ triaɪz/
(iv)	Pay	/peɪz/
(v)	Prays	/preɪz/

Source: Field Survey, 2021

To be pronounced as [-s]: When a singular verb ends with a voiceless sound, which is /s/.

Table 2.11 Singular Verbs that End with Voiceless Sounds

S/N	Word	Transcription
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(i)	Makes	/meiks/
(ii)	Takes	/teiks/
(iii)	Starts	/sta:ts/
(iv)	Hopes	/ həʊp /
(v)	Walks	/ wɔ:ks /
(vi)	Plants	/ plænts /

Source: Field Survey, 2021

To be pronounced as [-z] : When a singular verb ends with a voiced consonant sounds before the letter 's', it is realized as a voiced sound. Thus, it is represented with the / z/ sound.

Table 2.12 Singular Verbs that End with Voiced Sound

S/N	Word	Transcription
(i)	Starves	/fstɑ:vz/
(ii)	Comes	/ kʌmz/
(iii)	Beginz	/biginz/
(iv)	Shades	/ ʃeɪdz /
(v)	Sings	/ sɪŋz /
(vi)	Bangs	/bæŋz/

Source: Field Survey, 2021

To be pronounced as (-iz) : When 's' occurs after the following consonants, /s/, /z/, /ʃ/, /dʒ/, /ʒ/, /ʒ/, it is realized as /iz/

Table 2.13 Realisation of /s/ after Fricatives

S/N	Word	Transcription
(i)	Races	/reisiz/
(ii)	Rushes	/ ruʃiz/
(iii)	Judges	/ dʒʌdʒiz /
(iv)	Washes	/ wɔʃiz/
(v)	Kisses	/kisiz/
(vi)	Dodges	/ dɒdʒiz /

Source: Field Survey, 2021

The above information is graphically represented thus:

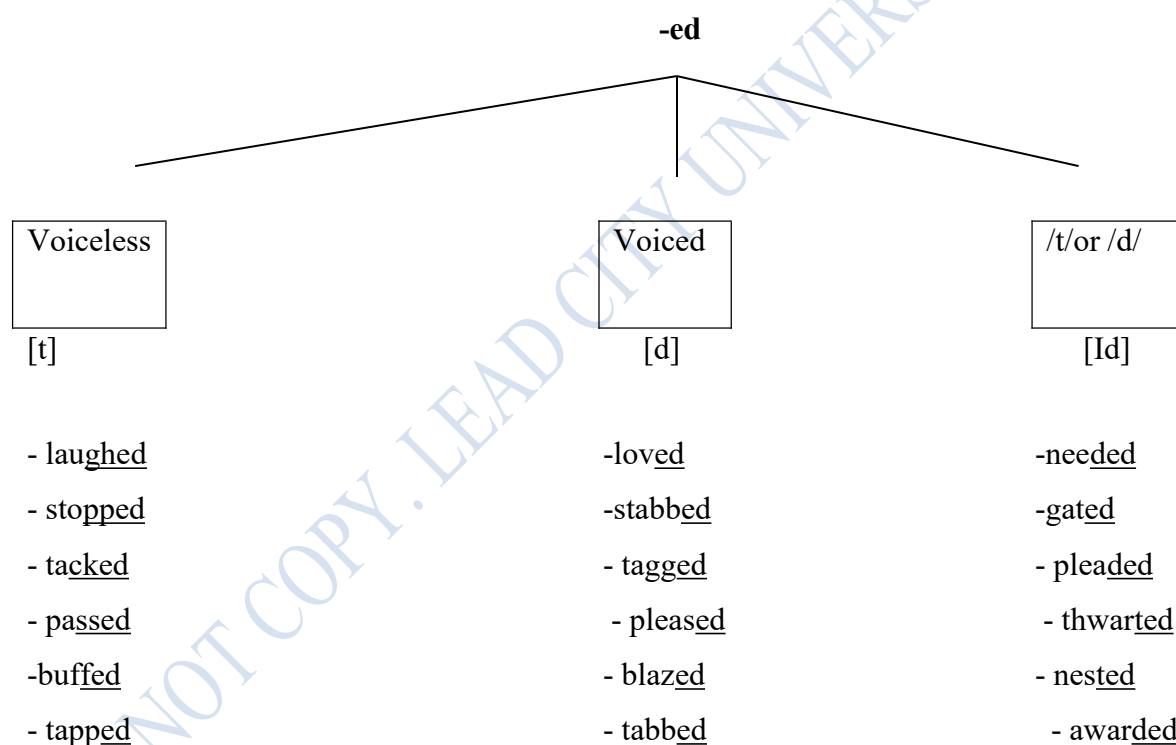


Fig: 2.14 Diagram Showing Illustration of Past Tense Marker

Source: Field Survey, 2021

2.1.9.12 Interlanguage Phonology

Interlanguage is the developing language produced by non-native speakers of a language ¹⁰⁰. Interlanguage is a sort of distinctive form of the learner's current version of the language they are learning. Interlanguages are organized and they share linguistic aspects, such as phonological and syntactic patterns, as in primary languages ¹⁰¹. Interlanguages also have idiosyncratic rules which cannot be accounted for by the rules of the native language (NL).

Also, it is associated with the contrastive analysis hypothesis (LAH), which assumes that comparison between native and target language is either mar or make in foreign language¹⁰². However, researchers abandoned the CAH entirely because they found the contrastive analysis hypothesis inefficient and instead have paid more attention to different models.

By and large, Interlanguage phonology is the phonological system of the language produced by a second language speaker. For instance, the articulation of English morpheme "ed", by Yoruba speakers of English tends to substitute it with /ed/ instead of /id/ when articulated. Therefore, there is evidence of L1 transfer to L2 by native speakers because it is not in their language inventory.

However, the relative extent of universals aid L1 transfer depends on whether sounds are similar or different in two languages; the more similar the phenomenon, the more expected it is that the universal principle will operate.

2.1.10 The Mother Tongue

This is a language which an individual acquires in their early years and which usually becomes the person's natural mechanism of communication. This suggests that a language is said to be the mother tongue of a person which he or she is 'born into', which means the language of the

parents of the child as such acquires it. It is the language in which children acquire their first experiences, and in which they can conveniently express their feelings and emotions. It is believed that a mother tongue is learned from infancy but must not of necessity be the language of the parents of the child. It is possible for an Indian child whose parents reside in England and who has not been exposed to the language, will have English language as his MT and first language as well. This showed that language can only be taught and learnt but cannot be inherited ¹⁰¹.

It is intrusive, creative and original denying the child in learning medium therefore would render him tongue-tied, which supported the National Policy on Education that calls for the use of the MT or language of the immediate community. It is asserted that pupils who commence school education in MT or LIC learn better and later learn other languages more effectively.

The international success of early education in the mother tongue advocates the use of MT in lower primary school education especially in Nigeria and it will guard against the loss of pupils language¹⁰². It is asserted that children learn English much more effectively when they develop their ability in their MT. This is evidence that it is not totally a negative phenomenon in the learning process ¹⁰³. MT and or SL as Interlanguage; MT is frequently the chronological first language of a bi/multilingual person, however, if a Yoruba-English bilingual who was born and grew up in England, uses English for most of his needs without having an alternative in using Yoruba will have English as his MT. By and large, mother tongue is the language that bilinguals have very good mastery of and which he or she can communicate effectively with. It is what a person has learned from birth or within a critical period, where the ability to acquire a language is physically linked to age, and thus becomes the basic norms for social identity.

It then follows that it should not be shocking when some traces of the mother tongue of a speaker manifests in his usage of a second language (a language that is learnt to fulfill necessary needs). The major difference between English languages spoken as a second language in many countries is the fact that speakers already have a native language which is called “approximate systems”¹⁰⁴.

MT is a language that shapes learners understanding. Though teaching without aids like blackboard, charts, projectors, and curriculum and so on, children tend to be 100% good users of their MT and can carry out their daily activities since it is the language of culture, which is the total way of life of a people, is expressed. These suggest that the MT becomes a habit that is deeply embedded in learners which also implies that he sometimes, transfer some of the traits of the MT into their second language¹⁰⁵. The speech of common Nigerian, as well as the educated ones has traces of cultural background. The influence of MT on English language as a result some ethnic groups over indulge in their primitive cultures in addition to a misguided passion to create impression that they cherish their supposedly “rich cultural heritage”. The sad thing is that children grow to have their mindset conditioned in such manner. It is high time the irrational pasturing mindset and perception be checked to enable children key into the norms of the language of instruction and communication around the world¹⁰⁶.

In every possible assessment, endangered a staggering and persistent decline in the quality of English spoken in Africa. This may not make one to wonder why, in all levels of schools in Nigeria, many learners have so much difficulty with their communication skills in English such that they cannot function effectively in the academic use of English. Recent researches churned out by the West African Examination Council indicates that less than ten percent of senior secondary school leavers pass English at credit level. However, in learning English

as second language, the influence of MT is the most difficult to get rid of; it is like getting Krishna, Guntur or West Godavai languages into extinction. This seems to suggest that there must be a balance between MT and TL usage at some particular situations that should not affect the other¹⁰⁷.

From the review of MT, it is obvious that bilinguals, which most Nigerians are, will showcase a higher degree of competence in their MT than in any other language since the MT is the language of their immediate environment. This further implies that they may transfer some traits of the MT into the second language (L2), through pronunciation, vocabulary, and sentence structure and so on. This is so because when a person has acquired a first language or mother tongue and wants to learn a second one, there is a tendency of the first language to influence the second one. Since in Nigeria where English language is an official language and language of education, every child who passes through the formal educational system invariably has to learn it. Learners continue to battle with the problem of not only adjusting their speech organs to accommodate the sounds of the new language but also have to learn to pronounce sounds correctly in order to be understood in the second language¹⁰⁸.

However, since the languages differ, the rules of one language become difficult to apply to the other. If such imposition is done, it may break comprehension and communication.

2.1.10.1 Processes of Second Language Acquisition

Second Language Acquisition (SLA) is a field within linguistics where a single person's or group's learning of a second language (L2) is studied. An L2 is often also called a target language (TL).

TL is the language that the second language learner (L2L) aims to learn. An L2 could be learned for example at home (informal learning) or in a classroom (formal learning). The word 'second' in SLA does not necessarily mean the second language a person learns. It means any language that is not the person's first language (L1). Therefore, SLA also studies the acquisition of a third or fourth language¹²¹. This study investigates SLA. Therefore many of the coming sections are necessary to include in the background to draw relevant conclusions about the findings. A large part of SLA research has been dedicated to the issue of transfer. When learning a new language, the L2 learner may resort to grammatical structures of their L1 to fill in gaps resulting from the lack of knowledge in the L2.

Also, there is positive and negative transfer. Positive transfer takes place when the rules of the L1 are applicable in the L2; the L2L uses the language correctly because of the knowledge of the L1. On the other hand, negative transfer occurs when the L1 interferes with the L2, especially when the rules of the L1 differ from the L2.

One reason newscasters in this study might make errors with the studied morphemes could have to do with negative transfer. In negative transfer, the L2L makes errors because s/he applied the rules of the L1 in the L2 and therefore it becomes incorrect. Some studies suggest that languages from the same language groups have similar types of transfer¹⁰⁹.

As mentioned before, 'Interlanguage' (IL) is another term within SLA. IL was coined by Larry Selinker and describes what the L2L uses when s/he expresses her-/himself in the L2. It is seen as a linguistic system in itself for the learner, which is not like the L1 or L2, although linked to both. IL could be considered a mix between two languages, just not a fully developed language yet. Some argue that an adult L2L will never be able to speak a TL as well as any child could speak their L1 because of what is called fossilization. This term refers to when an L2L stops

developing their TL. However, some still disagree about fossilization and while they agree that the IL “may stabilize” it does not mean that the L2L loses the possibility to still learn more and develop. Learner language (LL) is a type of IL. While IL is a term that describes the linguistic system inside the L2L, LL is the language that the L2L produces¹¹⁰.

To add, learner language (LL) is the produced language of the L2L during their acquisition, both written and spoken. It is the main source of data for SLA researchers since it is not possible to study much else than learner language. One way of researching LL is through learner corpus research (LCR), which this study is concerned with.

LCR is a relatively new way of studying LL since it was first used in the '80s. LCR opens up for large qualitative studies as it is easier to collect and store a great number of student texts.

However, second language acquisition theory consists of five distinct stages. They include:

Silent/Receptive: This stage takes the individual learner hours and months before learning new vocabularies and pronunciations of words. It is observed that during this period learners engage in self-talk. Second language learners are totally silent when they are in this first learning stage. Instead, speech is fundamental in language acquisition and learners stand out in language acquisition when they apply what they learn as they learn it.

Early Production: During this stage, learners acquire language which may last for about six months and may understand up to 1,000 words. Also, they may learn to speak some words and begin forming short phrases, though may their grammatically construction may not correct.

Speech Emergence: Learners acquire words of up to 3,000 words, and learn to communicate by putting words together informing short phrases, sentences, and questions. Again, they may not be

grammatically acceptable, but this is an important stage during which learners gain greater comprehension and begin reading and writing of their second language.

Intermediate Fluency: Learners' vocabulary increase to 6,000 words and may last for a year. At this stage, learners communicate in writing and speech using more complex sentences. This crucial stage is also when learners begin to thinking in their second language, which helps them gain more proficiency in speaking it.

Continued Language Development/Advanced Fluency: In the learning process, it takes learners at least two years to get to this stage, and then up to 10 years to achieve full mastery of the second language in all its complexities and nuances. Second language learners need regular opportunities to engage in discussions and express themselves in their new language, in order to maintain fluency in it.

The key to learning a new language and developing proficiency in speaking and writing that language is consistency and practice. A student must converse with others in the new language on a regular basis in order to grow their fluency and confidence. In addition, it is important for students to continue to work with a classroom teacher on specific areas associated with the new language especially in writing¹¹¹.

2.1.10.2 Influence of Mother Tongue Interference on Second Language Learning

The term “interference” in second language acquisition and language contact refers to the influence of one language or variety on another in the speech of bilinguals. Also, many speech communities individuals who speak two or more shared languages are called bilinguals. It then seems that Nigerians transferred the language system of their MT into the use of English language¹¹².

Interference is an influence that the learning of the subsequent list has on the retention of the original learned list, termed retroactive interference and the detrimental effects on the retention of the subsequent learned list resulting from prior knowledge of learning is known as proactive interference. Interference is owed to unfamiliarity with the second language, as such language structure of the native language tends to be transferred to the second language (L2) and that where their structures differ, it becomes difficult for the L2 user of English language¹¹³.

Many Nigerians find English language complicated because there is an innate difference between forms and meaning in English language and those of the MT. This implies that learners are likely to produce the substandard form of the second language which can bring about a breakdown in communication. Interference is the automatic transfer, due to habit, of the surface structure of the MT onto the surface structure of the language learnt. It is governed by learners' perceptions about what is transferable and by their stage of development in second language learning.

Language interference is the situation where the practice of MT stands in the way of proper pronunciation and grammar of the TL. It results in easy identification of non-speakers of the TL by the mistakes they commonly make in syntax, word choice and especially pronunciation. It is when the previous performance disrupts the performance of the second task. The formal elements of L1 are used within the context of L2 resulting in errors in the L2 since the structure of the two languages are different¹¹⁴.

However, when learners apply the knowledge of MT to their TL, two possible results may arise: positive or negative transfer. Positive transfer occurs when items in the first language are similar to those in the second language. Here the learner acquires the L2 with ease and faster. Negative transfer on the other hand occurs when items and structure of the mother tongue and second

language are not similar. This brings about errors that may hinder communication. It implies that the more differences that exist between the MT and L2, the more negative transfer¹¹⁵.

Interference could be described as the involuntary influence of one language on the other. It is not a voluntary action as borrowing and code-switching can be nor is it a variation but a complete deviation from the norms of the TL. Interference is the transfer that influence a learner's L1 exerts on the acquisition of an L2. It is governed by the learner's perceptions about what is transferable as a result of the development in learning the L2. Learners construct their own interim rules by the use of their L1 knowledge.

From the discussion on interference, it is obvious many Nigerians may inject their understanding of their MT into the TL when trying to express them in the TL. This may suggest why an Ngas learner of English pronounces "sorry" as "sorit" because the /i/ sound does not occur at the final position of words while /t/ does. An Igala learner also finds it difficult to pronounce words that the /tʃ/ sound occurs in as it is realized as /ʃ/. So "chair" /tʃeə(r)/ becomes / ja:/ and so on. All these lead to errors that bring about a breakdown in communication. If you can guess where a person is from by the way he or she speaks English; his or her English communication suffers from the mother tongue interference¹¹⁶.

2.1.10.3 Overview of Mother Tongue Interference on English Language

It has been established that the correctness of any language can only be attained when the actual usage of the native language to be learned is used effectively and appropriately. However, it is a statement of fact that the complex and multiple languages spoken in Africa have to a great extent influenced the use of English. No matter how people tried to speak English in Nigeria, it cannot

be with the same fluency as native speakers because the English used in Nigeria has been indigenized to suit the Nigerian environment.

MT influence can come as an effect of the divergence between English sounds and that of the MT particularly those that are absent in one of the languages. This leaves a learner to either approximate such sound feature to the closest in the MT or literally pronounce a word as represented by the letters. For instance, the difference which lie with vowels, consonants and supra segmental element of English and Igbo often interfere in the pronunciation of English sound. English has twenty four consonants and twenty vowels while Yoruba has eighteen consonants and seven vowels. Due to influence, the palatal approximant /j/ is deleted in many words:

English-	day /dei/	fool /fu:l/
Yoruba-	/de/	/ful/

The Tivs interchange /l/ for /r/ and /r/ for /l/ where ever they occur in a sentence. This affects their pronunciation of “rice” for “lice”, “run” for “lon” (a word that does not exist in English). Hausa speakers exchange “the” for “za” (a senseless “word” in English). “The boy” becomes “za boy”. The Efiks and Ibibios produce /j/ where the letter “y” occurs particularly at the beginning of words; “John is articulated as “Yon”. This interference is as result of injecting the /ŋg/ sound of Dutch to replace /ŋ/ of English forces the word “finger” /fɪŋə(r)/ to be realized as /fɪŋgə(r)/. All these affect the proper pronunciation of English language sounds ¹¹⁷.

The conflict between Punjabi and English language compel learners to pronounce “measure” as “meajure”, “pleasure” as “pleajure”, “support” as “sport” and “develop” as “devolp” and so on. This is because Punjabi lacks the vowel /ɔ / and structure of stress and syllable formation. Some Uphindi consonants are strange to English consonants. The /v/ phoneme is realized as /bh/ and this leads to the pronunciation of words in English like “love”, “very” and “give” as “labh”,

“bhery” and “gibh” respectively. Also /z/ is realized as /j/; as such “zero” and “examination” become “jero” and “egjaminesan” respectively ¹¹⁸.

The MT influence brings about code-mixing and switching. This is a situation where bilinguals alternate between two languages during interaction or exchange with another bilingual of the same speech community. It is as a result that a speaker is not fluent in the TL as such switches to the MT to compensate for the deficiency. This damages the very core of the rich language culture of both languages. For instance, Russia can be mixed with French: “chustvovali, chto le vin est tire et quil faut le boire” meaning “they felt that the wine is uncorked and it should drunk” . Yoruba and English: “e wa careful ni beyen o, nigba ti mo consider gbogbo circumstances to surround matter yen, mo wa conclude pe mo must to wa ni be....”¹¹⁹.

The above statement specifies English linguistic items mixed with that of Yoruba. Such expressions like “it is paining me” (it gives me pain), “two days” (long time), “father” (to include uncles) and “brother” (to include biological brother, cousin and a person from the same village, state or region with), “the problem is very serious in the nature of it”, “tourist came to Egypt to enjoy the weather beautiful” and so on, are drawn from cultural understanding which is expressed in the MT¹²⁰.

MT also influences the TL at the grammatical level where unnecessary repetition of grammatical items is used close to each other for the sake of emphasis. The Arabs transfer and inject some adjectives in sentences where they should not be in Standard English. For example, “please work harder”. Here, there is an application of Arabic structure to that of English. The possessive adjectives are lacking in Italia as they are used in accordance with objects. As such “his” and “her” are used wrongly due to equating Italian structure with English. As such instead of saying

“John live alone. His parents live abroad”, a structure like this emanates “John e solo. I suo genitori vivono all'estero” meaning “John is alone, he his parent live abroad”¹²¹.

It can be seen from the few examples discussed that the principal barrier to L2 acquisition is the interference of L1 system with those of L2 system. This may be because a child's views and thoughts are in his or her native language. This point to the fact that MT influence is a pressing problem in second language teaching such that it becomes necessary to correct such mistakes.

2.1.10.4 Types of Interference

There are generally two types of interferences. Namely:

- i. Proactive
- ii. Retroactive

Proactive interference is an interference phenomenon that helps in the acquisition of the target language. For instance sound like /b/, /d/ and /t/ which occur in most Nigerian languages help in the acquisition of similar sounds in English Phonology. As such the pronunciation of words like “Bed”, “bet” “take” and so on will not be difficult to articulate. This suggests that not all interferences are errors. Retroactive interference is one that retards the process of acquisition of the target language (TL). For instance, the absence of the voiced dental fixative /ð/ in Yoruba language hampers the acquisition of the TL ¹²². As such words like “then”, “that” and so on will be difficult to be pronounced correctly.

To be specific, there are four types of interferences:

- a. Phonic interference

b. Grammatical interference

c. Lexical interference

d. Discourse interference

There are also four major interference of mother tongue in English.

i) interference at the grammatical level

ii) interference at the phonological level

iii) interference at the lexical level

iv) interference in spelling

Three types of mother tongue interference In English could be identified; those are phonological interference, grammatical interference and lexical interference¹²³.

From the three classifications, phonological interference remains consistent and this implies that it is of interest to scholars. As such, this study will concentrate on the phonological level of mother tongue interference because it deals with day to day conversation. Also, it is observed that the major differences between English language in Nigeria and natives of English is mainly found in the spoken form as most of the phonetic characteristics in English of Nigerians can be traced to the transfer of features from MT. Phonic interference is the transfer of the rules guiding the production of speech sounds of the MT in the L2. This is realized at the Phonemic, stress and intonation levels. It is the interference of items including foreign accent such as rhyme from the L1 into the L2.

Phonemic interference is predominant and brought about because of the differences between the sound pattern of MT and that of the L2. For instance, the interchanging of /p/ phoneme for /f/ by Hausa users of English distorts the actual pronunciation of words like people /pi:pl/ for /fi:ful/. Again, most MTs lack consonant clusters. As a result, vowels are inserted immediately after consonant sounds. E.g. little /litl/ became /litu/. Furthermore, there is noticeable interference in the stress and intonation. This is because most Nigerian languages are tonal while English stressed-timed intonational¹²⁴.

This explains why many Nigerians stress all syllables; e.g “cha/rac/ta” instead of “character”. Such an approach affects the meaning of what the speaker intends to say in the TL. This may be due to differences in the sound system of English and Arabic, many learners are compelled to equate some words in English with their Arabic equivalent. For instance, the word “number” /nʌmbə/ is produced as “/nomba/”; “mystery” /mistri/ as “/mistiri/”. The Indonesian language, due to MT influence, cannot differentiate between long and short vowels of English language. As such, “sheep” /i:p/ is pronounced as “ship” / ip/. Also, the language sound system lacks consonant clusters. This compels users to interpose an extra vowel. For example, “department” becomes “departement”. It is done by rearrangement of the vowels and consonants available into a configuration which fit their MT order. In some cases, phonemes that are not available in Indonesian sound system are substituted with those that exist and injected into English sound arrangement. For instance, /ʃ /-shade for /S/-said, /θ /-thank for /S/-sank, /V/-very for /f/-ferry¹²⁵.

From the discussion above, it is pertinent that most learners of English as a second language, including Nigerian television correspondent reporters, are victims of bilingualism and possible candidates of interference. However, these substandard forms brought about as the result of interference can be corrected. As such, the classification of errors will help the researcher to

classify the errors that correspondent reporters are likely to make as it concerns the spoken English.

2.1.10.5 Phonic Interference and the Newscasters.

Every language has peculiar sounds with which it is produced and communicated. English language has been a significant segment of the communication network in the Nigerian multilingual society. Some languages have limited number of phonemes while others appear to possess extremely large phonology. The English language has unique phonemes in its structure that make its acquisition difficult because of the irregularities. With discrepancies in the phonetic structure of English and Nigerian languages, newscasters, if not well informed and guided on the demands of their job, become a square peg in a round hole. This does not only rest with the reporters but also students who see these reporters as idols¹²⁶.

A newscaster is someone who reports news from a particular country or a particular subject for a newspaper or a television or radio station. This implies that a newscaster can be reporting within or outside a country. For the purpose of this study, the newscasters that will be under study are those who report for television stations in South West State. The spoken language remains the bedrock of broadcasting in media houses. As such, in broadcasting, proper manipulation of the segmental and supra segmental feature of English language will purposefully promote excellence and credibility to not only the reporter but the television house of such a reporter¹²⁷.

This follows that there is a high expectation from the general public from television houses in reporting news with near native-like control of the English language. The spoken languages of a reporter should be “impeccable”, devoid of the trace of the mother tongue, Pidgin and the Nigerian variety of English. This may suggest that news reading had to be undertaken with close attention to stress timing and cadence as well as pronunciation. There is a need to sanction

recalcitrant reporters and relieve them of their duties if they insist on polluting English language. Broadcasters are expected to have crossed the hurdle of wholesale MT interference because they have been trained as journalists to speak and use educated variety of English language ¹²⁸.

In support of the expectation of the standard usage of English language by newscasters; the everyday language of ordinary discourse and language of the news casting significantly differs due to the difference in expected roles. The language of journalism or broadcasting is to facilitate effective communication between an encoder and the decoder. The language of a broadcaster should be flawless, at least, not to the extent of being an error rather than a mistake.

However, research has shown that many broadcasters still find it difficult to shed away the interference of their MT into English which has continually made them produce the substandard English. This becomes evident as the problem rests on the improper

manipulation of the segmental and supra segmental features which invariably is the inevitable form with which a news correspondent reports a story. Though interference may be ignored in ordinary conversation as many Nigerians speak their MT while assuming they are speaking English, it became a serious faux pas when it comes to reporting as it can breed semantic noise and sends negative signal to students in schools. Phonic noises that are negative render a reporter incompetent and incomprehensible. This holds that when the rules of the phonological features of the MT conflicts with that of the L2, the following distortion of messages come to play:

Under Differentiation: This is a situation whereby MT habits are brought to L2; multiple sounds or phonemes are used in place of one word.

Over Differentiation: Phonemes that do not conform to the TL in a semantic sense are used. For instance, a reporter with the NTA, Ibadan, consistently pronounces the word “disease” /s/,

for /iz/ and “news” /nju:s/, for /nju:z/. A Yoruba broadcaster with the Ogun State Television interpolates the allomorphs in the introductory statement- /kauted/ instead of “kautid”

Substitution : This is interference that is brought about as a result of self substitution for the phonemes of the target language to suit their MT structure¹²⁹. This such occurs because the L2 phoneme is absent in the MT, little wonder that reporters from the Hausa tribe tend to produce the word “very” /very/ as /beri/, the Igbo replace /l/ with /r/ , the Yoruba pronounce /has/as /as/ and Igala “chief” as /shif/ where /ʃ/ replaces /t / and so on.

Re-interpretation: Here, interference occurs because there is a self-reorganization of the MT to fit the L2. For instance, the word “marked” /ma:kt/ is produced as /mæk/, thereby displacing the place of the consonant cluster which is present in English and not in native Nigerian languages.

Hyper-correction: This refers to the over pronunciation of sounds in a word. E.g /debt/ instead of /det/, listen /lɪsn/ as /listɪn/ and doubt /daʊt/ as /dobt/.

Epenthesis: This is the superfluous insertion of vowel segments as a way of alleviating the complexity of consonant clusters. E.g /sukulu/ for /sku:l/, screen /skri:n/ as /sikirin/ or skip /skip/ as /sikip/ . In support of the fact that many television correspondents commit a lot of spoken language crimes. For instance, when you read any Nigerian newspaper or magazine, listen to any Nigerian radio or watch television, you begin to wonder if the majority of Nigerian Journalists think of what they say, why they say it and to whom they say it. This suggests that there are usually interference errors committed by correspondent reporters when they report news on TV. This angle is perceived because if what reporters say are mistakes, they could be easily corrected. It is observed that if there are mistakes they are not problematic but become so when they

become errors. MT influence as the systematic consistent deviant characteristics of learner's linguistic incompetence of the target language¹³⁰.

From the discussion so far, it is obvious that correspondent reporters commit phonological errors brought about by their incompetence in the use of the TL. They transfer the phonological structure of their MT that deviates from the L2 into the L2 and which brings about conflict as regards vowels, consonants and consonant clusters, stress and intonation between the MT and L2. Based on the above fact, concerned educationists will be faultless to assume that these errors committed by reporters do not only tarnish the image of the particular reporter or the television houses they work for, but its ugly effects on the struggle by the education sector to train students who will manipulate the properties of English language close to native-like control. The ripples of these influences affect the phonological features of students, particularly those who aspire to become correspondent reporters of broadcast media houses.

Effective reporting means more than merely good looking reporters or well-dressed reporters; but reporters that stimulate the viewers to be glued to their chairs when they report news due to impeccable manipulation of spoken English. Though the position above does not suggest the manipulation of 100% of the spoken English of the TL, yet it should not be a reporter that flays the nerves of viewers as a result of innocuous-looking linguistic error that quietly become fashionable, either because they have not been openly challenged or because the society has acquiesced in them. A good reporting, therefore, ought to first of all catch the attention of viewers due to correct pronunciation of English words before inducing them to want to watch a reporter on television (TV)¹³¹.

Interferences are undesirable, particularly those that affect communication and hampers proper education of the usage of the correct form of the TL. This may suggest why it is only the trace

of the MT that is pedagogically desirable to identify and eradicate that should be urgently corrected. Excuse may be given to newspaper reporting when errors are committed possibly because of its nature, process and use is usually in a hurry governed by time, story size and market factors. Most of the errors usually waved by readers are heaped on typographic factors. But such is not accepted in television reporting. A correspondent reporter is usually presented in person, known to the viewers and assessed by his or her correct use of spoken English. The moment some sounds, words and intonation pattern deviates from the TL they automatically become errors¹³².

It is based on the assertions that this work seeks to bring out those errors committed by some television reporters as a result of the influence of the MT on English as it concerns the correct usages of segmental and supra segmental features of English language in order to help avert the spread of these errors to students who see these reporters as role models. Errors, particularly spoken types, does not only embarrassed the elite but also affects the use of spoken English of school students who see these reporters as good users of English language. It is therefore pertinent for reporters to make well-articulated speech sounds, to attain required standards in broadcasting.

2.1.10.6 Standard and Non-Standard Usage

Language is rule- governed, and we can usually identify the set of rules that can apply on each of the four levels of usage. These are phonological, syntactic, lexical and semantic rules. Suffice it to state that the standard form of any language would be a form that does not violate, in principle, any usage rules. It would also exhibit the least traces of the regional accent of the speaker. In Britain, a non- regional accent exist which is regarded as the standard. This is called “Received

Pronunciation' (RP), but is hardly used today as it is considered snobbish. Even the BBC now allows other accents for its broadcasts¹³³.

In a second language situation such as ours, if we approach the learning of a second language formally, that is, by formal tuition at school, the result over time is a reasonable approximation to the standard, provided this is the target sought. But if the language is not formally learned and only snippets of it are picked up here and there, then the result would probably be non-standard forms, varying in their degree of closeness to the standard. These are usually indicative of the transitional competence of the speakers as they progress through the language acquisition continuum towards the standard usage¹³⁴. This is not to say, however, that every second language learner ultimately ends up speaking the standard or an acceptable variety of it. A great majority of those whose acquisition of the language occurs informally out of school end up perpetually speaking a variant that falls far short of the standard.

As we discussed earlier, the standard form of a language is usually the most prestigious and enjoys an important position as the form used for all official purposes. It marks out its users as educated and enlightened, and gives them, though unjustifiably, we might argue) a feeling of superiority over those who cannot speak it¹³⁵.

It has become a well-established fact that Nigerian English is in existence. The controversy is how to pick the suitable variety of English in Nigeria out of the numerous ones spoken by the populace. Scholars have identified four major varieties of English in Nigeria as follows:

- a. English used by people with imperfect knowledge of the language. These people literally transfer or translate their native language into English.
- b. English used by 75% of Nigerians which is marked by high social acceptability.

Although it is syntactically close to SBE, but not as perfect as expected.

- c. The third variety is characterized by high social acceptability and high international intelligibility. It is used by less than 10% of the population of the countries. It is close to Standard British English (SBE) both in syntax and semantics, and phonology, but different in phonetic features. It has RP deep structures and Nigerian surface structures. “It is the variety that every Nigerian would like to acquire and therefore, it should be actively taught throughout the country”.
- d. The fourth is characterized by low social acceptability but high international intelligibility. It is used by a majority or few Nigerians who have the opportunity of speaking English as their first language due to birth or were raised by native speakers¹³⁶.

Having identified and studied the four varieties of English in Nigeria, the problem at hand is how to identify the categories of Nigerians that speak the standard Nigerian English. In finding a solution to the problem, some researchers proposed that secondary school level should be the criterion while others suggested post-secondary level. Some were of the opinion that passing through secondary school does not guarantee an acceptable measure of competence in English language. A child who is brought or raised by educated fellows can acquire competence without attending any secondary school environment¹³⁷.

2.1.10.7 Problems of Standardization

It has long been recognized that the English language in Nigeria has certain features that set it apart from other varieties of English. This cannot but so. Inevitable dialect differentiation of a language spoken over a very wide geographical area, interference features on English from Nigeria's many primary languages, the mode of acquisition of English by Nigerians either through textbooks of the language, or from teachers who are themselves non- native of speakers

of the language, these are some of the factors that make the development of this distinctly Nigerian variety of English a fact. In our quest for what should constitute an acceptable standard Nigerian spoken and written English, the following question again comes to mind: is a monolithic standard possible, or are standards best related to identifiable geographical educational, social and other factors?

The view held here is as follows: on the syntactic, lexical and semantic levels, it is plausible to insist on a monolithic standard, since grammaticality and appropriateness are functions of competence, a reasonable degree of which can be acquired irrespective of ethnic or geographical backgrounds. But, on the phonological level, it would be difficult and perhaps unrealistic to insist on such a monolithic standard. This is simply because, in a second language situation, mother tongue interference is a formidable factor that perpetually influences the user's speech. It will therefore be quite unrealistic to overlook this phenomenon. If this view is accepted, the task of outlining an acceptable standard Nigerian English is reduced to delimiting grammaticality appropriateness and acceptability on the first three levels, that is syntactic, lexical and semantic, and, on their phonological level, making adequate adjustments for different accents, each of which must, however, not stray beyond intelligibility (both intra-national and international).

2.1.10.8 The Notion of Accents

It is observed that it is easy to tell what part of the country a Nigerian came from by listening to his spoken English that is his accent. However, "members of several ethnic groups residing in adjacent parts of the country share many characteristics in their spoken English with one another", though each group retains characteristics which are peculiar to it. On the basis of this, he makes a broad distinction between a Northern and a Southern accent of Nigerian English¹³⁸.

The view held here, however, is that, within the southern part of the country, the western and eastern accents differ sufficiently to merit separate statuses. Thus, we recognize here three broad regional accents of Nigerian English, namely, the northern, western and eastern. Significantly, we are using the term ‘regional’ and not ‘ethnic’, for, although there are three major ethnic groups, namely Hausa, Igbo and Yoruba, there are many other minor ones. The term ‘regional’ therefore embraces the totality of accents identifiable in any one particular region of the country, corresponding roughly to the division by the rivers Niger and Benue.

2.1.10.9 The Notion of Intelligibility

The ultimate purpose of language is communication, and a speaker must be intelligible to communicate successfully. Different varieties of the same language must remain mutually intelligible to merit description as such. Therefore, in delimiting a standard Nigerian English usage, which we claim to be a variety of the English language, we must not lose sight of the all-important factor of intelligibility – both international and intra-national. We have already considered the notion of a monolithic standard as unrealistic, especially at the phonological level, which is also the most significant aspect of divergence in Nigerian English. In proposing guidelines for the identification of an acceptable standard, we must be careful then to strike a balance between factors of divergence (e.g accents) on the one hand, and intelligibility on the other¹³⁹.

2.1.10.10 Proposed Guidelines for the Identification of Standard Nigerian English Usage

The sub-topic above is the proposal of guidelines for the delimitation of a standard on each of the four levels of language use. The exposition here is, by its nature, largely theoretical and no attempt is made at a detailed practical application beyond examples and illustrations. But it is

hoped that, if the guidelines given are acceptable, they will provide ready test criteria for the inclusion or rejection of any usages from the standard.

The Phonological Level: It will go long way towards solving the problems of spoken English in Nigeria if we can provide acceptable answers to the following important socio-linguistic questions, restated differently here for brevity:

- Should the standard form be borrowed from abroad, and, if so, what foreign dialect should be accepted?
- Will such a borrowed form be functional and socially acceptable in the Nigerian context?
- How do we keep up with the constant changes that will inevitably occur in the native-speaker milieu of the borrowed form?
- Is it realistic to adopt a borrowed variety of English for the expression of ideas, experiences and concepts, many of which are foreign to the native speaker's cultures?

The answer to these questions can be summed up in the single observation that, given our socio-linguistic situation, it is not realistic to adopt a borrowed variety of spoken English as the standard for Nigeria. Apart from the general attitude of resentment to such a form, linguistic factors abound which will make it impossible for the majority of Nigerian speakers of English to achieve little more than a ridiculous imitation. Those who overcome the odds and succeed in acquiring a near-native-speaker accent constitute a very small percentage. And writing on the English language in Nigeria, it has been observed that 'many Nigerians will consider as affected or even snobbish any Nigerian who speaks like a native speaker of English'¹⁴⁰. Also, in a study conducted at Ibadan involving speakers selected from five ethnic groups – Yoruba, Igbo, efik, Edo and Ijaw – it was found that "a large majority of the subjects...tended to accept more readily that accent of English which appears to them closest to their form of spoken English"¹⁴¹.

The question now is, from the myriad of accents observable among Nigerian speakers of English, how do we delimit a standard Nigerian English phonology? The proposal here is as follows:

Since a monolithic or uniform pronunciation is not possible, we should recognize broad geographical accents of Nigerian English pronunciation, namely, a northern, a western and an eastern accent.

While acknowledging the above diversity of accents, instances of gross mispronunciation of words, which undoubtedly threaten intelligibility, should be precluded from what is acceptable as the standard. Thus, expressions such as /zi:/ for 'the,' /'is/ for 'his', /'mDʒ/ for 'church', /saekdm'sta:nsis/ for 'circumstances' , /'su:ku:ru:deribe/ for 'screw-driver', and so on, should stand rejected. Apart from the fact that these forms impair intelligibility, they can be corrected if the users make conscious efforts to do so. Where they persist, they should be regarded as characterizing a substandard variety of NE pronunciation.

Under-differentiation of word pairs that are partial homophones, that is, word pairs which are pronounced almost alike, is a chronic phenomenon among Nigerian speakers of English that cannot be eradicated nor easily overlooked. The problem here is known to result mainly from the fewer number of sounds, especially vowels, and the absence of glides or diphthongs in Nigeria languages. The resultant tendency is for most Nigerian speakers to substitute sounds which are present in their L₁ for other closely related sounds in English which do not exist in their L₂. This in turn gives rise to the under-differentiation of word pairs mentioned above, among some other effects. Such pairs include sit/seat, shot/short, full/fool, pull/pool, walk/work, pot/port, spot/sport, eight/ate, bid/bead, hill/heel, bird/bed, word/ward, chair/cheer, saloon/salon, coil/curl, test/taste.

It is here that in cases of such inevitable under differentiation, an inclusion criterion for any usage should be intelligibility in the immediate context of use without serious impairment of pronunciation. Thus, if a Nigerian pronounces ‘short’ as ‘shot’ in the expression:

‘He is a short man’

This should be tolerated as standard usage, since the meaning is clear from the context.

While acknowledging the desirability of intonation patterns which are as near the native speaker patterns as possible, an allowance should be made for differences between the intonation patterns of a native speaker’s English and those of Nigerian indigenous languages. An example of such difference is syllable-timing in Nigerian languages, which contrasts with stress-timing in English.

At the apparent risk of self-contradiction, it is proposed further that the type of pronunciation used by Nigerian TV and radio announcers be adopted as a target model, to which users should aspire. However, since only a dismal percentage of Nigerians actually succeed in attaining this target, a reasonable approximation, taking into consideration compliance with all the other criteria suggested above, should be accepted as standard Nigerian English phonology. We use the term ‘apparent self-contradiction’ here because Nigerian TV and radio announcers and newscasters themselves often aspire to a native-speaker-like accent. But all the same, there is a distinct ‘Nigerianness’ in their pronunciation that makes it easy enough to tell them apart from native speakers of English.

On the whole, in tackling the problem of delimiting a standard Nigerian English usage, the level of phonology requires a more tolerant attitude than all the other levels¹⁴².

The Systematic Level: The syntax of any language is governed by rules which fairly stable and which, unlike the phonology, cut across both horizontally and vertically among the users. That is,

the rules remain obligatory to the different geographical and social groups using the language, and any instances of violation or misapplication are readily recognizable as such. For this reason, it is plausible to insist on a monolithic standard Nigerian English syntax. The proposed criteria here are grammaticality, appropriateness and acceptability. These are examined more closely below:

Grammaticality: Language use is governed by rules of grammar among others. Many of these rules are well known and apply logically and consistently most of the time. They are thus relatively easy to learn. But a few are subtle, illogical and inconsistent in their application. And it is the mostly unconscious violation of rules of the latter type that has consistently yielded deviant expressions of the type that many have unjustifiably labeled 'Nigerian English' rather than as the outright errors that they are for example, which expression as:

'luggages', equipments' 'smoothen', mature person', 'can be able, 'some few things' 'that your friend', it does not worth it', 'talk less of', you are enjoying', 'we discusses for a long time', 'make him to do it', 'I asked him that are you not coming?' are often all taken for granted as standard Nigerian English usage whereas each violates one rule of grammar or another. The apparent illogically of some of these rules is often perplexing. For instance, in the expression below, 'make' has the meaning as 'compel' grammatical, the last is not, even though it has the same syntactic structure (both surface and underlying) as the third, and the contrasting lexical items have the same meaning. These are:

He was compelled to do it (passive)

He was made to do it (passive)

John compelled him to do it. (active)

*John made him to do it. (active)

The correct form of the last sentence is 'John made him do it'. Usage here demands that the verb 'make' should not take a to-infinitive verb except when used in the passive, and, to be grammatical, we must be sensitive to this restriction, along with the other, when the need arises, no matter how illogical they might appear. Thus, for an expression to be acceptable as standard Nigerian English syntax, it should not violate any rule of English grammar, no matter how illogical or subtle. (This, however, is not without prejudice to the characteristics of a spoken language which often include 'incomplete' or 'ungrammatical' expression). Instances of violation, no matter how widespread, should be viewed as branches of the code rather than as characterising a legitimate variety of the language¹⁴³.

The Lexical Level: In a second language situation, the lexis of either language also reflects much influence from the contact between L₁ and L₂. The influence of the user's L₁ and L₂, and his use of the latter to express his socio-cultural experience, result in much innovativeness in the use of lexical items in the language. This may be broadly categorized into two, namely, innovations that amount to a misuse of the code and those that are acceptable as reflecting the Nigerian socio-linguistic environment or the Nigerianness of Nigerian English. Of course, the first category is precluded from the standard Nigerian English lexis while the second category is included.

These are:

- (a) *Misuse of the code:* This results largely from the coming of new words, based on faulty analogy. For example,

* opportuned (= to have opportunity)

- * well-knowledged (= to be knowledgeable)
- * microphoned (=to be summoned by microphone)
- * matured man (mature man)

(b) *Expressions that are peculiarly Nigerian:* This is a situation whereby second language users transfer linguistics elements transfer from their first language to the target language. They are aptly used to express concepts which may not be peculiar to the Nigerian cultural experience. Therefore, perfectly grammatical aspect of the said language will remain perfect when analyzing it and it do not difficult to understand, despite his failure to use them. Some examples are;

- not on seat (not available in the office)
- big man (important personality)
- cash-madam (affluent female trader)
- bottom power (undue influence with sex)
- invitees (guests)
- co-wives (the wives in a polygamous family)
- well done (greeting to someone performing task)

Other innovations in the use of lexical items have to do mainly with their meanings and are examined under the semantic level below:

The Semantic Level : At this level, we turn our attention to the delimitation of standard usage on the semantic level. Semantics is the study of meaning. But the question of what is meaning has generated controversy among philosophers and linguists alike over the centuries, ¹⁴⁴ However, we will not concern ourselves here with the definition of meaning or the distinction made between ‘lexical meaning’, ‘sentence-meaning’, ‘grammatical meaning’, or ‘utterance-meaning’.

Instead, we will simply be concerned with meaning as it affects the intelligibility of the speaker. For Nigerian English to be justifiably described as a world variety of English, it must remain internationally intelligible, and our concern here is to delimit what should be acceptable or otherwise as standard Nigerian English usage as far as intelligibility is concerned¹⁴⁵.

Here again, we draw a line between expressions that amount to a misuse of the code and those that do not. The former, as was the case on the lexical level, are unacceptable as part of standard Nigerian English usage. They include the following:

- (a) The use of normal English lexical items to express entirely different meanings or concepts from the original. For example, using the italicized lexical items in the expressions below when the items in brackets are meant:

The food is too sweet (*very* delicious)

They love themselves (*each* other)

The dowry is high (*bride* price)

I don't hear Yoruba (*understand*)

I can hear a smell (*smell* something)

He is my senior / junior brother (*elder/younger*)

The point being made here is not without due acknowledgement of the fact that language is dynamic and there is the potentiality of changes in form and meaning over time. But such changes are a gradual process, indeed, and do not take place at the expense of intelligibility.

- (b) Extending the semantic scope of certain expressions, as is commonly the case with kinship terms. The wide range of application of such terms as 'father'; 'mother', 'uncle', 'aunt', 'brother', and 'sister' by Nigerians is very well known. Any adult of one's parents' age is a 'father' or 'mother. Youths of one's age from one's village or

town are 'brother' and 'sisters'. Family friends are 'uncles' and 'aunties', and, within the family itself, it is not unusual for an elder sister to be called 'auntie' by her younger siblings if she is sufficiently older than them. On the other hand, such terms as 'nephew', 'niece', 'second cousin', 'great-uncle', 'great-aunt', 'step-father', 'step-mother', etc., are used by Nigerian speakers. The misuse of kinship terms, though widespread among Nigerians, should not be accepted as standard Nigerian English usage. It undoubtedly obscures intelligibility. Moreover, the correct terms can be easily learned and properly used. But, out of mental laziness, they are not.

- (c) Redundancy, often bordering on tautology, and incompleteness of expression, often with subsequent impairment of meaning: Examples are: 'return back', 'recur again', 'raise up', 'linger on', 'having (for wearing e.g. a dress) 'fill' (for 'fill out' e.g a form).
- (d) Use of synonyms as perfect mutual substitutes: Two or more words are synonyms if they have the same sense, and if they do, they are also expected to have the same formal distinction. But they do not most of the time, and hence cannot be substituted for each other in all contexts because of differences in the semantic fields covered by them. A total synonym is an extremely rare occurrence and a luxury that language can afford. So, no matter how related in meaning any such two words are, there is usually an area of usage or function where they do not overlap. An acceptable standard usage should recognize this fact and use synonymous appropriately. Thus, such inappropriate use of 'purchase' for 'buy', 'withstand' for 'resist' (temptation) should not be accepted as standard usage.

The categorization above is by no means exhaustive. It merely gives an indication of the overriding considerations, in delimiting standard usage, which, in this section, are grammaticality, intelligibility, appropriateness and acceptability to the speakers of the language.

We have proposed guidelines for the delimitation of standard Nigerian English usage. Admittedly, the problem of such is not as easy in practice as it may appear on paper, and, in proposing some of the guidelines above, we may have ridden roughshod over some areas that require more delicate treatment. But it is hoped that our suggestions give an indication of what should be recognized and regarded as standard Nigerian English usage¹⁴⁶.

2.1.10.11 Problems of Standardization and Nigerian English Phonology

It has long been recognized that the English language in Nigeria has certain features that set it separately from other varieties. This cannot but be so. Inevitable dialect differentiation of a language spoken over a very wide geographical area, interference features on English from Nigeria's many primary languages, the mode of acquisition of English by Nigerians either through textbooks or from teachers who are non-native speakers of the language.

These are some of the factors that make the development of this distinctly Nigerian variety of English a fact. It has often been stated that there are probably as many Nigerian varieties of English as there are primary Nigerian languages because features of native language interference on English are seen as the main characteristics of Nigerian English. Strevens, for instance, states that "one would expect a description of the pronunciations of English which may be heard in West Africa to bear a close relationship to the description of the phonetic characteristics of the language spoken as a mother tongue by various groups of people. This is, in fact, the case". Two phonologically delimited dialects of Nigerian English has be identified, one to the north of the country and the other to the south. Also, interference features as being phonologically significant in Nigerian English, but points out that these features are yielding to the establishment of a standard¹⁴⁷.

The native language interference in English plays an important role in delimiting Nigerian English cannot be denied. We shall show, however, that even though interference features are significant, it seems to us that in speech at least, Nigeria is standardizing her use of English with a set of interference features culled largely from one or two of Nigeria's major languages and that other primary language interference features are phonetic rather than phonemic. To be sure, interference features on English were encountered in this study from each of Nigeria's major national languages. Some of these features are, however, eliminated by their users when their speech becomes conscious, an attempt, it seems to us, that indicates the recognition of the non-standard nature of these features.

The English language is usually regarded as Nigeria's second language because most Nigerian users of English have a primary native language. But as a second language, the English language performs a multiplicity of functions: it is the language of politics, education and government, banking, commerce, of the mass media, of most of written communication and a virile literature. It would in fact seem as if the English language Nigeria is supplanting the native languages among the educated in their traditional roles even of intimate family communication and religion.

Meanwhile, we are not certain as to who was the first Nigerian user of English or when it was. British administration of Nigeria through which the English language had a foothold in the country happened less than 200 years ago. Evidence abounds of the use of English by freed slaves of Nigerian origin. Equiano's interesting Narrative published in 1789 is one of such. Dukes A Calabar Trader's Diary, 1787 is another. While these early work show some competence in written English, they do not provide any evidence of early Nigerian English phonology¹⁴⁸.

2.1.10.12 Nigerian English Phonology

This is the stimulating volume on the world concern for English as a global language. It contributes to the sociolinguistics of new Englishes. It is observed that there are differences in the realization of the vowel and consonant sounds by speakers of English as a second language as compared to their native language because English phonemes are different from that of their native segments. Also, second language speakers faced difficulties when articulating because of interference of phonemes of their native language on the English phonemes, this is not limited to segments alone but it also covers suprasegmental phonology.

Nigerian English phonology can be viewed as a variety which corroborates the following remarks regarding the use of the language in Nigeria and other non-native contexts:

‘And when we borrow an alien language to sculpt or paint in, we must begin by co-opting the entire properties in our matrix of thought and expression. We must stress such a language, stretch it, impact and compact it, fragment and reassemble it with no apology, as required to bear the burden of experiencing and of experiences, be such experiences formulated or not in the conceptual idioms of the language’¹⁴⁹.

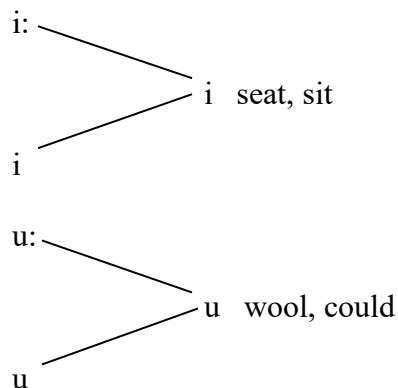
2.1.10.13 Nigerian English Segments

The sounds segment comprises the consonants and the vowels. These segments in English are quite different from those of the Nigerian indigenous languages. Second language speakers of English have a number of difficulties in the pronunciation of utterances in English; Difficulties in the pronunciation arise mainly from the interference of the sound patterns of their native languages on the sound system of English. These difficulties create variation in Nigerian English based on the geo linguistic area the speakers come from¹⁵⁰.

2.1.10.14 Nigerian English Vowels

In considering the Nigerian English vowels, three major geopolitical zones are put into consideration. The way or manner at which each zone pronounces words differ. The British English variety has an enormous volume of vowels than the Nigerian English (NE)¹⁵¹. The British vowel is grouped into monophthongs, diphthongs and triphthongs. In the study of Nigerian English vowels, monophthongs and triphthongs are inherent but there is nonexistence of triphthong in any Nigerian language¹⁵².

The following are examples of vowel phonemes under differentiation as found in both Nigerian English and British English:



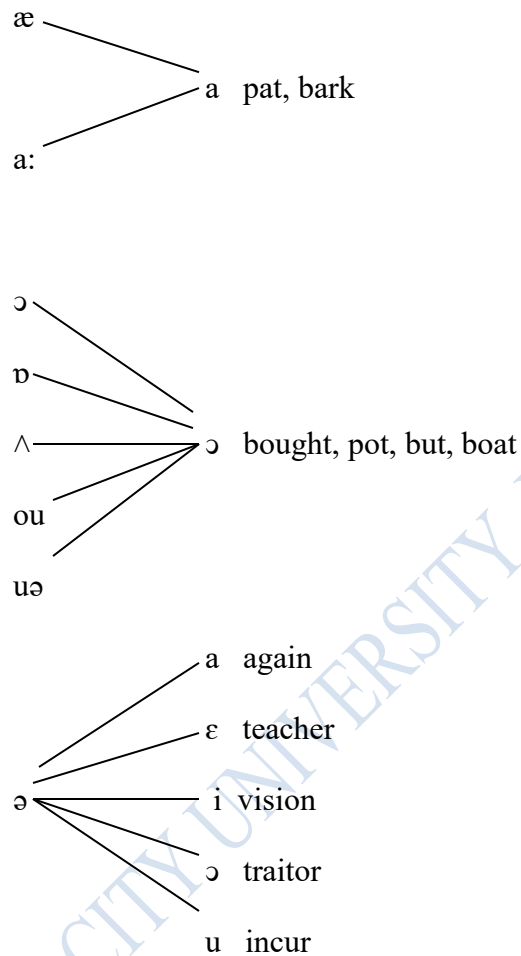


Fig 2.2 Vowel Phonemes under Differentiation

The following realizations are noticed across geographical boundaries as in:

- (i) Only PNE(I) and PNE(Y) speakers under-differentiate /i:/ from /i/. PNE(H) something RP ,
- (ii) There is phonemic difference between /u:/ and /u/ in PNE(H). The peculiarity is neutralized in PNE(Y). PNE(I) distinguishes between the two by pharyngealization;

(iii) PNE(I) and PNE(Y) speakers possibly identify RP /o/, which is, more open and less rounded than cardinal /ɔ/. It approximates closely to cardinal [ɔ]. PNE(H) speakers tend to identify RP /ɔ/ as [o] and RP /ɔ:/ as [o];

(iv) PNE(I) and PNE(Y) tend to realize /ʌ/ as /ɔ/ but /ɔ/ is also realized in words where /ʌ/ is represented by orthographic “u”. PNE(H) appears to identify /ʌ/ with an allophone of Hausa /a/, producing a sound which may be more close than RP /ʌ/;

(v) RP /əu/ in PNE(H) is often realized as /o:/ and as shorter [o] or [ɔ] in PNE(I) and PNE(Y); and

The differences among the Igbo speakers of English and Yoruba speakers of English accents are more eminent at the basilectal and the mesolectal levels than at the acrolectal level. The continuing loss of most of the YE accents by the Yoruba speakers of English have one observable responsibility, which is possible to emerge as the Standard NE accent¹⁶⁴. Monophthongisation as a feature of vowel realization in Nigeria is the process whereby an element of a diphthong is deleted, leaving the stranded element to purpose as a monophthong. This phonological process is not attested in RP¹⁶². The following could be observed about the phenomenon:

(i) PNE(H) speakers tend to identify RP /eɪ/ with /e:/ and PNE(I) and PNE(Y) speakers with /ə/;

(ii) In PNE(H), /əʊ/ is usually realized as [o:] and as a shorter [o] or [ɔ] in PNE (I) and PNE(Y).

2.1.10.15 Nigerian English Consonants

There are some consonantal sounds that exist in the British English variety but do not exist in Nigeria English variety. There are peculiarities which are grouped into five: sound re-interpretation, sound substitution, orthographic, pronunciation and consonantal processes. Consonantal processes can be described as phonological processes that are odd to consonants. Furthermore, reinterpretation happens when a sound in English is realized as its close counterpart in English¹⁵³.” This can be found in Hausa (Popular Nigerian) English, (PNE(H)) where /p/ is frequently reinterpreted as /f/. This is as a result of mother tongue interference because [p], [f] and [ɸ] are allophones of /p/ in Hausa. Other speakers of Popular Nigerian English faced a similar problem. Despite that Yoruba has /kp/ instead of /p/, it does not regularly interfere with the pronunciation of RP /p/¹⁵⁴.

Sound substitution is noticed in the articulation of sound when Nigerian English speakers pronounced English sounds. Also, this involves the replacement of sounds that are not present in Nigerian languages with those that are present in British English. This portrays the peculiarity between sound re-interpretation and sound substitution. However, it is observed that there are some overlapping of sound reinterpretation and substitution. The following are the few examples of consonant sound substitution observed in Nigerian English.

- (i) /θ/ is substituted with /t/
- (ii) /tʃ/ is substituted with /f/ or /s/
- (iii) /ʒ/ is substituted with /ʃ/
- (iv) /z/ is substituted with /s/
- (v) /v/ is substituted with /f/

(vi) /ŋ/ is substituted with /n/

(vii) /ð/ is substituted with /d/

Both /θ/ and /ð/ do not occur in most Nigerian languages. There is the tendency in PNE (I) and PNE (Y) to realize them as [t] and [d] respectively, and in PNE (H) as [s] and [z]. It is noted that the realization of / ð/ as /z/ among Hausa speakers is more inherent than the pronunciation of /θ/ as [s]¹⁵⁵. This shows that Yoruba speakers have a propensity to generate /tʃ/ as /ʃ/ since / tʃ /does not exist in Yoruba phonology while the voiced counterpart / dʒ/ seems to be pronounced correctly as British English form. Concerning the /v/ sound, PNE(Y) speakers articulate it as /f/, it is pronounced as [b] by Hausa speakers. Igbo speakers of English do not experience such difficulty in the pronunciation of /v/ though some dialects of Igbo do not have the sound.

Meanwhile, Yoruba speakers of English articulate consonant sound /z/ as [s] which confused the speakers when speaking and writing in English language.¹⁵⁶As regards where the letter s is realized as/z/, It is pragmatic that Nigerian speakers apply spelling pronunciation which leads to the use of the /s/ sound where /z/ should have been used in words such as faces /feziz/ and says /sez/. It also claimed that /ʒ/ is frequently substituted with /ʃ/ in Nigerian English where it is substituted with sounds such as [ʃ], [z], [d] or [s].¹⁵⁷

This is noted further that Igbo speakers of English and Yoruba speakers of English articulate /ŋ/ as [n]. But when nasal sound /ŋ/ occurs at the last part of a syllable carrying primary accent, Igbo speakers of English pronounced /ŋ/ but introduces a succeeding ‘g’ so that it will be articulated as ‘ring [rɪŋg]. But in the case of Yoruba speakers, the phonological processes of [n]–dropping and regressive nasalization is introduced when /ŋ/ appears in an accented syllable so that “king” may be articulated as [kɪn]. Meanwhile, Yoruba speakers’ confronted with fewer problems with RP/ŋ/ since Hausa [ŋ] features as proponent of /n/ in a syllable-final position¹⁵⁸. As regards the

differences between the sound system of Standard English and Nigerian English, it is observed that the problem of the sound system of English is different from the native languages¹⁵⁹.

The under-differentiation of the voiced and voiceless English consonants is another feature of Nigerian English. This can be traced in the following pairs in Nigerian English to be /v/ - /f/; /z/ - /s/; /ð/ - /θ/ and /v/ - /f/. These are evidence of sound substitution when speakers of English as a second language failed to differentiate between voiced sounds and their voiceless counterparts¹⁶⁰. An instance of devoicing of word-final consonants, especially obstruent, in Nigerian English when voiced becomes voiceless. This implies that it is embroidered in the context of an educated Nigerian speaker¹⁶¹.

2.1.10.16 Characteristics of Nigerian English Phonology

An examination of the phonological characteristics of Nigerian English is presented. It begins with the assumption that Nigerian English, as dialect of English, worldwide, exists as a linguistic system and, perhaps, a psychological reality. It also assumes that the reader is familiar with the basic principles of taxonomic or autonomous phonology as well as those of generative phonology although an eclectic use will be made of both principles in order to present a fairly simple analysis.

In the identification of phonemes, our position is that taxonomic phonology, in spite of its shortcomings, provides us with some of the simple descriptive and analytical tools we need in characterizing the linguistic behavior of Nigerians with regards to the sound system of Nigerian English. In this respect, we will exploit the principle of phoneme identification through contractiveness in identical environments. Phonetic allophonic variants will also be identified.

We will rely on the principles of generative phonology when the need arises to capture generalizations in the behavior of sound segments. We will also exploit such principles in our analysis of the relationship between morphological structure and phonology; i.e. when providing morpho-syntactic explanations of phonological behavior. Similarly, when problems of multiple complementations, neutralisation, levels of abstraction and phonological representation arise, we will appeal to the principles of generative phonology. We will, however, in doing so, minimize formalism so as not to jeopardize simplicity¹⁶².

2.1.10.17 Accents: Dialects and Varieties

One significant contribution of dialectologists, sociolinguists and accent phonologists alike is the identification of today's Englishes across the globe. We now know that there is no monolithic form of English, thanks to the efforts of English seamen and merchants who helped to prepare many parts of the world for British political dominance – as the British Empire. The spread of the Americas (Canada and Canada), southwards to Africa (Anglophone East, West and Southern Africa) eastwards to Anglophone communities. Examined along a spatial (geographical) dimension, we can identify varieties like British, American, Canadian, South African, Australian, West African, Indian etc. Similarly, some of the geographical varieties, (dialects) are now identified through national tags, e.g. Singaporean English, Ghanaian English, Nigerian English. etc¹⁶³.

There is no doubt that the terminologies; varieties, dialects, and accents are closely related. Variety is a term often used interchangeably with dialects, e.g. spatial varieties are not just known as dialects, but also as socialists. When differences are identified between two varieties of language, such differences (morphology, syntax, lexis, and phonology) are said to give rise to dialects. This is, however, unlike 'accent' which refers to the differences between varieties only

in terms of pronunciation (phonology). In this sense, dialect may be said to be more embracing than accents, the description of accents is a form of phonological description. This involves the examination of vowel and consonant sounds, rhythms and prosodic features as well as the syntagmatic (structural) and paradigmatic realizations and the rules, which relate the features to one another, etc.¹⁶⁴.

The phonetic and phonological characteristics of the variety known as the Nigerian English Accent (henceforth referred to as NEA). In doing so, NEA is described in relation to Received Pronunciation (RP): Britain's most influential accent. It presents NEA as a separate phonological system, which has correspondences in RP and some other English

native-English speakers have a phonological representation /ɛ/ of the initial vowel of economics others have /I/ in the same word. The standard phonological representation of /h/ or in h-words in NEA and RP along different lines provides another example¹⁶⁵.

2.1.11 Language, Communication and the Media Industry

2.1.11 .1 Language

There are many of languages used in verbal communication, with some 3500 identified throughout the world. However, speech is common in all societies while writing is not , the number of written languages is much lower, with one estimate showing not more than 500. It is estimated that there are almost 16 languages which are spoken by more than 50 million people i.e Chinese, English, Italian, Spanish, Russian, French, Hindi, Portuguese, Bengali, German, Japanese, Arabic and Urdu.

People transmit their knowledge by some form of language.

There are three forms, namely:

1. Sign (picture) language
2. Vocal (spoken) language
3. Symbolic (written) language

Language means system of sounds, words, patterns used by humans to communicate their thoughts and feelings. So language is the source of expression of thought by means of speech sounds. Language can be described a means of convenient and permanent form of communication¹⁸⁹.

Language usage is rule-governed and the speaker has to adhere to the rule governing the particular situation. It is a way of explaining how “communicative event achieve its objectives.” In Hymes’ acronyms of S P E A K I N G, factors responsible for communicative understanding are expounded:

Setting/Scene (S) designates the appropriateness of time and place. This can determines the mood and approach in conversation from formal to informal.

Participants (P) denotes the relationship between the speakers and the audience. In films, the actors/actresses and the audience form the participants.

Ends (E) explain the goals to be achieved which are crucial. There can be obvious or intended goals as well as unplanned and covert goals that can serve as outcome.

Acts Sequence (A) involves what is said and how it is said. Pronunciation and production become issues that are relevant. Sometimes, the occasions and situations from the attitude adopted.

Key (k), in a natural settings or acting (film), must convey a message which goes along with the speakers' behavior-posture, gesture, tone and manner of presentation.

Instrumentalities (I) concern the channels through which communication is impacted. This can be in the form of writing, speaking and the adoption of signs and symbols. Apart from these modes, the adoption of languages type, such as code-switching and speaking through an interpreter is also an instrument that can be referred to.

Norms of Interaction and Interpretation (N) is another essential speech factor. It is the participants' attitude according to setting and situation. Culture and situation can determine the norms of speech: loudness, conviviality, gaze return or averting, and so on.

Genre (G) shows that utterances can be typified into a particular mode such as poems, prayers and editorials. It should be noted that not all genres can be used interchangeably ¹⁶⁶.

The relationship between culture and language cannot be ignored. It as been asserted that “a society's” culture consists of whatever it is, and one has to know or believe that thing in order to operate in manner acceptable to its members, and to do so in any role that they accept for any one of them.” Culture “is the ‘know-how’ that a person must possess to get through the task of daily living; only for a few does it require a knowledge of some, or much, music, literature, and the arts¹⁶⁷.

Language and culture are viewed in different ways by linguists and anthropologists as either the language influence the culture or the culture being the bedrock of which language stands. The Whorfian hypothesis sees culture “at the mercy of particular language which has become the medium of expression for their society:...the world is presented in a kaleidoscope flux of impressions which has to be recognized by our minds- and this means largely by the linguistic

systems in our mind. We cut nature up, organize it into concepts and ascribe significances as we do, largely because we are parties to an agreement to organize it in this way – an agreement that holds throughout our speech community and is codified in the patterns of our language. The agreement is, of course, an implicit and unstated one, but its terms are absolutely obligatory, we cannot talk at all except by subscribing to the organization and classification of data which the agreement decrees¹⁶⁸.

Language exists in number of varieties which individuals employ as the occasion dictates. The various linguistic communities also try to influence one another as a result of contact and interaction. Within a speech community, there could be group. They may use the same language, but with group varieties as a result of class or status. The status of a particular group can confer on it a favoured or prestigious garb which in turn may serve as a model to others.

It has been observed that “all languages and all varieties of particular languages are equal in that they quite adequately serve the needs of those who use them.” Therefore, there is the belief that there is no given variety that can claim supremacy over the other. The relationship among languages is then universal, with all the languages of the world catering for the needs of the various speech communities. This global sense has permeated every aspect of human living, covering all strata- from linguistics to lifestyle and even cross- cultural activities¹⁶⁹.

As a result of modern technology, the whole world has experienced distance and space compression. All the media are now deployed to man’s use, producing individuals with access to participate and get carried along in current world events. Globalization is a process which embodies a transformation in the spatial or organization in a social relations and transactions, generating transcontinental or interregional flows and networks of activity, interaction and power.” The impact of the media on language is enormous such that theories or issues that affect

language in a distant place or region can be felt even in the remotest corner of the world as long as there is the presence of any brand of the media. Film, one of the media of entertainment in Nigeria, is a crowd puller.

It is revealed that “from 1906 when the first public film exhibition took place to the present, Hollywood has progressed from the cine film, through the reversal film to the home video film.” The film is an agent of developmental communication which is seen as “systematic deployment of the process, principles and strategies of communication in development projects-the ultimate aim being, of course, behaviour change¹⁷⁰.

Human communication attracts such a huge attention from various fields of learning because of the existence of man and his survival rest largely on it. Also, languages from the perspectives of hearers and readers that seek for explicitness and speakers and writers who will prefer minimal expression. This tug between these two perspectives is borne out of the interdependence among man, language and society. “Language serves social and affective function as well as cognitive ones¹⁷¹.

Language users often strive for competence. Language competence comes in two forms: communicative competence and grammatical competence; “grammatical competence is the language user’s implicit knowledge of vocabulary, pronunciation, sentence structure, and meaning, while communicative competence is the implicit knowledge that appropriate use of grammatical competence in the various situation of language use.” Rules governing the use of language appropriately are not the same from one culture to the other, copying one culture completely might not only be affectation but even a misadventure.

2.1.11.2 Nigerian Linguistic Situation

In Nigeria, there are inter-tribal linguistic interactions. The historical pieces of evidence establish the relationship amongst the various regions. This has resulted in a significant number of polyglots. The coming of the English language into the linguistic setting of Nigeria and its development can be viewed from three main cycles, these are:

- I prior missionary education; 1400 – 1842
- II The introduction of missionary education up to the amalgamation into the geographical entity known as Nigeria; (1842 - 1914)
- III The period spanning from post-amalgamation to self-rule of the civilian republic, military incursion and the eventual civilian come back; 1914 to date.

The earlier contact was crude with no intention of the natives attempting to be English. It was purely a medium of communication establish in minimal interaction. English supplanted the Portuguese that predated the coming of the English language on the coastal areas of the sub-Sahara West Africa. The users were free to manipulate and adapt the English language to suit situations; the result was an adulteration of both Portuguese and English, leading to Portuguese-based pidgin. The learning of the period was mainly informal without certification. Some of the native learners of English were imperfect, Regardless of this imperfection; the learners' accent was British-focused. The next cycle was a global event with a local impact. While the first contact ignited slave trade, the second cycle ended it. The returnees (slaves) as well as the coming of the missionaries and legitimate trade set off another era of linguistic change. While the free men freely used English, the missionaries came with schools with the intention of spreading the gospel. It is also noted that:

Our designs and hopes in regard to African are not simply to bring as many individuals as possible to the knowledge of Christ... to establish the gospel among any people, they must have Bibles and therefore must have art to make them or the money to buy them. They must read

the Bible and this implies instruction ¹⁷².

The era also witnessed the colonization of Africa and gradual cultural infiltration. The linguistic by-product was a wider spread of English with the aid of missionaries and military muscles where there were recalcitrant native leaders. The separate growth of the English language of this era came about as a result of the facilitators: ex-slaves, Germans, English, Irish, and so on. This started the regional varieties of English in Nigeria¹⁷³.

The last stage covers the period of the establishment of a Nigerian state led by the colonial masters to self-rule and the fluctuation of governance between the military and the political class. Various policies that were enacted had a great impact on the English language. There was the stratification of the languages used in Nigeria, with English gaining the most prestigious status, as the official language, while the major ethnic languages are given more national look above the other semi-major ethnic groups and the minority groups. This is exemplified by the schema below:

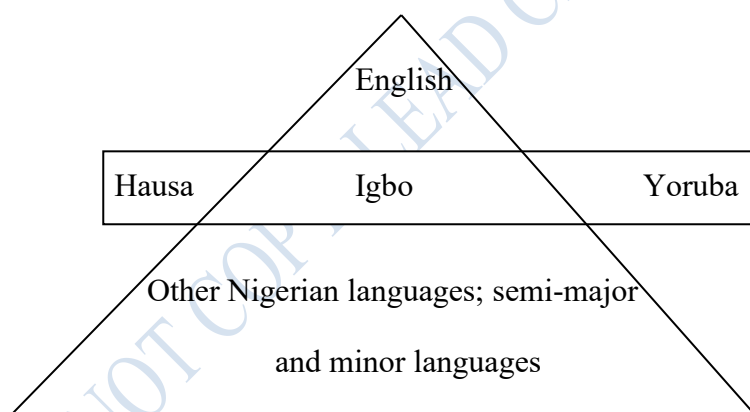


Figure 2.3 Nigerian Language Structure

Source: Adapted from Jowitt, 2018

However, some of the policies enacted by various regimes contributed to the imbalance in the geotribal outlook of the Nigerian linguistic situation. For instance, apart from the changes witnessed among the teachers of the English language of the second stage, the 1945 constitution recommended that the English language be deployed in the West and the East, while Hausa

should serve as the official language in the North. The same regional approach reappeared in the 1954 constitution and not just the academic life of the nation but also the social-political life. At the academic level, a candidate must have a good grade in English language for academic progression. The 1977 National Policy on Education further reaffirmed the status of English and the dominance of the three main indigenous languages. Each student is expected to offer one of the three main languages apart from his mother tongue (MT) and English is made mandatory in the name of national unity. And at the socio-political level, English became the language of official proceedings at the national assembly with the use of the three main indigenous languages as soon as practicable and implementable¹⁷⁴.

This background has eventually led to colouration of discourses in Nigeria. It has led to the attitudinal approaches from the various regions. It is worthy of note that the issue of varieties of English is not peculiar to Nigeria, the raging argument over the acceptability is fast subsiding; the reality now is that, “Nigeria English”, and indeed other world varieties are establishing their socio-linguistic legitimacy¹⁷⁵.

2.1.11.3 Geotribal Approach to English in Nigeria

Having crossed the controversy of whether there is or not the existence of ‘Nigerian English’ as a result of the apparent manifestation of the varieties of world Englishes and other categorizations as new Englishes, modern Englishes, Caribbean English, South African English, and so on, the issue that interests scholars now is the Nigerian regional colours of English. Nigeria is prominent amongst the countries of the world that boast of ethnic and linguistic diversity.

Nigeria is the creation of the Britons who tagged their adventure discovery, trade spread of the gospel. The eventual colonization foisted the English language on a multiethnic vast land subsequently named Nigeria. It is stated that ‘ethnic group is a modern social construct... It

comes into being by reasons of its relationships with other social entities, usually by experiencing some degree of friction with other groups that adjoin it in physical or social space.”

In all the facets of the country’s existence, this ethno linguistic diversity has great implications. The linguistic difference is also extended to politics and affiliations. Therefore, in a multilingual entity like Nigeria where English has contact with numerous languages of diverse backgrounds, there will be varieties¹⁷⁶.

The development of the English language in Nigeria cannot be discussed without considering the factor of attitude. Attitude plays a significant role in either the growth or the decline of a language. The cultivated attitude will also determine and influence the status of such a language. This, in turn, cannot be separated from cultural background and affiliation. Ongoing “culture... refers to all these mundane practices that directly contribute to people’s ongoing ‘life narratives’: the stories by which we chronically interpret our existence.” Attitude is said to encompass the cognitive that has to do with an individual’s belief structure; the affective relating to emotional disposition; and the connotative leading to one’s way of viewing meaning as well as reacting to the different ethnic groups, their languages and their cultures are strongly linked¹⁷⁷.

2.1.11.4 The English Language and Career in Nigeria

It is generally agreed that “there is the closet of links between language dominance and economic, technological and cultural power”. The role of English language in Nigeria is a consequence of the National language policy, as contained in the National Policy on Education (NPE) as well as the linguistic situation in the country. Literacy determines, to a great extent, participation by individuals and communities in the process of personal development and contribution to the general development of the country’s growth in all areas. Language status is important to minority territories, most especially in a multilingual society. It is stated that, “it

ensures the survival of these communities, and guarantees them a hearing at the table of resource allocation in the sharing of the 'national cake'¹⁷⁸.

Language has become a political and linguistic issue owing to the attention it has received and the discussion it has generated in educational and linguistic circles. Language is used among humans to establish, adjust and maintain interpersonal relationships as well as convey ideas and notions that are believed to be in the overall interest of a group, an institution or a community. Language plays a significant role in human actions and reactions and has often been used as a medium of domination and social force. It is also used as a political tool; hence, it occupies a prominent position. Whatever an individual or even a given community wishes to attain and the position to occupy in the larger scheme of things, proficiency in English is a factor. English has moved from the official language of education, business and commerce to the generally accepted lingua franca (used for inter-ethnic and even intra-ethnic and even intra-ethnic communication) in Nigerian as well as the convenient language of unofficial communication¹⁷⁹.

English has been given a place of pride in the Nigerian education system. It is unofficially the lingua franca and the first language be taught right from the first year of primary education. Proficiency (at least, Nigeria standard) in English and/or oracy in it guarantees acceptance and success anywhere in the country. Therefore, in Nigeria, the National Education Policy (NPE), formulated in 1977 and revised in 1981, 1998 and 2004, assigns to English the role of language of instruction from the fourth year of a six-year primary course to the tertiary level¹⁸⁰.

The constitution recognizes one of Hausa, Igbo and Yoruba (the language of the larger ethnic group in Nigeria) as an additional language of official proceedings in the federal legislature; this is in addition to the English language as soon as the implementation is feasible. To this effect, secondary school students are encouraged to learn one of these three Nigerian languages in

addition to their mother tongues and English, if one of the three languages is not their mother tongue.

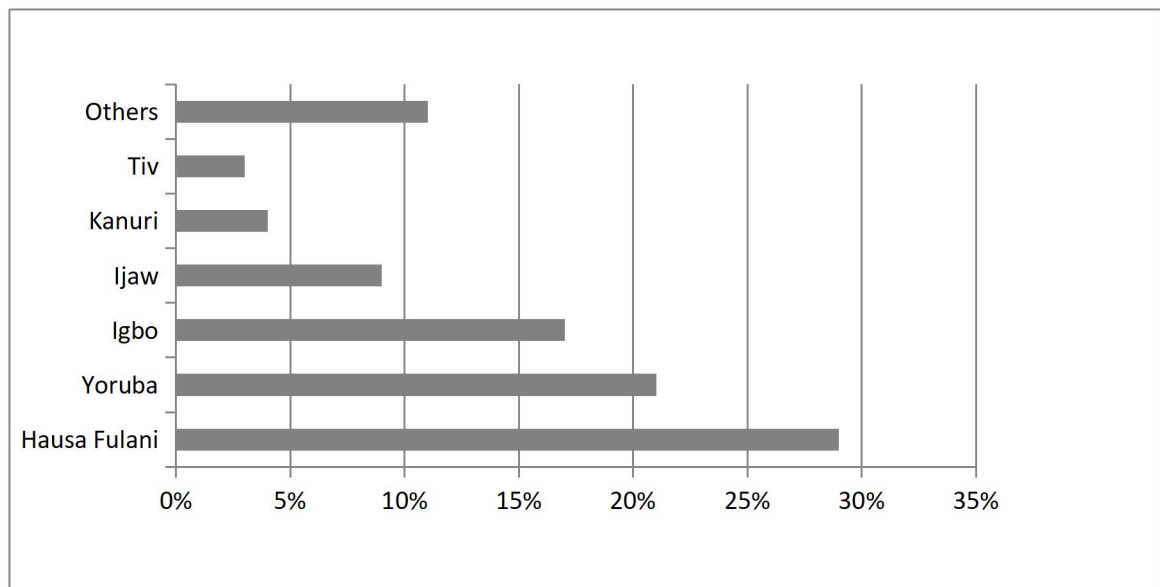


Figure 2.4 Nigerian Languages Distribution

Source: Adapted from Lewis, 2007

It has been observed that any literate, educated person on the face of the globe is deprived if he does not know English'. The English language is seen as Britain's most reliable export of all time. The novelist, Mallcolm Brabury, is claimed to have described the English language as an ideal British product, "needing no workers and no work, no assembly lines and no assembly, no spare parts and very little English language. The first level of the global sway of English is to be found in those countries, formerly British colonies, in which English as a second language has become accepted as a fact of cultural life that cannot be wished away. In Nigeria, it is an official language; in Zambia, it is recognized as one of the states languages; in Singapore, it is the major language of government, the legal system and education.

The US, France and UK, by 2010 foreign investment index, are the main investors in Nigeria. Owing to its large population size, Nigeria has the largest focus of foreign investment in Africa. Considering her natural resources, the areas that require the development of the language

includes: tourism, maritime and ports, energy and oil, government, IT and technology, and media and the entertainment industry¹⁸⁰.

2.1.11.5 Importance of Language in Communication

Any language can play a vital role in learning, it enables you to communicate and understand a subject. Following are reasons to understand language and develop your language skills whether in academic English or professional life.

1. Understand how to use your study material most effectively
2. Share your thoughts and opinions with your colleagues, friends, and class fellows or in the workplace
3. Learn more and more about language and vocabulary relevant to academics.
4. When writing assignments, it should be well structured and coherent¹⁸¹.

2.1.11.6 Characteristics of Language

The communicative role of a language in Journalism and mass communication can be described by the following characteristics:

Language is the organization of sounds pronounced from the mouth to express a meaningful message. Basically, speech is primary to writing. Research showed that globally there are different languages with the absence of writing systems. Nevertheless; they are languages because of their spoken form. Though music and singing also utilize vocal sounds, they are not language. Language is the use of verbal elements such as sounds, words, phrases, arranged to produce sentences.

Also, language is a form of communication. Non- linguistic symbols such as communicative gestures, signals of various categories are also means of communication, yet they are not as stretchy, comprehensive, perfect and broad as language is.

We express our thoughts, desires, emotions and feelings through the use of language because it is the best means of expression. It is observed that through language, learners acquire knowledge and possibly transmit the message from one person to another. It is through it that humans interact.

Language is conventional communicative signals used by humans for communication in a community for effective expression or communication. There are indispensable set of rules which permits its members to interact with each other to co-operate with each other in the society they belong. It is an advocate and developing of culture in establishing human relations.

Language is creativity and productivity. The structural elements of human language can be combined to generate new utterances; this implies that, both the speaker and the hearer understand without difficulty and it changes according to the wishes of society.

Language is arbitrary. In this situation, there is no inherent or similarity between any given feature of language and its meaning. That is entirely arbitrary, because there is no direct, necessary connection between the natures of things or ideas language.

Language is systematic. This is the systematic use of communicating by the use of sounds or symbols. It is noted that a language system is used to give name to things in a particular setting.

Another characteristic is that Language is symbolic. Language is a symbolic system by which people expressed themselves through which culture is transmitted. It is the use of words to

represent concepts in language. It is noted that it may be used to communicate meaning or feeling that are not directly stated. Our language system is principally made up of symbols.

Language is both linguistic and communicative competence. This encompasses a language user's grammatical knowledge of grammar, morphology, and phonology. Besides, this competence could be oral, written even non verbal but its primary aim is the ability to use language effectively¹⁸².

2.1.11.7 Communication

Communication is the process of exchanging messages or information, from the sender through verbal and non-verbal, methods, to the receiver. Besides, the most common method of communication is verbal because it involves the message and the feedback. Also, it concerns the exchange of opinions, thought, information and ideas for a specific purpose. It is observed, that apart from oral usage, information can be exchanged through the use of signage or symbols¹⁸³.

However, communication is the sharing and giving intending meaning occurring at the same time with the use of symbolic interactions.

Biblical account validates the existence of communication in the creation story. God established communication with Adam and since then communication has come to stay as Adam communicated with his family and the animal folks. This implies that communication is the mechanism through which human relations exist and develop interaction ¹⁸⁴.

Also, the message encoder, the appropriate choice of words, correct contextual application and simplicity make communication effective. Communication comes from the Latin "communis" which denotes "common". When we communicate, we are trying to establish what we refer to "commonness" with a group of individuals. Communication is also the transmission of ideas

from one person to another. Basic components require before information or message could be shared.

It is crucial to bring to a close that communication is the persistent and essential way by which human beings relate through language and other symbolic means¹⁸⁵.

2.1.11.8 Importance of Communication

Communication does not exist in isolation; it plays a role in the society. Apart from getting people to share ideas and experiences, it also engenders the development of a society.

We engage in communication to educate and give vital instruction to people; hence, it is a means of passing messages. It is a process in which feelings and ideas are expressed verbally and or nonverbally messages sent, received and comprehended.

Communication promotes social order. It is used to facilitate entertainment and interaction through messages. Similarly, the major role of communication is informing messages from one person or groups relate to each other. This can be realized verbally or non-verbally. The uses of non verbal elements are: posture, pictures and human language. Also, it is used to solve problems. It is noted that in an organization, communication is used to resolve any problem that may arise.

However, communication provides adequate knowledge especially in school, worship centers and political events.

It is concluded that we communicate for information purposes. It helps to develop meaningful relationships, hence through communication, basic human needs are met.

Intra-Personal Communication: In intra-personal communication, communication is within an individual group of people. It is otherwise known as personally experienced and self responsive communication.

Interpersonal Communication: This type of communication takes place between two individuals; one is the sender while the other is the receiver. It is observed that in this form of communication feedback is enthusiastically available and it is also called face to face communication because it involves conversations between individuals.

Media Communication: This involves the use of telephones, letters and walkie-talkies and it is the interface between interpersonal and mass communication. This type of interaction is mostly purposeful and feedback is obtainable.

Public Communication: This type of communication involves a speaker (sender) and an audience (receivers). Though the audience has limited opportunity to feedback compared to interpersonal and group communication, it is considered purposive.

Mass Communication: This category of communication is well structured and planned. The message is meant for a heterogeneous audience with varying sociological, psychological and physiological qualities. For instance; a message approaching from a radio programme could not be responded to immediately, even if there is an avenue to do so, only an insignificant number of the listeners could be accommodated and feedback is delayed

Verbal Communication: To share experience in communication, there is the deployment of spoken and written elements. It is the oldest form of human communication. Also, it is symbolic which create meaning in the communication process.

Non-Verbal Communication: Nonverbal is the use of body movement such as facial expression, gesture, signs and posture to convey information or message. Hence, bodily expressions are used to compliment or for the perfection of communication. Meanwhile, when speech contains non-verbal elements, it is referred to as Para-linguistics which includes voice quality, pitch volume including the suprasegmental features.

It is observed that both the print and electronic media industry employ the use of verbal and non-verbal communication means to contact their viewers. It is noted that some print media outfits get to the target audience through the choice of words in their publications. On the other hand, in the electronic medium, radio listeners and television viewers' involve the use of diction through broadcast stations.

2.1.11.9 Communication Barriers

Therefore, the barriers arise from different stage of communication process, which includes the sender, the message or code, the channel, the receiver, the feedback and above all the context.

Physical barrier arise where the environment is not conducive for communication, especially when there is noise pollution, archaic equipment, poor lighting and distraction. Therefore, when there is poor environmental condition in communication, it hinders effective communication.

Also, in semantic barrier which focuses on language usage and how individuals interpret words in different ways, which at times makes the message not understandable.

Similar to physical barrier is the environmental barrier, which is the noise that disrupts communication. This includes loudspeakers, moving seats in a seminar or lecture room etc. This is a hindrance to the communication process.

Physiological barrier is the certain behaviour or attitudes of individuals' communication process which make communication difficult. For example, sadness, disorder or anger may hamper effective communication.

Above all, physiological barriers, this personal discomfort, ill-health, hearing difficulties and poor eye sight do hinder effective communication process¹⁸⁶.

2.1.11.10 The Print Media

A considerable number of research from diverse disciplines over the past centuries has traced the complex and subtle ways in which the media have become an integral part of our everyday life in the restructuring of our domestic practices, our social relationships and how very identity.

Thus, the media plays significant responsibility in how we understand the world around us and our place within it¹⁸⁷. Despite the popular anxieties which flame up infrequently over the media content and regulation, it is easy to take the media for granted, failure to recognize their importance precisely because of their ambiguity as background features of everyday life.

Mainly, the force of intellectual development across many disciplines, especially media and communication itself, is to recognize the nature of the media as multifaceted artifacts embedded in the production-consumption cycle of considerable complexity which embedded in political, economic, cultural and psychological structures of modern societies. It is the consequences of this recognition of social psychology that we wish to pursue in this study, making the question of language in the media our central focus.

Within media studies, an analysis of the role and importance of media involves a focus on the three core components of media system, that is, text, institutional production and the audience. There are interrelations among those components¹⁸⁸.

Traditional psychological models of communication adopt a view of the relationship between representation, language, interpretation and culture which fits neither with current, correct approaches to communication and culture within their social context.

2.1.11.11 Language of Transmission

The electronic media shall be made accessible and affordable to all Nigerians according to Nigerian Broadcasting Commission (NBC) who is the body that regulates and control electronic media in the country and it should promote the culture and values of the nation.

Besides, in Nigeria, we have federal, state and private-owned radio and television stations. Majority of radio and televisions in the country transmit in English. This implies that messages are often hinder, and find it difficult to understand most of the messages. The use of diction and bad contextual applications of language prove to be obstacles to the audience's understanding of the message¹⁸⁹.

There is an instance of a radio presenter who was arrested and charged to court for using unpleasant language on Wazobia FM. He allegedly incited members of the Boko Haram sect to kill immunization officials.

Also, media practitioners are generally expected to delineate the thinking of media consumers; hence, it is crucial that they caution what they say on air.

Conclusively, the functions of media practitioners are beyond entertainment and passing of information. It also includes presenting views and our cultural life through the use of stories and images that contributed greatly to a sense of identity as well as sharp beliefs and value of the people.

2.1.11.12 Nigerian Broadcasting Commission (Nbc) as a Regulator

One of the major objectives of television broadcasting was to provide adequate services in politics, education, commerce, sport, agriculture and cultural development. Meanwhile, the use of the media by the government as a tool of propaganda and the lack of press liberty and high cost of producing local content constituted a major detriment to the growth and development of the television broadcast industry and culture generally¹⁹⁰.

It was General Ibrahim Babangida's regime who signed the National broadcasting Decree 38 into law. This empowered NBC to regulate the industry and an end to the exclusive monopoly and strict control of media by the government, which utilized the media as a tool for dissemination of information to suit its interest.

By and large, the regulation of broadcasting in Nigeria has brought hope for rapid development in the industry through modernization and accessibility to a wide range of information for both the media professionals and the public which would not have been made possible when the government was still in total control of the media. Therefore, despite the concerted efforts, NBC is doing enough¹⁹¹.

2.1.11. 13 Language of Social Media

Generally, social media is culpable of language mishandling as it is practically not exposed to any kind of control.

It could be observed that many indigenous languages have suffered in the hand of communicators who adulterate them in what could be described as 'free styling' with the use of words.

Thus, it is crucial for Nigerian media to employ people who have adequate understanding of language communication which will be combined with the ethics of journalism as both the print and broadcast are guilty of misuse and misapplication of their language of communication¹⁹².

In the case of Oyo state, the likes of Fresh FM, Splash Fm, Agidigbo and lately King's Fm accommodated programmes in local languages. Therefore, the benefits of using local languages to disseminate information cannot be overemphasized as recently confirmed in the acceptance of Fresh FM as well as Agidigbo FM which could be observed through various feedbacks from the public¹⁹³.

2.1.11.14 The Challenges of Learning English Sounds as a Second Language in Nigeria

Second language speakers of English faced the problem of articulating sounds because of non inclusion BSE in their phonology system¹⁹⁴.

Secondly, lack of necessary equipments like tape recorder, good language laboratory contributed to the problem. Majority of the schools teaching the subject did not provide equipments to both the teachers and their students.

It is observed that majority of the teachers handling the subject are not well grounded in phonetics and phonology and that is why they failed articulate some English sounds correctly, but to have proficiency in the language, teachers will need to expose themselves to English sounds system.

At adulthood, it is very difficult to learn language, therefore, constitutes problems some teachers at the both colleges and universities education¹⁹⁵.

At the same vein, poor performance of senior secondary school students in oral English contributed to the failure in English language and affects their admission intakes for higher

degrees, as it is the National commission for colleges of Education (NCCE) and University requirement guide lines¹⁹⁶.

It is further identified some sounds of the English that are completely absent and do not exist in any of the Nigerian language.

However, some English words do not exist in Nigerian language which led to incorrect pronunciation which resulted to misunderstanding and distortion of message(s) conveyed by the speaker.

Another problem is the phonemic structure of morphemes referred to as morphophonemic. Examples of these are the confusion in English plural realized differently during pronunciation thus:

/s/ as in cats */ts/* */z/* as in flogs */gz/* */z/* as in losses */iz/*

Majority of English teachers' abandoned the teaching of supra-segmental features but paid attention to the segmental features.

Also, phonetics and phonology should be incorporated with other aspects of oral English into English language curriculum¹⁹⁷.

By and large, there is no enough relevant textbook in Oral English for students, hence, textbook is a teacher on its own.

Fig. 2. 5 and fig. 2. 6 give illustration about the skills involved in spoken English.

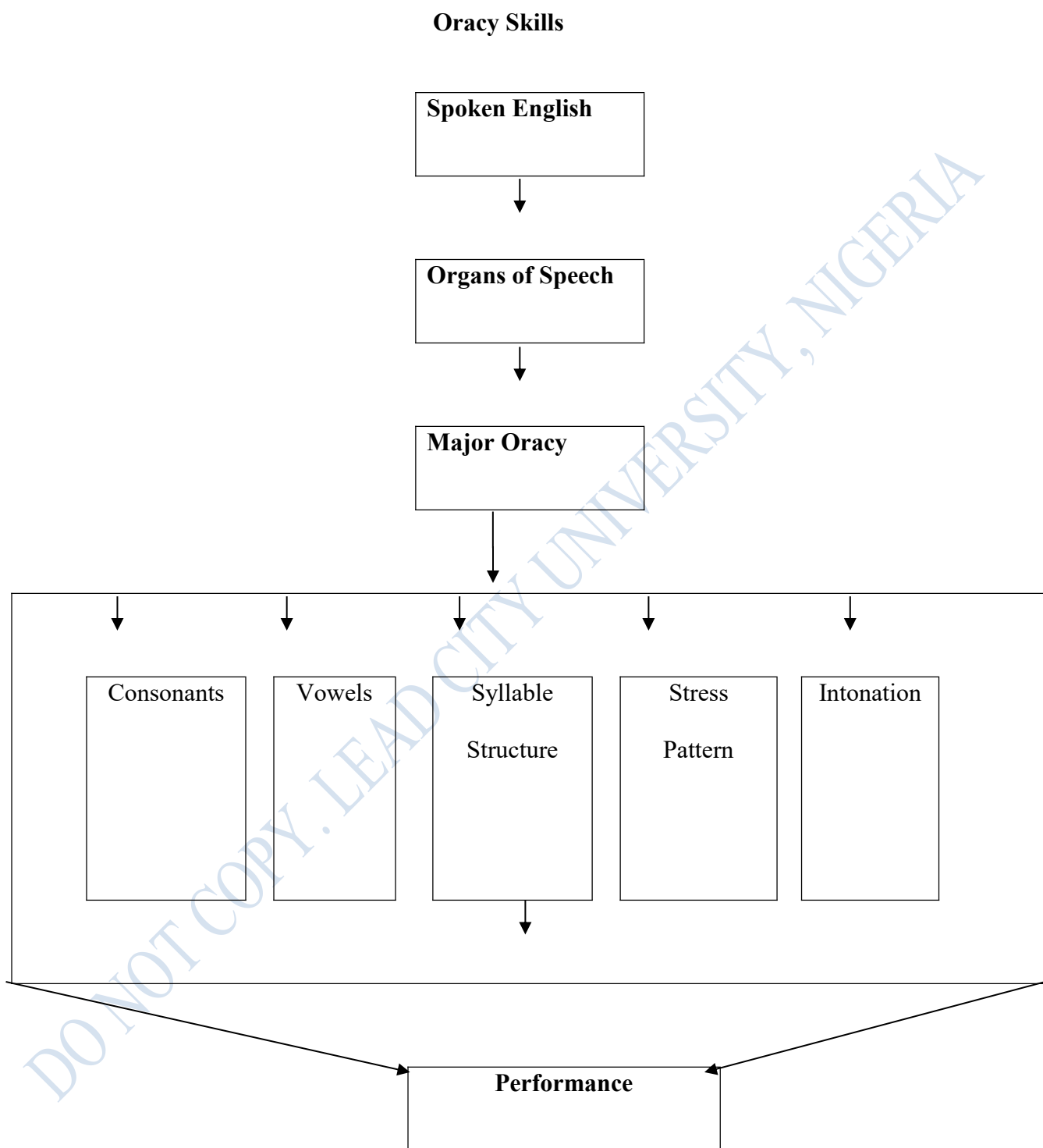


Fig 2.5 Skills involved in Spoken English

Source: Adopted from Adegbite, 1998.

The above diagram graphic illustrates the concept spoken English with the mastering of the speech organs such as the lips, teeth, tongue, alveolar palates, glottis, etc. Also, major oracy skill

was identified such as consonants, vowels, diphthongs and stress, syllable structure, and intonation pattern. At the same time, ability in oracy skills leads to good performance in pronunciation and spoken English¹⁹⁸.

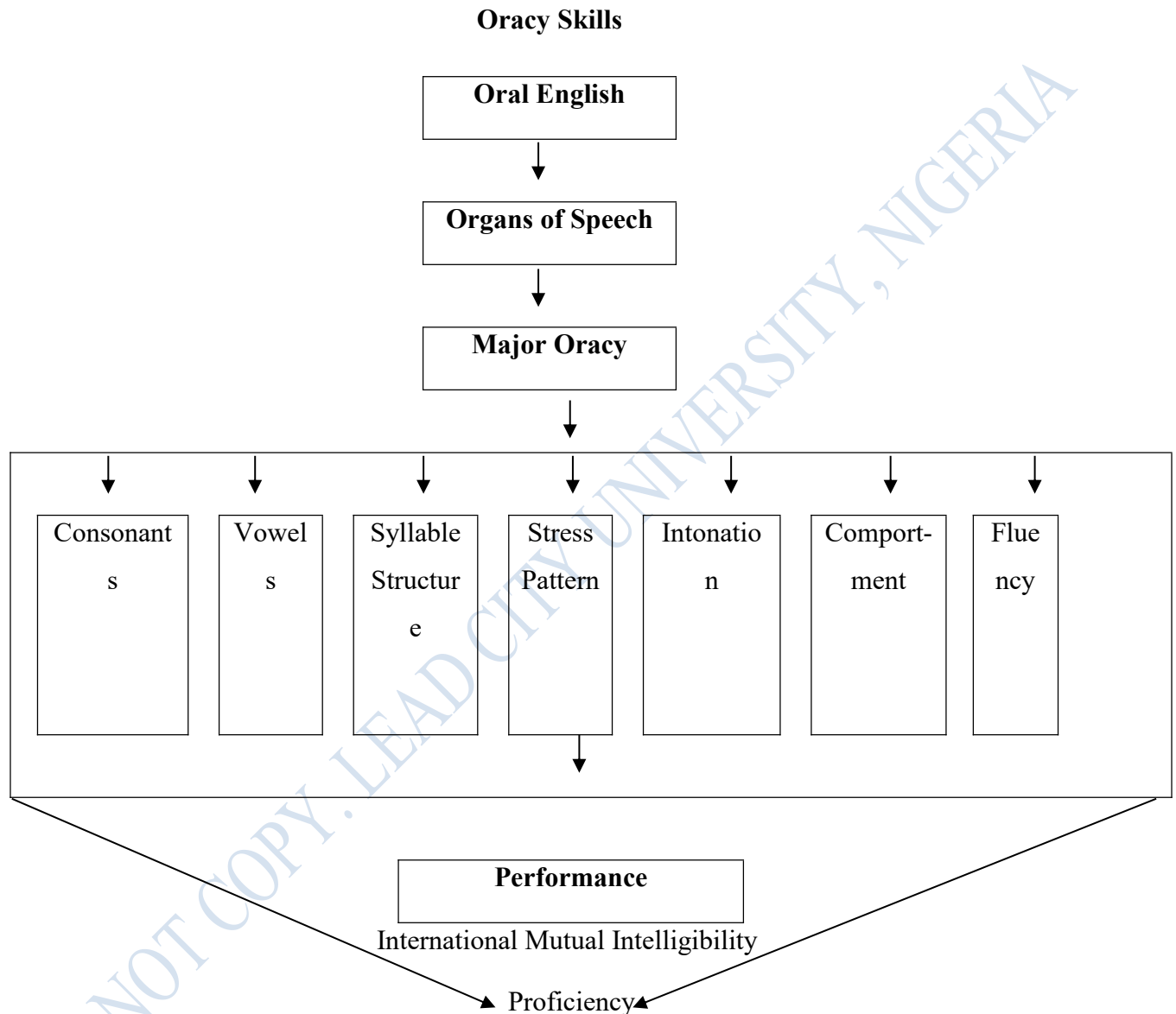


Fig 2.6 Skills involved in learning Oral English Oracy Skills

Source: Adopted from Fasanmi, 2009.

Figure 2.6 above is the expanded version of the previous one. The account takes the oracy skills as far as possible to international mutual intelligibility brought about by proficiency. This state of proficiency bridges the linguistic and communicative gaps between the two

interlocutors in the speech act. The encoder would have been convinced of correct response from the decoder through the exhibited obvious reactions irrespective of race (across borders)¹⁹⁹.

2.2 Theoretical Framework

This research focuses on the patterns of pronunciation of plural and past tense morphemes approximate to the Standard British English in phonological rule application such that they may be recommended as models for pedagogy and general use. The framework for the study is therefore situated in generative phonology theory with emphasis on phonological rules and distinctive features. Description of distinctive features and phonological rules as valid analytical tools underscores the relevance of adopting these sub-theories of G.P. as our theoretical framework in this study. An ancillary framework added to linguistic competence and performance modified as academic competence and linguistic performance (in an L₂ situation)²⁰⁰. The rationale for adopting this combination of frameworks is based on our preoccupation with phonological rule application by teachers of English with university education background on English. This is because this group is assumed to have been well grounded in English phonology in order to approximate to the Standard British English pronunciation.

2.2.1 Generative Phonology

The foundation for this linguistic theory derived from the distinctive features analysis which was invented to correct the taxonomic based restrictions imposed upon sound description. His works on this concept, however, did not gain much ground until 1968 when incorporated it into generative phonology theory. The model of phonetic descriptions done by 20th century linguists (especially the Prague school and the North American structuralists) was allegedly fraught with some limitations²⁰¹. The first known effort towards an independent scientific study of phonemes was ascribed to the Prague school of linguistics and American (Structuralist) linguists. These

schools of thought held a common view of the phoneme as a minimum unit of distinctive sound and thus confined their linguistic descriptions within this purview. Based on their conception of the phoneme as a minimal indivisible unit of sound, they concerned themselves mostly with classification of sounds on a taxonomic paradigm, such as, identifying sounds that are symmetrical in some respects like place of articulation, manner of articulation, phonation quality of consonant, duration of vowels, position of the tongue and shape of the lips in vowel production and so on. In other words, sounds that share the same feature values in terms of these conditions were grouped together with common identity labels²⁰².

The classical phonemics grouped sounds like /p/, /t/ and /k/ into a natural class known as “fortis” because of the force of muscular energy associated with their productions while their voiced counterparts /b/, /d/ and /g/ were classified as “lenis” due to the relative weakness associated with their force in production. In like manner, vowels like /i/, /e/ and /a/ were also classified as front vowels due to their symmetry in the position of the tongue where they are produced, while /u/, /u:/, /ɔ/, etc. were classified as back vowels as they are usually produced by raising the back of the tongue. Generally speaking, the efforts of this generation of linguists in relation to the description of speech sounds were limited to analyses of sounds articulation, qualities of sound, allophonic variants of individual sounds based on their phonological contexts and so on. Prague school of thought failed to account for the distinctive features embedded in phonemes as well as other nuances like the transformational behaviour of sounds in various phonological environments. This model was therefore seen to be fraught with a lot of contradictions which led to the evolution of generative phonology theory in the 1960s.

Basically, the fact that the theoretical biases of the taxonomic schools undermined the preponderant distinctive features that are indispensable to phonological analyses justified the

introduction of generative phonology in the 1960s. The generative theory emerged with strong strictures against the classical model of linguistic analysis, arguing that a phoneme is a bundle of features; that it consists of many significant units rather than being considered a mere segment.

This implies that contrary to the phonemic analysis approach of classical phonology, generative phonology, using the distinctive features as its major analytical template, extends its operations to the investigation of the way different phonemes behave in rapid speech production. Also, description of a phoneme as a bundle of features attracts the support of many scholars. Phones and phonemes are not indissoluble units; they are composed of phonetic features, similar to the way that molecules are composed of atoms". Thus, generative phonology was founded upon Jakobson's distinctive features theories. There is a close relationship between generative phonology and phenomenal transformational generative grammar that analysed the native speakers' intuitive knowledge and performance in a natural language. This theory presents the notions of deep structure and surface structure which, respectively, represent the intuitive knowledge that a native speaker has in his language and the actual use of the language in concrete speech events.

This signifies a theoretical link between the transformation tenets of the generative grammar and generative phonology. Buttressing this standpoint, it is observed that the phonological structure reflects the linguistic competence of the individual native speaker to compute a phonetic representation for the potentially infinite number of sentences generated by the syntactic component of the grammar, and that this competence can be investigated in a serious scientific fashion.

Besides the arguments above, schema representing the algorithm for speech production under generative grammar tenets presents phonology as an integral part of the grammar of the language. The diagram below illustrates this fact.

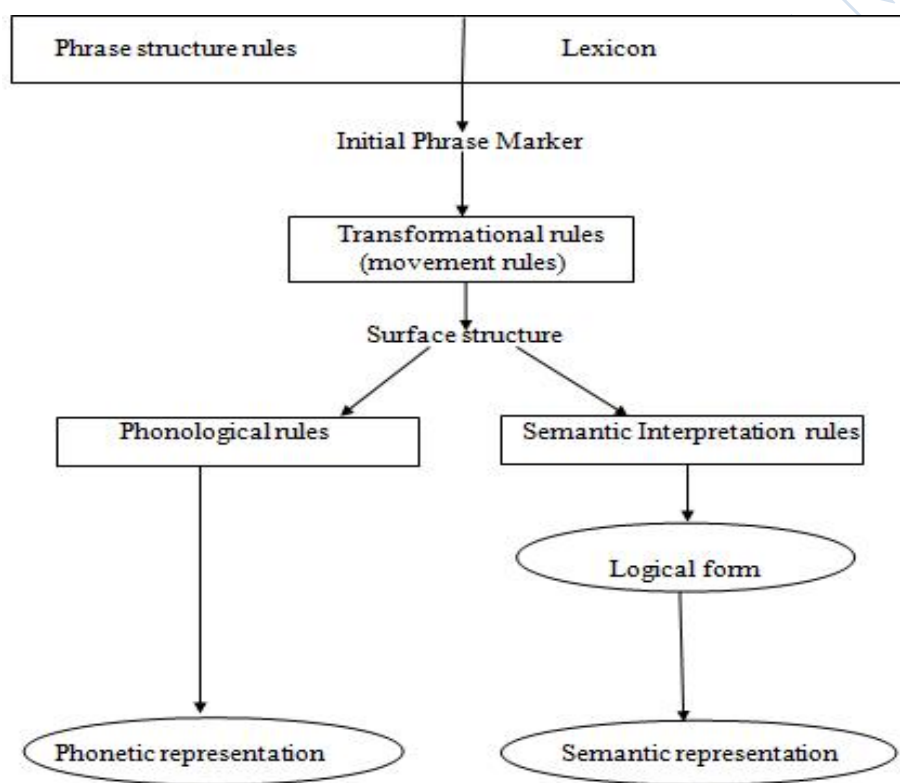


Figure 2.7: Speech Production Schema

Source: Adopted from Katamba, 1996.

The diagram above graphically corroborates the argument that “the grammar of a language is a system of rules that specifies the sound-meaning correspondence”. They add that “The syntactic component of a grammar assigns to each sentence, a ‘surface structure’ that fully determines the phonetic form of the sentence”. In line with this proposition, the diagram above depicts the fact that the phonological rule is not applied to an utterance until the surface structure is syntactically

formed through the transformational rules. The diagram above shows novel utterances are generated in the deep structure and are syntactically transformed through the phrase structure rules into the surface structure. This leads to the derivation of the phonological component through the readjustment rule. It is at this stage the phonological rule is applied to map the phonological forms (phonemic substance) onto the phonetic level of representation. This implies that the generative phonology theory is inseparable from the transformational generative grammar (TGG)²⁰³.

2.2.2 Some Relevant Tenets of Generative Phonology Theory

One of the fundamental notions of this model of phonological study is that, in the first place, the speech sounds, in contrast with the phonemic idealisation doctrines of classical phonology, are regarded as bundles of plus or minus valued features, such as consonantal, stop, glide, vocalic, high, back, anterior, nasal, coronal, and so forth. This implies that a given sound segment can be analysed through identification of its feature matrices in binary values (plus or minus) dimensions. The phonological component of each lexical entry is thus considered to be a linear coupling of these feature values. Consequently, the realisation of the phonetic form of any unit of utterance hinges on the phonological process through which the underlying forms are mapped onto surface forms through some P-rules. Feature values are therefore central to all phonological analyses in this model. Literature on phonology corroborates this assumption by stating that the functions of distinctive features include expression of phonemic contrast, phonetic description of sounds and definition of classes of phonemes that are required in the expression of phonological generalisations .

The distinctive features express linguistic contrast; enable us to describe natural classes of segments". That is, sound groupings are defined on the basis of their shared features, and are also used for formalising phonological rules. Also, the generative phonology theory is significantly

concerned with the identification of the underlying and phonetic representations of units in language, thus accounting for the modifications that affect speech sounds in different phonological contexts. Based on this, the distinctive features sub-theory underpins presentation of phonology as a linguistic subsystem that transforms an underlying phonemic sequence according to rules, and the phonetic form that is uttered by a speaker.

Another notable tenet of the generative phonology theory, the development of the rules that will deal with the pronounce ability of the strings 'generated' by the syntactic component of the grammar". In other words, generative phonology theory combines the distinctive features with the phonological rules as tools for achieving comprehensive analyses of phonological processes in a language. Therefore, the notion of distinctive features analysis remains the bedrock upon which generative phonology theory was founded.

The suitability of the distinctive feature analysis to this research is based on its paramount importance to any investigation involving the phonological processes and articulatory simplification in natural languages. Moreover, pronunciation difficulties emanating from excessive adherence to the written expressions in L₂ situations cannot be tackled effectively without applying the phonological rules under the generative phonology theories. To make this point clear, the concepts of distinctive features theory and phonological rule shall be briefly examined in the subsections below. The distinctive features are ascribed with the characteristics discussed below.

(a) Feature Classifications: Drawings upon the propositions of many scholars assert that acceptable distinctive features must fulfill some basic criteria such as phonetic specifiability, morphophonemic relevance and binarity; some of which are examined below:

(b) Phonetic Specificifiability: It is observed that every distinctive feature should have determinable phonetic correlates which may relate to their manner of production or their acoustic nature ²³⁴. This implies that the validity of a feature depends on its ability to account for contrasts between two phones. Based on the criteria for describing phonemic feature values under acoustic, articulatory and perceptive parameter, all the features have been generally divided by linguists into three distinct classes, namely major class features (*syllabic, sonorant and consonantal*), manner features (*continuant, delayed, release, strident, nasal, lateral*) and place of articulation features (*anterior and coronal*). Other relevant features include body of the tongue features, lip shape features, subsidiary features, and prosodic features. That is to say, distinctive features must have at least properties that adequately describe the concrete, articulatory behaviours, acoustic properties or auditory quality of the sound it describes.

From the foregoing details, it is expected that distinctive features should be capable of representing concrete phenomena (phonetic properties) entailed in the articulatory processes of phonemes in terms of places, manners and phonation qualities. For example, the symbol “+coronal” is a feature that specifies a segment that is produced by raising the tongue blade towards the teeth or the hard palate. This description establishes a contrast between phonemes like /θ/ and /f /with /p/; while/θ/ is +coronal, /f/ and /p/ are –coronal. Equally, all sounds that belong to the categories of stop, fricative and affricate are classified as +consonantal and are thus in contrast with the vocalic category. This can be seen in the symmetrical relations between the three phonemes illustrated below. In other words, the notion of specificity means that features must be able to specify what actually happens in the course of the production of a phoneme. Thus, going by the tenets of generative phonology theory, the similarities and differences between the phonetic properties of the three segments above can be configured with the use of distinctive features as exemplified below:

/p/	/f/	/θ/
-vocalic	-vocalic	-vocalic
+consonantal	+consonantal	+consonantal
-voice	-voice	-voice
+abrupt release	+strident	+continuant
+anterior	-coronal	-strident
-coronal		+coronal

Figure 2.8: Phonetic Properties of Phonemes

Source: Adopted from Birjandi and Salmani-Nodoushan, 2005:74

Deducing from the examples above, the three phonemes are contrastive in some feature values and identical in others. Thus, it is obvious that the features indicating the qualities of each of the sounds are clearly specified in terms of phonetic correlates. This implies that the features used above can be considered to have passed the test of phonemic specificity.

(c) **Morphophonemic Relevance:** For any feature to be acceptable, it must have functional relevance in one language or another. This position agrees with the opinion that the distinctive features are useful in “development of the rules that will deal with the pronounceability of the strings ‘generated’ by the syntactic component of the grammar”. This means that every distinctive feature must be useful in the phonological analysis of one language or another. For instance, the morphophonemic and homorganic rules depend largely on the valence of the feature values that are found in each phoneme. Therefore, distinctive features are indispensable in the performance of phonological processes in the world languages.

(d) **Binarity:** Following the original formulation of distinctive feature theory and subsequent adoption of this premise, the binarity concept enjoys a popular embrace in the circle of linguists. The reasons for the binary approach were firstly, the most efficient way of reducing the phoneme inventory of a language. Secondly is that most phonological oppositions are binary in nature (e.g.

sounds either are or are not produced with a lowered soft-palate and nasalisation). Thirdly, it has a physiological basis, that is, nerve fibres have an 'all-or-none' response. By this standard, the presence or absence of any of these features in a particular segment is signified with notations of plus (+) and minus (-) symbols which are used to circumscribe several segments into few classes in the phonological description.

There is robust evidence in the literature that linguists have agreed on this binarity principle; hence, the descriptions of feature values of phonemes are generally based on the binary scale of contrast. From this standpoint, the attributes of phonemes can be described using the binary notations as exemplified in the Tables below.

	PHONEME	Vocalic	Consonantal	Voice	Nasal	Abrupt release	Continuant	Aspiration	Anterior	Coronal	Strident	Lateral	Sonorant	Syllabic
STOPS	PLOSIVES	/p/	-	+	-	+	-	-	+	-	-	-	-	-
		/b/	-	+	+	+	-	-	+	-	-	-	-	-
		/t/	-	+	-	+	-	-	+	+	-	-	-	-
		/d/	-	+	+	+	-	-	+	+	-	-	-	-
		/k/	-	+	-	+	-	-	-	-	-	-	-	-
		/g/	-	+	+	+	-	-	-	-	-	-	-	-
	NASALS	/m/	-	+	+	+	-	-	+	-	-	-	+	±
		/n/	-	+	+	+	-	-	+	+	-	-	+	±
		/ŋ/	-	+	+	+	-	-	-	-	-	-	+	±
	AFFRICATES	/tʃ/	-	+	-	-	-	-	-	+	+	-	-	-
		/dʒ/	-	+	+	-	-	-	-	+	+	-	-	-
FRICATIVES		/f/	-	+	-	-	+	-	+	-	+	-	-	-
		/v/	-	+	+	-	-	+	-	+	-	-	-	-
		/θ/	-	+	-	-	+	-	+	+	-	-	-	-
		/ð/	-	+	+	-	-	+	-	+	-	-	-	-
		/s/	-	+	-	-	+	-	+	+	+	-	-	-
		/z/	-	+	+	-	-	+	-	+	+	-	-	-
		/ʃ/	-	+	-	-	+	-	-	+	+	-	-	-
		/ʒ/	-	+	+	-	-	+	-	+	+	-	-	-

Figure 2.9: English Consonants Distinctive Features

Source: Adopted from Birjandi and Salmani-Nodoushan, 2005:78

	i:	ɪ	ɛ	æ	a:	ɔ	ɒ	ʊ	u:	ʌ	ɜ:	ə
Tense	+	-	-	-	+	-	+	-	+	-	+	-
Round	-	-	+	-	-	+	+	+	+	-	-	-
spread	+	+	+	+	-	-	-	-	-	-	+	+
Neutral	-	-	-	-	-	-	-	-	-	+	+	+
Mid	-	-	+	-	-	-	-	-	-	+	+	+
Central	-	-	-	-	-	-	-	-	-	+	+	+
Back	-	-	-	-	+	+	+	+	+	-	-	-
Front	+	+	+	+	-	-	-	-	-	-	-	-
Low	-	-	-	+	+	+	+	-	-	-	-	-
High	+	+	-	-	-	-	-	+	+	-	-	-

Figure 2.10: Distinctive Features of English Vowels

Source: Adopted from Birjandi and Salmani-Nodoushan, 2005:77

The two Tables above provide features for representing individual sounds or groups of sounds from the classes of the consonant or vowels with minimal writing effort. For clearer details, some of these features that are frequent in uses are further explained below.

2.2.3 Some Frequently used Distinctive Features

1. **±Syllabics [+syll]:** This refers to all vowels and to syllabic consonants such as nasals and liquids which naturally constitute the syllabic peak. [-syll] refers to all non-syllabic consonants including semi-vowels.
2. **±Consonantals [+cons]:** Consonantal sounds are produced with a degree of stricture not less than approximant. They are sounds whose productions involve vocal tract constriction greater than that which occurs in vowels. These include all consonants except for semi-vowels. [-cons] refers to vowels and semi-vowels.
3. **±Sonorants [+son]:** Sonorant sounds are produced with vocal tract configuration that permits air pressure on both sides of any constriction to be approximately equal to the air pressure outside the mouth. [-son] refers to stops, fricatives and affricates.

4. **±Obstruents [+obst]:** These involve a degree of stricture that is sufficient to warrant suspension of greater air pressure behind the point of the constriction before the release. Sounds in this category include stops, fricatives and affricates. [-obst] refers to vowels and glides.
5. **±Coronals [+cor]:** Coronals are sounds that are produced by raising the tongue blade toward the teeth or the hard palate. These include the dental, alveolar, palato-alveolar, post-alveolars and palatals. [-cor] refers to labials, velars, uvulars, pharyngeals.
6. **±Anteriors [+ant]:** These are sounds that are produced with a primary constriction at or in front of the alveolar ridge. They include the labials, dentals and alveolar.
7. **±Posteriors [+post]:** These are sounds produced with a primary constriction behind the alveolar ridge. They include the post-alveolars, palato-alveolars, retroflex, palatals, velars, uvulars, pharyngeals.
8. **±Labials [+lab]:** The production of labial sounds involves rounding or constriction of the lips. They include the labial and labialised consonants as well as the rounded vowels. [-lab] refers to all other sounds.
9. **±Distributed [+distr]:** Sounds in this category are produced with a constriction that extends for a considerable distance along the mid-sagittal axis of the oral tract. These include sounds produced with the blade or front of the tongue or bilabial sounds. [-distr] refers to sounds produced with the tip of the tongue.
10. **±strident [+str]:** Sibilants are those fricatives, the production of which requires large amounts of acoustic energy at high frequencies. These include sounds like /s/, /z/, /ʒ/, /dʒ/, /ʃ/, /tʃ/.

11. **±Continuant [+cont]:** Continuants are formed with a vocal tract configuration allowing the airstream to flow through the mid-sagittal region of the oral tract. These include the vowels, approximants and fricatives.
12. **±Voiced [+voice]:** Voiced sounds are produced with a laryngeal configuration permitting periodic vibration of the vocal cords. [-voice] refers to all voiceless sounds.
13. **±Nasal [+nas]:** Nasal sounds are produced by lowering the velum and allowing the air to pass outward through the nose. These include the nasal stops, nasalised consonants and nasalised vowels. [-nas] refers to all other sounds.
14. **±Approximant [+approx]:** This refers to semivowels and liquids. (/j/, /w/, /l/, /r/).
15. **±Vocalic [+vocalic]:** These are sounds that have high sonority value, such as vowels and the liquids and can occupy syllabic peak. [-vocalic] refers to all sounds that are not sonorous enough to occupy the syllabic peak position.

Sources (Katamba, 1996; Mannell, 2011; Awonusi, Ademola-Adeoye and Adedeji, 2015)

2.2.4 Natural Class

A natural class is the set of sounds in a language that shares one or more (phonetic) features, to the exclusion of all other sounds in that language, and functions together in phonological rules. Consonants and vowels are the two main classes. Other classes include the obstruent vs. sonorant, stops vs. fricatives and so on. A typical example of natural class is the fortis class, /p/ /t/ /k/. These three sounds are classified as natural class because of the features they have in common, [+stop -voice], which no other sound in the English language shares with them. In addition, these sounds are noted for instantiating aspiration when they occur word-initial positions in a stressed syllable. They are designated as fortis because their articulation involves exertion of

greater muscular force than their voiced counterparts, /b/ /d/ /g/, which are classified as lenis. This typifies the notion of natural class in phonology theory. The classes of phonemes categorise distinctive features into different classes:

- i. **Major class features:** Consonantal, Syllabic and Sonorant
- ii. **Manner of articulation features:** Continuant, Delayed release, Tense, etc.
- iii. **Source features:** Voice, Strident, etc.
- iv. **Cavity features:** Nasal, Lateral, Anterior, Coronal, High, Low, Back, Round, etc.

The distinctive features highlighted above are merely intended to provide examples to substantiate their relevance to this work, as there are more features in the English language than those cited here.

2.2.5 Functions of Distinctive Features

Apart from the aspects of function identified above, other areas of usefulness of distinctive features include:

- i. to specify a phoneme
- ii. to specify a class of phonemes
- iii. to describe the set of speech sounds used in a particular language or dialect
- iv. to write concise rules of phonetic change
- v. to characterise a speech disorder (e.g. substitution, often involving a change of feature)
- vi. to capture the phonological contrasts of languages
- vii. to describe underlying segments and their phonetic contents specified by P-rules
- viii. to express linguistic contrasts

- ix. to describe ‘natural classes’ of segments (i.e. sound groupings defined on the basis of their shared features)
- x. to formalise phonological processes (e.g. distinctive features that are used to describe forms undergoing processes and the environments controlling processes)
- xi. to show to what extent two or more sounds are similar or dissimilar from acoustic and articulatory points of view
- xii. to establish structural relations between sounds in different languages
- xiii. to identify causes of errors in mispronounced words
- xiv. to establish specific features that are being violated in a given mispronounced item.

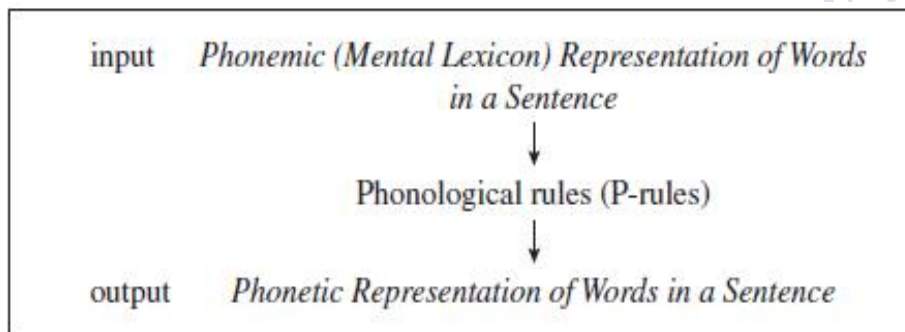


Figure 2.11: Levels of Representation

Source: Adopted from Fromkin, Rodman and Hyams, 2011:295

The arrangement of items on the diagram above establishes the assumption that the speech sound usually starts off from the abstract lexicon in the speakers’ subconscious modified by P-rules and finally released in concrete form at the phonetic level. This means that every speaker has in his/her mental faculty, a kind of phonemic inventory from which he/she selects and modifies sounds into required phones in the speech production process. This implies that the verbal expressions produced by the speaker of a language do not always represent the underlying phonemes. Rather, they are the output of influences of the P-rules on the phonemes. The role of distinctive features in this process, therefore, is that they (the features) are the malleable units

within the abstract phoneme upon which the P-rules operate to arrive at the concrete segment known as the phone. On this premise, P-rules are the theoretical description of how segments are transformed from abstract forms into phonetically derived units.

2.3 Review of Empirical Studies

This section is concerned with a review of some empirical studies that are related to the study. Remarkable studies carried out in related studies in pronunciation.

The researcher agrees that safe generalizations could be made based on such previous studies in English pronunciation. Based on this premise, the researcher will examine some works, especially those that have bearing with the present study.

A study was carried out by a scholar on the CH diagraph in English: patterns and proposition for ESL pedagogy. The purpose of the study was to investigate the phonemic variation in the articulation of CH diagraph which may not be due to MT interference²⁰⁶. The researcher used multi-dimensional approach comprising questionnaire and audio recording. There will be observations of speakers 'initiatives through the atomistic pronunciation testing of rhyme matching detection among University teachers of English.

The findings show that most Educated Nigerian English speakers do not consider just the spelling but also the sequence of occurrence as exemplified in their pronunciation of words. Other findings show majority of the students had not come across some of the words before and were encouraged to make an attempt.

It is therefore, recommended that the authors of books in phonetics and phonology should include exercises on CH diagraph.

A study on English language teachers in Ogun state was carried out with the aim to find out their suitability as models for Standard British English stress assignment. 100 public and private school teachers, fifty, from each state were used. The participant performance was accessed with acoustic tools and in simple percentage. The findings revealed that the selected teachers of English language did not achieve appropriate stress assignment; hence, they are not suitable as models.

Also, the approximation of educated elite Hollywood actors and actresses to Standard English stress assignment with a view to testing their acceptability as models for pronunciation among Nigeria speakers of English language. The author randomly selected 26 Hollywood films produced between 2000 and 2013 with a total of 157 scenes featuring 171 actors who played professional roles. The finding showed that Hollywood actors and actresses who have played the roles of educated elite approximate to SBE and thus suitable as supportive models for Nigerian speakers of English. However, sorting out which character to listen to or which ones not to listen to become cumbersome for learners.

Subsequently, study on the production of English phonemes by teachers of some public and private senior secondary schools in Lagos State to confirm if they could serve as pronunciation models. His study adopted a mixed method of quantitative and qualitative research designs and employed generative phonology as theoretical framework. Forty participants, drawn from nine private and seven public senior secondary schools, with equal number of males and females, were purposively sampled. Toki found out that most of the Nigerian English Teachers (NiTEL) in Lagos State (87.5%) were unable to approximate to Standard British pronunciation of the test items. Consequently, they cannot be appraised as models.

Also, a researcher carried out a study on the articulation of dental fricatives and phonological environments among JSS1 and SS3 in Saki –West local government Area of Oyo State. The main purpose of the study was to determine the effect of phonological environments on the articulation of voiced and voiceless dental fricatives among the selected JSS1 and SSS3 students in Saki West local government Area of Oyo State²⁰⁷.

The researcher used random sampling to draw 40 students' purposively selected JSS1 and SS3 students from secondary schools that responded to questionnaire that contained Read –Aloud (RA) tests.

The findings show that phonological environment, dental fricatives at word final positions are easily pronounced followed by words at initial position and the most difficult ones at medial position. Other findings show that there are some sounds that co-occur with voiced and voiceless fricatives /θ/ and /ð/ enhanced their articulation while others like /r/ inhibit them.

It is recommended that if the teaching of oral English is re- directed from theoretical to practical and quality of teachers are improved with adequate material resources to discharge their duty, more accurate renditions would be addressed and achieved.

Another study reported on some aspects of pronunciation problem in the spoken English of some Nigerian undergraduate students. The general purpose of the study was to investigate the pronunciation problems of the Yoruba learners of English. The research used simple random sampling to fifty five undergraduates' students of Obafemi Awolowo University (O.A.U) in Nigeria.

All the students speak Yoruba nativity and a pre test indicated that all of them have been exposed to English both as a medium of instruction and as a school subject since they were in primary

school. The data collected were analyzed both descriptively and statically. The instruments used in collecting the data for the study were two. The first type was prepared English text comprising of twelve sentences in which all the sounds of English were present. This was read by each of the subjects, which were later transcribed, and recorded on tape.

By and large, in order to reduce the degree of formality involved in the reading of the text, the second type requested each student to tell any story of on a given topic for ten minutes. While this was going on, the researcher was paying attention to their pronunciation.

The researcher concluded that must of pronunciation problem ESL learners, in this case a group of YSE generally have problem with the pronunciation of the English fricatives, the English lax vowels, the central vowels, and diphthongs.

Furthermore, a research carried out study on the analysis of the problems of English pronunciation among Yoruba speakers, of English. The main purpose of this study is to basically analyze the problems of pronunciation among the non- native speakers of English, especially the Yoruba people. The researcher used simple sampling techniques, selected secondary school in Lagos state University. In other words the respondents constitute the class undergraduates including professionals.

Interview method was deployed in active to the questionnaire method. The findings of the study show that most of the respondents faced a lot of problems when articulating sounds of English. Other findings show that the respondents often transfer L1 to L2 (that is the Yoruba phonetics system and the English phonetics system) are the major causes of the problem of pronunciation by the Yoruba users of English sounds in attaining the RP standard. He also indicates four problems which include, educational background, level of exposure, students and so on.

Though the above studies were centered on pronunciation, more studies in this area are required because when the newscasters are identified, it will be more likely to fish out ways of ameliorating them especially as it concerns identifying and analyzing pronunciation difficulties.

2.4 Summary of Literature Review

The review of literature is organized into section comprising the conceptual framework, the theoretical framework, the empirical studies and the summary of literature reviewed. The conceptual framework of this study concentrates on the concept of pronunciation. The difficulties, and factors that affect pronunciation learning, are mother tongue and second language acquisition. The consensus definition of pronunciation shows that it refers to the way a word or a language is spoken, or the manner at which someone utters a word. It involves making correct sounds of a particular language, as well as how the sounds are put together in the flow of speech. The greatest importance of pronunciation is that it helps a person to formulate his thought and encode it. In essence, correct pronunciation effects communication for others to decode. It assists one to feel confident while speaking. Mother tongue, Received Pronunciation, and language of social media were discussed.

The theoretical framework hinged on generative phonology theory with emphasis on phonological rules and distinctive features. Description of distinctive features and phonological rules as valid analytical tools underscores the relevance of adopting these sub-theories of G.P. as our theoretical framework in this study. An ancillary framework added to it is Chomsky's linguistic competence and performance modified as academic competence and linguistic performance (in an L₂ situation). The rationale for adopting this combination of frameworks is based on our preoccupation with phonological rule application by teachers of English with university education background on English. The empirical review explained the studies that

relate to the present study which concern with the identification and analysis of the patterns of pronunciation. However, it is observed that the review did not delve deeper into the issue at stake. This literature gap therefore makes it compulsory for the current researcher to investigate the patterns of pronunciation of morphemes “s” and “ed” in English News among Yoruba L1 Television Newscasters in South West, Nigeria.

2.4.1 Gains from Literature Reviewed

The review of related literature in respect to the present investigation covers all areas that concern it. This is the influence of mother tongue on the use of English of television correspondents. Correct pronunciation and meaning Words must be spelt correctly to have meaning. It is going to redirect the attention of school learners that some reporters make blunders while broadcasting as such they should be careful on the total trust they place on correspondents. It will help in the classification of interference errors cause by over differentiation, under-differentiation, substitution, epenthesis, hypercorrection or re-interpretation.

Recording live broadcast of correspondents will help to provide unbiased data leaving sentiments and the general perception of lay people about some tribes in some regions of the country about the use of English language. It gives an insight that some errors are not as result of mother tongue interference but as a result of teacher induce errors, overgeneralization, and self introduction of some phonemes by second language learners. As such the study has a focus on the error as it is concern with- interference error. The review will aid in showing sounds that are not present in the MT but present in the TL and the errors identified will be corrected and helpful to school students.

2.4.2 Appraisal of Literature Reviewed

There is no doubt that most second language learners battle with the inability to control their MT when they speak the TL. Television newscasters in South-West Nigeria, though second language

users are assumed to have undergone thorough training that would have shed away the influence of the MT on TL. However, many of them seem to report news that is heavily impoverished because of the misuse of the segmental and suprasegmental features of the TL.

The number of journalism training institutions and the status accorded to it in the society have increased; but the quality of their output has decreased. This obviously affects their competence in reporting news, which in turn affects students in schools. This is so because students see correspondents as experts in the use of phonological properties of the TL. But as the theory of error analysis postulates, errors should be corrected. This study hopes to correct errors identified with some correspondents in A.I.T, B.C.O.S, O.G.T.V and NTA so as to cut out unnecessary spread of bastardized use of English language phonology.

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Chapter Three

Methodology

This chapter explains the research methodology and the appropriateness of the qualitative method adopted for this study. The research work is achieved by putting the following into consideration: research design, the population of the study, samples and sampling techniques, instruments, validity and reliability of research instruments, method of data collection and method of data analysis.

3.1 Research Design

Research design is the plan and structure of investigation so conceived as to obtain answer to research questions¹. The study adopted the mixed method design which combines descriptive and qualitative approaches. On the one hand, the descriptive approach involved recorded news items in which the phonetic patterns in the participants' productions were subjected to the tenets of generative phonology, using well formalised phonological rules to establish their proximity or deviations from the Standard British Pronunciation. One mark each was awarded for every correct application of each of the phonological rules tested in the study. The total scores generated through this process were subjected to standard deviation and Bar-graph tests. The findings obtained served as the basis for deriving the answers to the research questions raised at

the beginning of the study. On the other hand, the qualitative approach involved detailed phonological analysis of the variant forms produced by the participants with copious discussion based on the tenets of generative phonology theory.

3.2 Population of the Study

In research, population refers to the totality of all subjects that conform to a set of specifications, comprising the entire group of persons that is of interest to the researcher and to whom the research results can be generalised. Members of a population often rely on the same resources and are subjected to similar environmental constraints, and depend on the availability of other members to persist overtime ². Therefore, the target population for this research consists of Yoruba L1 television English Newscasters in Southwest, Nigeria represented by their recorded news episodes.

Table 3.1 Television Stations in South West, Nigeria

S/N	State	Private	State	Federal
1	Oyo	Galaxy Television	Broadcasting Corporation of Oyo State	Nigerian Television Authority
2	Osun	-----	Osun State Broadcasting Corporation	Nigerian Television Authority
3	Ogun	Galaxy Television	Ogun State Television	Nigerian Television Authority
4	Ondo	Remdel Television	Ondo State Radiovision	Nigerian Television Authority
5	Ekiti	-----	Ekiti State Television	Nigerian Television Authority
6	Lagos	TVC Television, Channels Television SilverbirdTelevision, AIT Television,	Lagos State Television	Nigerian Television Authority

		DBN Television, MITV Television, Super Screen Television		
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Source: Field Survey, 2021

The news items in the above television stations are not only relayed in English but we have other programmes in Yoruba, Hausa, Igbo and Pidgin but the concern of this study is majorly on English news by Yoruba newscasters.

3.3 Sample and Sampling Techniques

The technique for this study is the multi-stage purposive sampling technique. It was used in selecting episodes of news from five Yoruba television stations in Southwestern Nigeria. Another criterion used for sample selection in the study was public and private television parameter. The television stations were purposively selected from each of the two groups. In order to achieve this, Nigeria Television Authority (NTA) was selected because it is the only Federal Government-owned Television station situated in all states of the country. Choosing NTA Ibadan shows that it represents all NTAs in Southwestern Nigeria. Other stations are Ogun State Television and Ondo State RadioVision Ondo State as they are state government-owned television stations in the Southwest. Channels Television and African Independent Television (AIT) were selected to represent privately-owned television stations and they are both situated in Lagos State. Besides, five newscasters were selected; one from each of the stations considered. Ekiti State Television and Osun State Broadcasting Corporation; were left out because the stations had been used in the pilot study. The rationale is to enhance an objective assessment of the

performances of Yoruba television newscasters in phonological rules application across the news episodes.

3.4 Instruments for Data Collection

The research instrument used for the study is the VLC media player. This covers the selected five television stations in the South West region of Nigeria between March and August 2020. One hundred eighty-four (184) news items were cast during the COVID 19 lockdown. The Monday news episodes were considered due to the wide coverage of the news items that drew from all the happenings of the weekend, making Monday news more comprehensive with thirty-five news episodes, out of which thirty were considered. Thirty words with plural and past tense morphemes were purposefully chosen from each station's news, and fifteen words with plural morphemes and another fifteen words with past tense morphemes were rigorously analyzed for the study. Talking dictionary was used as a standard measure for the correct pronunciation of the selected words. Each of the news items was recorded and transcribed. The reason for the choice of this instrument is that it allowed the researcher to listen to a news report over and over to detect points where the sound properties deviated.

3.5 Validity of the Instrument

. The news episodes containing the test items to be produced by participants were presented to the supervisor of this thesis to proofread and to do necessary corrections. Experts in statistics were contacted to establish the appropriate tool for the analysing the data gathered for this study.

3.6 Reliability of Instruments

The instrument designed for this study was presented to the supervisor of the project who also proofread it, did the necessary correction and added her informed suggestions. Experts in statistics were also contacted to establish the appropriateness of the tool to this sort of research. Also, to determine the reliability of achievement test in studying phonological rule application, news items were collected from five television stations in Southwest on two different occasions

within an interval of three weeks. The five news items of the Yoruba L1 newscasters were put side by side to determine the area of deviant in their articulation.

. The two administrations were scored and analysed using Pie chart tests. The results of the analyses showed that 41% of the subjects' articulate morpheme "ed" while 59% of the subjects articulate morpheme "s". This value was considered high enough to validate the reliability of the test instrument as it was found to be stable over time. Therefore, the use of test as data gathering instrument for this study was considered adequate and used for the main.

3.7 Administration of Instrument and Method of Data Collection

The process of data collection started with the recording of English news items as read by Yoruba L1 television newscasters in five Southwestern Nigerian television stations, namely: Channels television, African Independent Television Ibadan, Ondo State Radiovision, Ogun State Television and Nigeria Television Authority, Ibadan. All the selected news items were collected onto a computer system with VLC media player 2.0.3 version playback software for viewing. This particular software is picked because of its clear picture output and sound quality. Five television stations were selected from Southwest; Nigeria and recorded the English news items read by Yoruba Newscasters, he listened carefully to the recorded news items and identified the words containing plural and past tense morphemes and transcribed the selected words.

For objectivity and accuracy, two phonetics and phonology experts were made to listen to the news item and identify the pronunciation of the target phonemes.

The findings were compared with the other two and adopted the average and identified patterns produced by the Newscasters. Examples:

- i. The test on pattern of pronunciation of morphemes "s" in the words *faces* /feisis/, /feisiz/, / feiziz/ *proves* / pru:vz/, / pru:vs/ and *amends* /əmendz/, /əmendz/.
- ii. Test on patterns of pronunciation of morpheme "ed" for instance, /e/ instead of /ɪ/ *Recorded* /rikɔ:ded/ *recorded* /rikɔ:dɪd/, /e/ instead of /ɪ/ *Tested* /tested/tested/testɪd/ /e/ instead of /ɪ/ *Limited* /lɪmɪted/ *limlited* /lɪmɪtɪd/, /e/ instead of /ɪ/ *Ventilated* /ventileɪted/ventilated /ventileɪtɪd/ ,/e/ instead of /ɪ/ *Affected* /əfekted/affected /əfektɪd/.

3.8 Method of Data Analysis

The renditions of the participants were compared to the Received Pronunciation (RP). The results were presented in tables and charts. With the data processed and sorted out, variables identified from the news items were analyzed to describe the newscasters' level of expertise in the pronunciation of morphophonemic sounds. The whole data were subjected to content analysis through the description of the errors found in the pronunciation of the selected words by identifying the likely causes and proffering possible solutions. Selected items of the data were subjected to metrical and acoustic analyses. The basic assumption raised was answered based on the result observed from analyses of the recorded news items.

Endnotes

- 1 Shukla Satishprakas, *Research Methodology and Statistics*, Ahmedabad: Rishil Publication, 2020, 89-97
- 2 Linus Osuagwu, *Research Metods: Issue and Research Direction*, **Journal of Business and Management Research**, Vol.19(3), 2020.
- 3 Tusher Prathi; Nikhil Strivastava; Vivek Rana; Noopur Kaushik & Naupreet Kaur, *Research Methodology and Design A Powerful Tool for Scientific Data*, **Journal of Medical and Dental S cience Research**, Vol.9(11), 2021.

Chapter Four

Results and Discussion of Findings

This chapter focuses on the results of the research findings of the patterns of pronunciation of plural and past tense morphemes in English News among Yoruba television newscasters in South West Nigeria. The analysis is done in categories through the presentation of tables showing the selected news items already transcribed to show the patterns of their pronunciation and the correct pronunciation of those words according to Cambridge English Pronouncing Dictionary by Daniel Jones.

4.1.1 Data Presentation

Data were sourced from the news items of five television stations in South West, Nigeria. The television stations include Channels Television, Ogun State Television (OGTV), Ondo State RadioVision, Nigerian Television Authority (NTA) and African Independent Television (AIT).

The data below show the transcription of thirty words selected from each of the television stations stated earlier.

Table 4.1.1: Words that Contain Plural and Past Tense Morpheme (-s,-es, and -d, -ed,) as identified in the News Items

	-s,-es		-d,-ed
S/No	Items	S/No	Items
1	Cases	1	recorded
2	Diseases	2	Rejected
3	Days	3	Mandated
4	Symptoms	4	Committed
5	Faces	5	Needed
6	Forces	6	Invaded
7	Workers	7	Projected
8	Says	8	Abducted
9	Takes	9	Affected
10	Aids	10	Tested

11	Makers	11	Decided
12	Runs	12	Dedicated
13	Proves	13	Incorporated
14	Answers	14	Concerted
15	Amends	15	Purported

Source: Field Survey (2021)

4.1.2 Presentation of Research Questions

Research Question One: What are the patterns of pronunciation of plural morpheme ‘(s,’es’’) in English news among Yoruba L1 Newscasters?

Table 4.2.1 The Pattern of Plural Morpheme (“s”, “es”) in English News among Yoruba L1 Newscasters

SN	Gloss	Received Pronunciation	Newscasters Pronunciation	%
1	Cases	/keisiz/	/keisis/ /Keisiz/ /dizi:ziz/	20 80 40
2	diseases	/dizi:ziz/	/disi:sis/ /disi:zis/ /dizis/ /deis/	20 20 20 80
3	days	/deiz/	/deiz/ /simptəmz/	20 60
4	symptoms	/simptəmz/	/simptəms/ /feisiz/	40 60
5	faces	/feisiz/	/feisis/ /feziz/ /fɔ:siz/	20 20 20
6	forces	/fɔ:siz/	/fɔ:sis/	80
7	workers	/wɜ:kəz/	/wɜ:kəz/ /wɜ:kəs/	40 60
8	Says	/sez/	/sez/ /ses/	40 60

9	takes	/teiks	/teikz/	60
			/teiks/	40
10	Aids	/eidz/	/eidz/	40
			/eids/	60
11	makers	/meikəz/	/meikəz/	20
			/meikəs/	80
12	runs	/rʌnz/	/r ʌnz/	20
			/rʌ ns/	80
13	proves	/pru:vz/	/pru:vz/	20
			/pru:vs/	80
14	answers	/'ɑ:ntsəz/	/'ɑ:ntsəz/	40
			/'ɑ:ntsəs/	60
15	amends	/əmendz/	/əmendz/	20
			/əmends/	80

Source: Field Survey, 2021

To provide an answer to research question one, *what are the patterns of pronunciation of morpheme 's' by Yoruba LI newscasters?*

Table 4.2.1 above shows plural morpheme (“s”, “es”) rendition by newscasters. It is observed from the table that the Yoruba L1 who are English Newscasters realized morpheme “-s”, “es” in various ways. These ways are called patterns.

The results show that 80% of the participants got morpheme “s” sound in CASES /keisiz/ right, while 20% of the participants substitute the RP with /keisis/, replacing the target sound /z/ with /s/.

When analysing the result obtained from the newscasters’ rendition on DISEASES, only 40% instances of appropriate pronunciation was observed while 60% instances of variant forms were observed. This implies that there was only 40% SBE approximation and 60% variant production. For instance, 40% realizes the word as /dizi:ziz/, 20% as /disi:zis/, 20% as /disi:sis/ and other 20% as /dizis/.

DAYS is another word that was recorded in the news rendition. 20% of the participants have the SBE approximate while 80% have different patterns.

The result of the morpheme “s” rendition in SYMPTOMS shows that 60% of the participants got the articulation right. The analysis of wrong renditions reveals that 40% of the participants articulated the sound differently from the RP as in /simptəms/ and /simptɔms/.

The result obtained in FACES shows that 60% of the participants pronounced the target sound correctly while 40% articulate it differently. For instance, 60% of the participants realize the word as /feisiz/, 20% as /feisis/ and other as /feiziz/.

The table also shows the result of articulation of morpheme “s” obtained from FORCES. 80% of the participants substitute the target sound with /s/ while the rest 20% rendered the target sound accurately.

When analysing the result obtained from the newscasters' rendition on WORKERS, 40% accuracy was recorded with the remaining 60% substitute the target sound with /s/.

SAYS is another word recorded in news items during the news rendition. The following results are obtained: 60% deviation from RP norms are substituted with /s/, while on the accuracy side, 40% of the participants got the rendition right.

Also, the result of morpheme “s” rendition in TAKES shows that 60% of the participants got the pattern right while 40% of the participants pronounced it differently.

The table shows the articulation of morpheme “s” as obtained from AIDS. 60% of the participants substitute the target sound with /s/ while 40% rendered the target sound accurately.

MAKERS, RUNS, PROVES, and AMENDS witness the lowest accurate renditions of all the tokens from the news episodes. 20% of the participants were able to pronounce the target sound accurately, while 80% of the participants substituted the target sound with /s/.

When the results of newscasters were analysed, ANSWERS also has 40% accuracy while 60% deviated from RP norms and substituted with /s/.

It is observed from the above findings that educated Yoruba speakers of English found it difficult to articulate plural morpheme “-s”, “-es” correctly as a result of the non-inclusion /z/ sound in Yoruba sounds. The implication of the above finding is that the newscasters’ articulation of plural morpheme “-s”, “-es” has a negative influence on the viewers and learners’ in general hence broadcasting is another classroom.

The information is summarily graphically represented in the Figure 4.1 below:

The Patterns of Articulation of Plural Morpheme ‘-s’, ‘es’

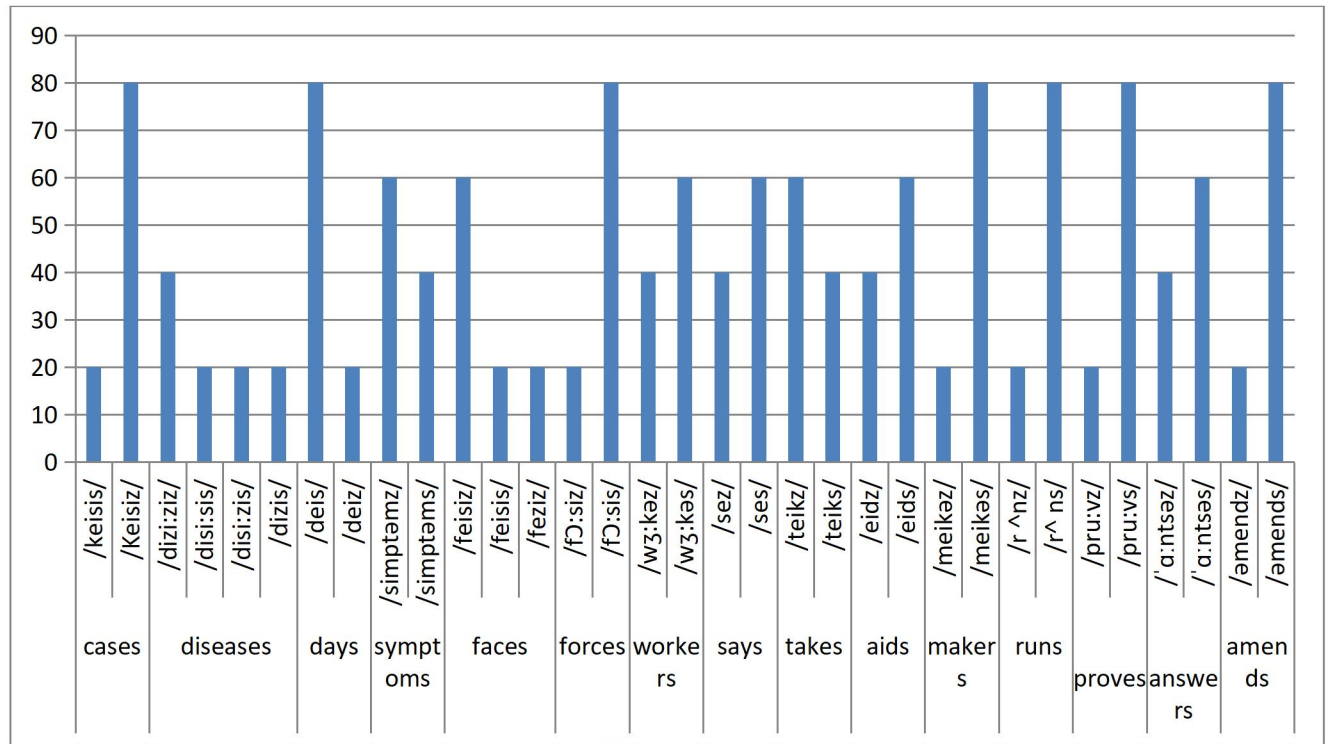


Fig. 4. 1 Patterns of Plural Morpheme “s”, “es” by Yoruba L1 Newscasters

Source: Field survey, 2021

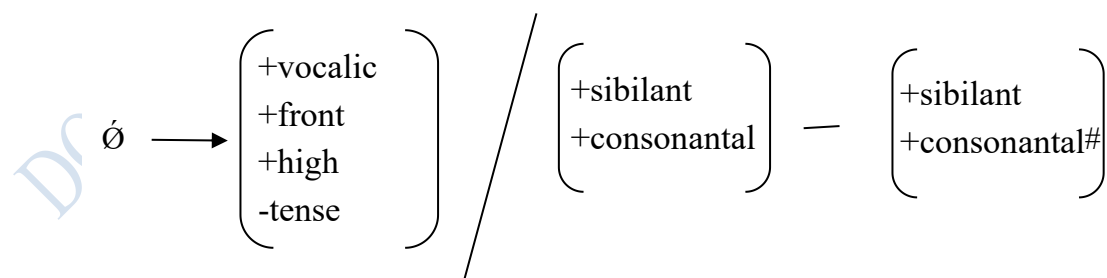
Table 4.2.2 Phonological Analysis of Newscasters' Production of Plural Allomorph [iz]

SN	Gloss	SBE Pronunciation	Newscasters variant Pronunciation	Variant form	App Pron.
1	Cases	/keisiz/	/keisis/	20	80
2	Diseases	/diziz/	/dizi:ziz/ /disi:sis/ /disi:zis/ /dizis/	60 20 20 20	40 - - -
3	Days	/deiz/	/deis/	80	20
4	Faces	/feisiz/	/feisiz/ /feisis/ /feziz/	40 20 20	60 - -
5	Forces	/fɔ:siz/	/fɔ:sis/	80	20
6	Workers	/wɜ:kəz/	/wɜ:kəs/	60	40
7	Makers	/meikəz/	/meikəs/	80	20
8	Answers	/'ɑ:ntsəz/	/'ɑ:ntsəs/	60	40

Source: Field Survey (2021)

The tenet of GP, holds that similar sounds do not occur in sequence but the vocalic /i/ or / ə/ must be inserted between the two sounds. This implies:

Ø → [i] [+sibilant] --- [+sibilant



The GP theory holds similar sounds cannot be in sequence, hence, the need to insert a vocalic melody [i] for easy of pronunciation. The morphophonemic rule states that morpheme –es is

pronounced as [iz] when it is preceded by sibilant (fricative and affricates). This means /s/ is pronounced as /iz/ when it occurs after /ʃ/ and /tʃ/. However, from the result presented in the table, it is obvious that majority of newscasters flouted the rule. Instead of pronouncing [iz], the variant form [is] was produced. This means newscasters were unable to alternate between the [iz] and [is]. The /s/ feature in phonemic level was transferred to phonetic level of representation. Apart from flouting the rule, it is also evident that newscasters use spelling as a guide for pronunciation.

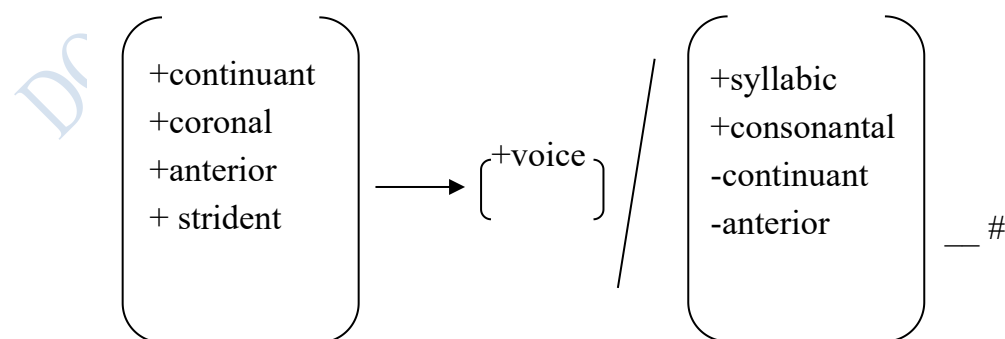
Table 4.2.3 Phonological Analysis of Newscasters' Production of Plural Allomorph [z]

SN	Gloss	Received Pronunciation	Newscasters Pronunciation	Variant form	App Pron
1	Symptoms	/sɪmptəmz/	/sɪmptəms/	40	60
2	Says	/sez/	/ses/	60	40
3	Aids	/eidz/	/eids/	60	40
4	Runs	/rʌnz/	/rʌ ns/	80	20
5	Proves	/pru:vz/	/pru:vs/	80	20
6	Amends	/əmendz/	/əmends/	80	20

Source: Field Survey (2021).

In pronouncing the plural allomorph [z], the morphophonemic rule states that:

/s/



For example: proves [pru:vz]

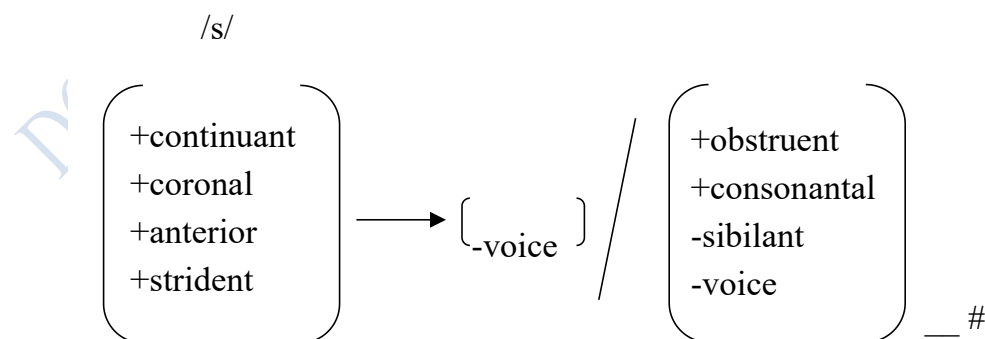
The tenet of GP theory, states that plural morphemes assimilates the voicing of the sound in its environment. This means the plural morphemes (-s) , takes on the voicing feature of the syllabic (vowel) as in the word *says*, consonantal (nasal, fricative, voiced plosive) as in the word *proves* and *amends*. Thus, it should be pronounced as [z]. However, the data presented in the table above shows that majority of the newscasters were unable to alternate between the voiceless alveolar fricative /s/ and its voiced counterpart /z/. This made them transfer the /s/ sound represented at phonemic level to the phonetic level of representation. Thus, the allomorph pronounced was [s] instead of [z]. From the result, it is evident that newscasters rely on spelling as guide for pronunciation.

Table 4.2.4 Phonological Analysis of Newscasters' Production of Plural Allomorph [s]

SN	Gloss	Received Pronunciation	Newscasters Pronunciation	Variant form	App Pron
	Takes	/teiks/	/teiks/	40	60

Source: Field Survey (2021)

The tenet of GP theory holds that morphemes must agree in voicing with the sound preceded by it. The plural morpheme rule is formulated thus:



For example: takes /teiks/

The plural morpheme –s occurring after voiceless plosive (k,t) as in the word *takes* is pronounced as [-s] . The table above shows that newscasters applied the rule appropriately. As a result, there was 40% variants form of production.

Research Question Two: What are the patterns of pronunciation of past tense morpheme (‘-d’, ‘-ed’) in English News among Yoruba L1 television newscasters?

Table 4.3 The Patterns of Past Tense Morpheme (“d”, “ed”) in English News among Yoruba L1 Newscasters

SN	Gloss	RP	NP	%
1	Recorded	/rikɔ:dɪd/	/rikɔ:dɪd/ /rikɔ:ded/	40 60
2	Mandated	/mændeɪtɪd/	/mændeɪtɪd/ /mændeɪted/	40 60
3	Committed	/kəmɪtɪd/	/kəmɪtɪd/ /kəmɪted/	60 40
4	Rejected	/rɪ:dʒektɪd/	/rɪ:dʒektɪd/ /rɪ:dʒekted/	20 80
5	Supported	/səpɔ:tɪd/	/səpɔ:tɪd/ /səpɔ:tɪd/	60 40
6	Needed	/nɪ:ɪdɪd/	/nɪ:ɪdɪd/ /nɪ:ɪded/	60 40
7	Abducted	/əbdʌktɪd/	/əbdʌktɪd/ /əbdʌkted/	60 40
8	Affected	/əfəktɪd/	/əfəktɪd/ /əfəkted/	80 20
9	Tested	/testɪd/	/testɪd/ /tested/	40 60
10	Invaded	/ɪnveɪdɪd/	/ɪnveɪdɪd/ /ɪnveɪded/	60 40
11	Decided	/dɪsaɪdɪd/	/dɪsaɪdɪd/ /dɪsaɪded/	80 20
12	Dedicated	/dedɪkeɪtɪd/	/dedɪkeɪtɪd/ /dedɪkeɪted/	60 40
13	Incorporated	/ɪnkɔ:pəreɪtɪd/	/ɪnkɔ:pəreɪtɪd/ /ɪnkɔ:pəreɪted/	40 60
14	Concerted	/kəʌsɜ:tɪd/	/kəʌsɜ:tɪd/ /kəʌsɜ:ted/	40 60
15	Purported	/pəpɔ:ti d/	/pəpɔ:ti d/ /pəpɔ:ted/	60 40

Source: Field Survey, 2021

To provide an answer to research question two, *what are the patterns of pronunciation of past tense morpheme 'd', 'ed' by Yoruba L1 newscasters?*

Table 4.6 above presents the results of the patterns of pronunciation of past tense morpheme “-d”, “-ed” rendition among the newscasters. It is observed from the above table that the Yoruba L1 who are English newscasters realized past tense morpheme “-d”, “ed” in various ways.

The table shows the result of articulation of past tense morpheme “ed” obtained from RECORDED. Only 40% of SBE approximation was observed while 60% of the participants substituted the target sound with /ed/.

Testing for accurate rendition on past tense morpheme “ed”, the result shows that 40% of the participants got past tense morpheme “ed” sound in MANDATED accurately, while 60% of the participants pronounced the sound differently from the Received Pronunciation by substituting the sound with /ed/.

COMMITTED is another token recorded during the news rendition, the following results are obtained: 40% of variation was achieved while 60% of the participants got the rendition correct.

The results of past tense morpheme ‘ed’ rendition in REJECTED shows that there are 60% accurate pronunciations while 40% of the the participants pronounced it differently.

The above table also shows the articulation of past tense morpheme “ed” as obtained from SUPPORTED. Only 40% of the participants substituted the target sound with /ed/ while 60% of the participants rendered the target sound correctly.

When the accurate rendition on past tense morpheme “ed” was tested in NEEDED, 60% of the participants observed the rule of morphophonemic in their pronunciation while 40% pronounced

the sound differently from the Received Pronunciation by substituting the sound with /ed/ instead of /id/.

When analysing the results obtained from the newscasters' rendition on ABDUCTED, 60% of SBE approximation was observed while 40% variation was achieved.

AFFECTED and DECIDED recorded the highest number of accuracy rendition during the news episode. Only 20% of the participants pronounced the sound differently from the Received Pronunciation while 80% participants observed morphophonemic rule.

When the results of newscasters was analysed on TESTED also had 40% accuracy while 60% deviated from SBE approximation and substituted the target sound /id/ with /ed/.

INVADED is another item tested for an accurate rendition of past tense morpheme "ed" with the result showing only 60% of the participants got the correct articulation, while 40% variation was achieved. They opted for /ed/.

DEDICATED is another word recorded in the news rendition that is aiming at testing for application of morphophonemic rule in the news episode, only 60% of SBE approximation was observed while 40% of deviation was achieved.

The result obtained on INCORPORATED shows that 2 participants representing 40% observed the rule while 3 participants representing 60% of variation was achieved.

When analysing the result obtained from the newscasters rendition on CONCERTED, 40% accuracy was recorded with the remaining 60% substituting the target sound with /ed/ sound.

PURPORTED is another token from which past tense morpheme “ed” pronunciation was tested; only 60% of the participants produced the target sound accurately. However, 40% of the participants substitute the sound with /ed/.

Findings on the realization of past tense morpheme “-ed” as past tense inflectional ending in the above table show that the Yoruba L1 who are English Newscasters realized past tense morpheme “-ed” with different patterns.

An overview of table 4.3 above shows that very few of the Yoruba L1 newscasters have a good mastery of the pronunciation of words under consideration. The analysis has shown that for every 5 Yoruba newscasters, only 3 of them pronounce the words correctly

Also, from the general performance of the respondents, 60% SBE approximation was attained while 40% variant production was observed.

The information is graphically represented in Figure 4.2 below:

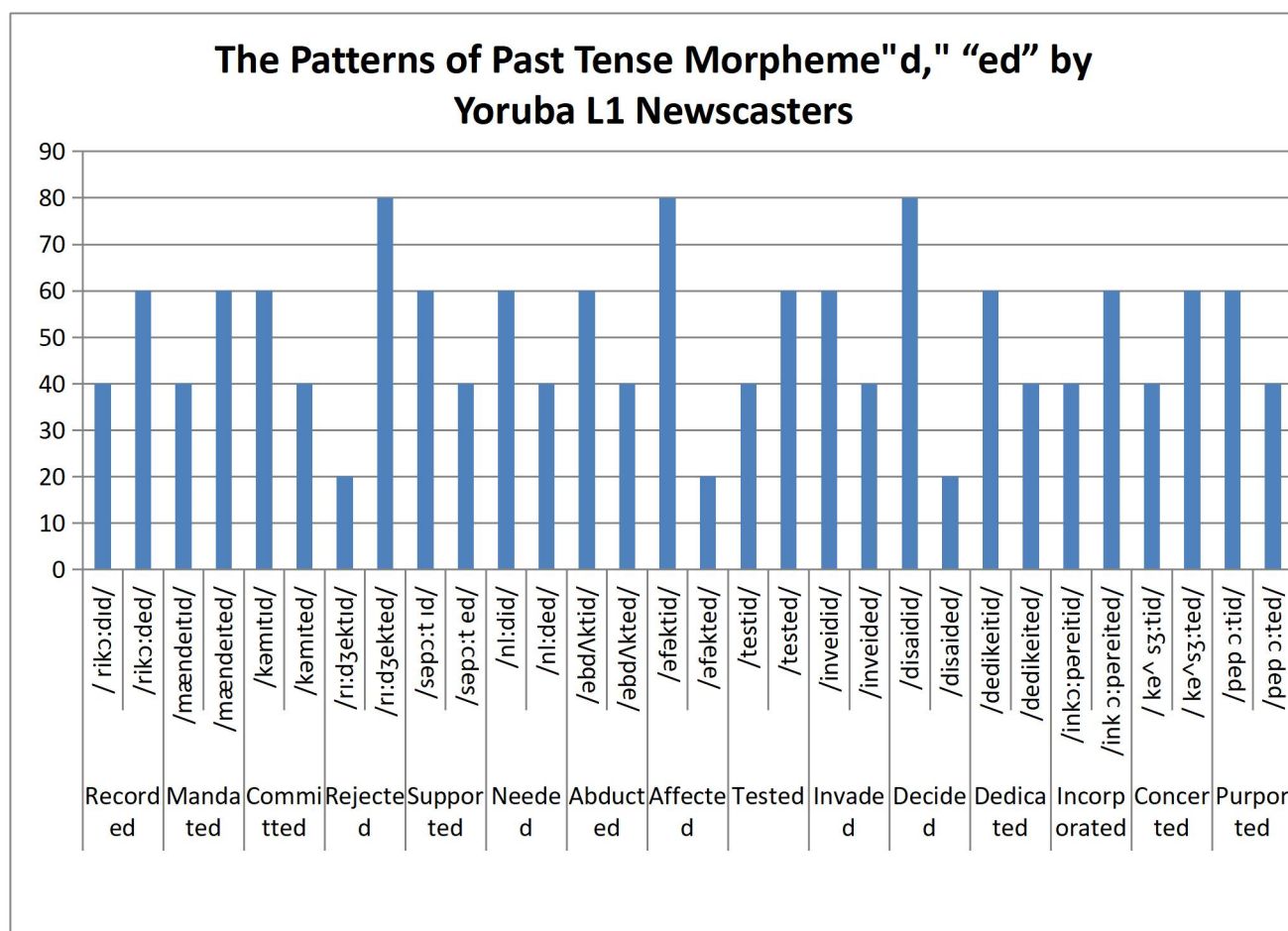


Figure 4.2 Patterns of Pronunciation of Past Tense Morpheme (“-d”, “-ed”)

Source: Field Survey (2021)

The above chart illustrates the degree of SBE approximation and otherwise attained by the respondents in their application of the morphophonemic rule to the past tense allomorph [-id].

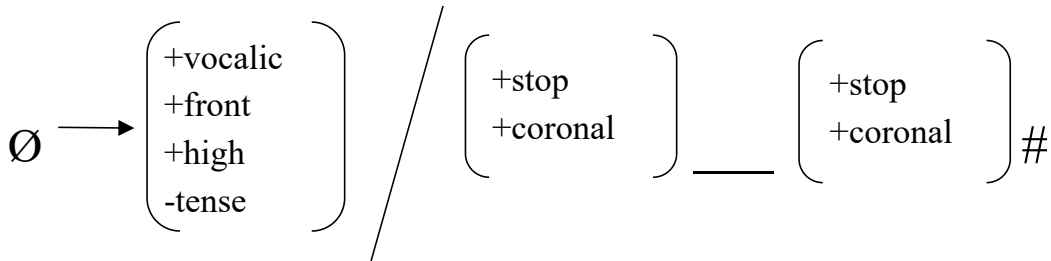
From the graphical illustration, the contrast between the expected and the observed approximation of the respondents shows that the respondents performed better which is the level of the expected approximation. Considering the performance of the newscasters in this study, it is obvious that they do not qualify to serve as appropriate models for learners and the general users of the language.

Table 4.3 Phonological Analysis of Newscasters' Production of the Past Tense Allomorph [ɪd]

	Gloss	SBE Pronunciation	Newscasters Variant Production	Variant forms	App P
1	Recorded	/rikɔ:dɪd/	/rikɔ:ded/	60	40
2	Mandated	/mændeɪtɪd/	/mændeɪted/	60	40
3	Committed	/kəmɪtɪd/	/kəmɪted/	60	40
4	Rejected	/rɪ:dʒektɪd/	/rɪ:dʒekted/	80	20
5	Supported	/səpɔ:tɪd/	/səpɔ:tɪd/	40	60
6	Needed	/nɪ:ɪdɪd/	/nɪ:ded/	40	60
7	Abducted	/əbdʌktɪd/	/əbdʌkted/	40	60
8	Affected	/əfəktɪd/	/əfəkted/	80	20
9	Tested	/testɪd/	/tested/	40	60
10	Invaded	/ɪnveɪdɪd/	/ɪnveɪded/	40	60
11	Decided	/dɪsaɪdɪd/	/dɪsaɪded/	20	80
12	Dedicated	/dedɪkeɪtɪd/	/dedɪkeɪted/	40	60
13	Incorporated	/ɪnkɔ:pəreɪtɪd/	/ɪnkɔ:pəreɪted/	60	40
14	Concerted	/kəʌsɜ:tɪd/	/kəʌsɜ:ted/	60	40
15	Purported	/pəpɔ:ti d/	/pəpɔ:ted/	40	60

Source: Field Survey (2021)

The tenet of GP theory holds that past tense morpheme –ed preceded by plosives assimilates the voicing of the plosive sound. Also, similar sounds do not occur in sequence but must be separated by vocalic /ɪ/ or/ə/. The rule states:



This implies that instead of [əfəktd] for instance, the vocalic [i] is inserted so that we have [əfəktid]. From the data presented above, majority of newscasters were unable to insert the vocalic [i], rather [ɛ], forming [ɛd] was produced. This makes evident that majority of newscasters use spelling as guide for pronunciation. Thus “e” at the phonemic level was transferred to the phonetic level of representation. This situation confirms the percentage conclusion that newscasters are not able to function as suitable models.

Research Question Three: What are the levels of difficulties in the pronunciation of plural and tense morphemes (“-s and -ed”) in English News among Yoruba L1 newscasters?

Table 4.4 The Levels of Difficulty of Plural and Past Tense Morphemes (“-s”, “es” and (“-d”, “-ed”)

S/N		-s				-ed		
		No	Inapp	Cum		No	Inapp	Cum
1	Cases	5	3	3	Recorded	5	3	3
2	Diseases	5	3	6	Mandated	5	2	5
3	Days	5	4	10	Committed	5	1	6
4	Symptoms	5	2	12	Rejected	5	4	10
5	Faces	5	2	14	Supported	5	2	12
6	Forces	5	4	18	Needed	5	2	14
7	Workers	5	3	21	Abducted	5	2	16
8	Says	5	3	24	Affected	5	1	17
9	Takes	5	2	26	Tested	5	3	20
10	Aids	5	3	29	Invaded	5	2	22
11	Makers	5	4	33	Decided	5	1	23
12	Runs	5	3	37	Dedicated	5	2	25
13	Proves	5	4	41	Incorporated	5	3	28
14	Answers	5	3	44	Concerted	5	3	31
15	Amends	5	4	48	Purported	5	2	33

Source: Field Survey (2021)

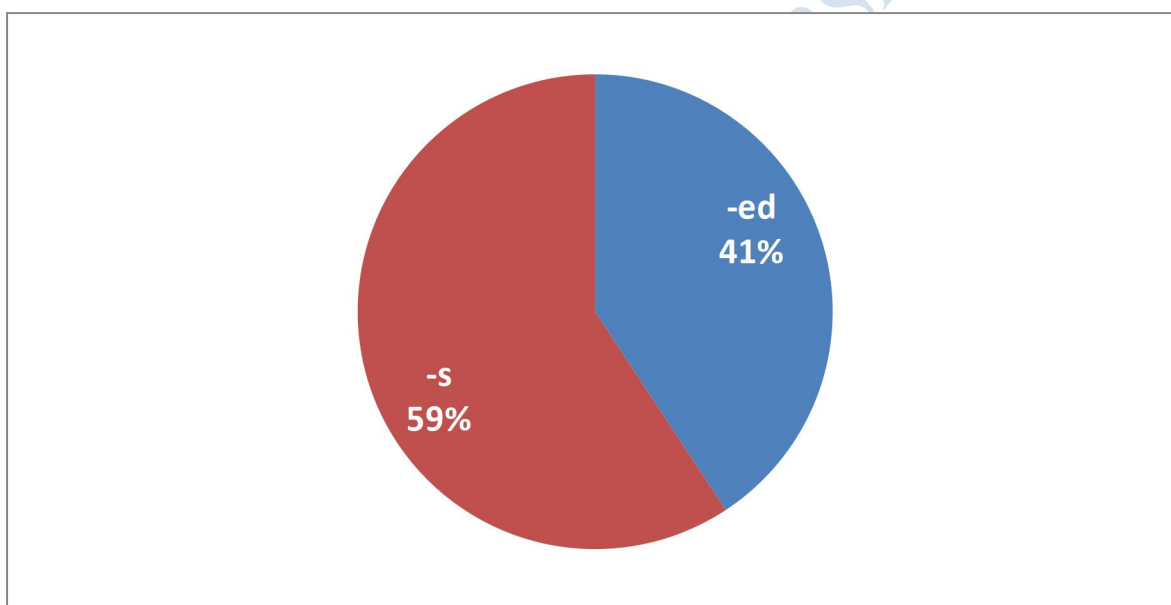
To provide the answer to research question three, what are the levels of difficulty in the pronunciation of morpheme ‘s’ and ‘ed’ by Yoruba L1 newscasters?

Findings from Table 4.8 above show that there are differences between morpheme “-s” and morpheme “-ed” when articulated, the differences were confirmed by the analysis of Standard

Deviation (SD) computed, with morpheme “s”, “es” is $0.7211 \approx 0.72$ and morpheme “-ed” is $0.8066 \approx 0.81$. The deviation from the mean of articulating morpheme “-ed” is greater than the deviation from the mean of articulating morpheme “-s”, “es”. This is an indication that the subjects find it easier to pronounce words with morpheme “-ed” than words with morpheme “-s”, “es”.

On average, an average (mean) of 3 (three) newscasters find it difficult to articulate morpheme “s” while an average (mean) of 2 (two) newscasters find it difficult to articulate.

Fig. 4.9 Pie Chart Comparing Plural Patterns in (“s”, “es”) Past patterns in (“d”, “ed”)



Source: Field Survey (2021)

Table 4.8 above shows the levels of difficulty in the pronunciation of the morphemes “-s” and “-ed” when casting news by the subjects using a pie chart. Majority of the subjects with 41% articulate morpheme “-ed” while 59% of the subjects articulate morpheme “-s”. This means a large number of the subject articulate morpheme “-ed” better than morpheme “-s” when casting news items. This indicates that they were able to apply the of morphophonemic correctly to the words given as the test instrument. The level of difficulties of plural and past morphemes by Yoruba L1 newscasters as observed in the news items obtained from five television stations in

Southwestern Nigeria reveals that the appropriate pronunciation and the variant forms produced by newscasters in different context, data were subjected to the tenet of generative phonology. However, from the result, presented, it is obvious that majority of newscasters flouted the rule. Instead of pronouncing [iz], the variant form [is] was produced. This means newscasters were unable to alternate between the [iz] and [is]. Also, dialectal inflections (/s/ and /e/) are noticed in the pronunciation of Yoruba L1 newscasters which may affect accurate interpretations and understanding of the news and this need to be addressed through constant training of the newscasters to improve their pronunciation and diction. Majority of the newscasters paid less attention to the standard pronunciation of words because they were not aware of being examined and this resulted in the data collected.

Although the major problem identified is mother tongue interference, another is the lack of exposure. Most of the newscasters restrict themselves to their native or local environment, and they hardly study or listen to foreign newscasters. The implication is that majority of the subjects pronouncing morpheme “s”, “es” finds it difficult to pronounce the sound. They have been substituting the target sound with another sound, so they see it as the standard rendition. The reason for their poor performance when pronouncing morpheme “s”, “es” is as a result of the lack of proper mastery of the target sounds on the part of the Newscasters. It can also be because the native speakers are absent in the language community which makes it difficult for the subjects to acquire the right pronunciation of those morphemes.

In conclusion, failure to upgrade oneself is another factor. Most of the newscasters restrict themselves or fail to go further in the study of pronunciation. They adhere or glue to the old ways of doing things thereby getting the same results as the years pass.

Research Question Four: What are the pedagogical implications of the Newscasters pronunciation?

To provide an answer to research question four, what are the pedagogical implications of the Newscasters pronunciation? The following are the outcome of the findings:

News casting has become a special profession and genre that students in secondary schools look forward to becoming a journalist in the nearest future. Some even go to the extent of going on an excursion to a media house just to get a glimpse of newscasters and to reassure themselves of practicing the noble profession.

Knowing full well that we are all enjoined in one way or the other to listen to news relayed on air by newscasters, failure to do that may mean one is not current with happenings in the country. Despite the perceived standard of English language expected from the newscasters, the identified patterns of pronunciation in research questions one to three (1-3) of this study showed that students were confused at what they hear from the so-called newscasters due to bad or wrong pronunciation of morphemes, particularly “-s” and “-ed”. This act has led many viewers astray with the intended message being misinterpreted due to pronunciation faults. More so, parents are being discouraged from enrolling their wards on the journalism career path as they do not want them to end up pronouncing words the way the present ones do. It is strongly believed that with this research work, most of the newscasters will go back to the drawing board to amend their ways and take time to listen to native speakers for accurate pronunciation and diction.

State and federal governments should also help in organizing periodical seminars and workshops on phonetics and phonology. They should also introduce the catch-them-young approach. This means introducing phonetics in the junior and senior school curriculum which must be adequately monitored for effective pronunciation of English sounds correctly. They should also equip television stations with modern facilities and ensure that both private and public schools have a standard language laboratory for practical teachings.

Therefore, failure of English teachers to teach the right value or skills, the students will be at great risk and the implications will be immeasurable.

4.2 Discussion of Findings

Starting with the first research question – what are the patterns of pronunciation of plural morpheme(“-s”, “-es”) in English News among Yoruba L1 newscasters –the morpheme “s”, “es” in this study is realized with four different patterns. However, the pronunciation attested in the patterns of the newscasters’ shows that newscasters do not follow the phonological rules of SBE. The findings in this study revealed that most of the Yoruba L1 newscasters articulate different patterns from that of RP. Past scholars on the articulation of English sounds by educated Yoruba speakers of English showed that they articulate some English sounds different from the RP. For instance, dental fricative, another showed the differences of phonemes /i:/ and /i/.¹

The result shows that educated YorubaL1 newscasters find it difficult to articulate morpheme “-s”, “-es” correctly as a result of non-inclusion of /z/sound in their L1 inventory which indicates the uncertainty of the pronunciation of the selected words. The implication of the above findings is that the newscasters in ESL situations do not acquire accurate rendition of morpheme “-s”². This suggests that if attention is given to the sound system of English early enough, newscasters will be able to master them. Conferences, training, and exposure to accurate rendition will go a long way in improving morpheme “s” rendition among the newscasters since letters can only tell us about spelling and cannot be used as reliable tools for pronunciation. The first rule in studying phonetics and phonology is to ignore spelling and concentrate only on the sound of utterances³.

The findings in the study also answer the question: “What are the patterns of pronunciation of past tense morpheme (“d”,“ed”) in English News among Yoruba L1 Newscasters? At the pronunciation level, the result revealed that few of the newscasters pronounced morpheme “ed”

differently from the Received Pronunciation. This implies that instead of [əfəktɪd] for instance, the vocalic [i] is inserted so that we have [əfəktɪd]. From the data presented above, majority of newscasters were unable to insert the vocalic [i], rather [ɛ], forming [ɛd] was produced. This makes evident that majority of newscasters use spelling as guide for pronunciation. Thus “e” at the phonemic level was transferred to the phonetic level of representation. This situation confirms the percentage conclusion that newscasters are not able to function as suitable models.

However, findings on the realization of the morpheme “d”, “-ed” as a past tense marker in the rendition of the news items by Yoruba L1 who are English Newscasters realized morpheme “-d”, “-ed” with different patterns. All the selected words when articulated revealed two different patterns as /ed/ and /ɪd/, though the sound does not exist in their mother tongue. To achieve the correct pronunciation, they substitute the morpheme “-ɪd” for “-ed” which is present in their language, thereby mispronouncing the words under consideration.

The result of this study corroborates the study on the scarce use of schwa sound in the Yoruba variety of Nigerian English⁴. The result of this study will enable newscasters to concentrate on the absence of phonemes in L1 especially the difficult ones until they master them.

The findings in this study also answer the research question three: “the levels of difficulties in the pronunciation of morphemes “-s and – ed” by Yoruba L1 newscasters.” This indicates that they are conversant with the pronunciation of morpheme “d”, “-ed”. In such a situation, the newscasters have a better knowledge of the pronunciation of the words. Therefore, from all indications, it was observed that the newscasters pronounced words with morpheme “ed” a bit better than they do words with morpheme “s”.

This corroborates in the study of /tʃ/ when substitutes with /s/ because it did not occur in their L1 inventory.⁵

There can be better improvement on the rendition of morphemes “s” and “ed” if the newscasters master all the rudimentary aspects of phonetics and phonology.

On a general note, the result shows that dialectical inflection is noticed in the pronunciation of news items by Yoruba L1 newscasters who may affect the accurate interpretations and understanding of the news and these needs to be addressed through constant training of the newscasters to improve their pronunciation and diction.

Also, impromptu physical examinations/interviews should be conducted to awaken their consciousness to the pronunciation of words as a lapse that can cost them their job.

Endnotes

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5. Munzali Jubril, *Phonological Variation in Nigerian Spoken English*, (Unpublished) Ph.D Dissertation, University Of Lancaster, 2018.

Chapter Five

Conclusion

This chapter did a brief summary of the findings, conclusion of the study. The chapter also presents recommendations, contribution to knowledge and suggestions for further researchers.

5.1 Summary of the Findings

The following are summaries of the finding of the study;

1. From the realization of morpheme “s” as plural marker, the Yoruba L1 who are English Newscasters were unable to alternate between the voiceless alveolar fricative and its voiced counterpart /z/. This made them transfer the /s/ sound represented at the phonemic of [z]. From the result, it is evident that newscasters rely on spelling as guide for pronunciation.
2. It is observed from the finding, that educated Yoruba L1 who are Newscasters find it difficult to articulate plural morpheme “s”, “es” correctly as a result of non- inclusion of /z/ sound in Yoruba sounds which resulted to different patterns. The implication of the finding is that the Newscasters articulation of plural morpheme “s”, “es” has negative influence on viewers and learners in general.
3. In the realization of past morpheme “ed” as past tense inflectional ending in the selected words show that Yoruba L1 Newscasters articulated two different patterns as /ed/ and /id/ . For example, they pronounce /ed/ as in needed /ni:ded/ instead of /id/ sound as in /ni:did/ This implies that the subjects substituting the “id” which exist in their repertoire for “ed” is absent.

4. Majority of the respondents appropriate SBE in the past tense allomorph [ɪd] in their spoken English. On the basis of the result, it is held that the respondents performed below expected approximation. Considering the performance of the respondents in this study, it is obvious that they do not qualify to serve as appropriate models for learners and the general users of the language.
5. Findings revealed that majority of the subjects find it difficult to pronounce the selected words with plural morpheme “s”, “es” They have been substituting the target sound with other sound. Therefore, they see it as standard rendition.
6. The identified patterns of pronunciation in research in this study showed that viewers on daily basis become frustrated and disappointed at what they hear from the so called Newscasters due to bad or wrong pronunciation of plural morphemes “s”, “es” and past morphemes “d”, “ed”. This act has led many viewers astray as the message is being misinterpreted.

5.2 Conclusion

Most of the wrongly pronounced English morphemes do not exist in Yoruba phonology and the newscasters being Yoruba natives have to consciously or unconsciously substitute the sounds that do not exist in Yoruba phonology with the ones that exist. For examples, /s/ for /z/, and /ed/ for /ɪd/. It is also concluded that based on improper mastery of English phonological rules, the English allomorphs for past tense, /t/, /d/ and /ɪd/ are interchangeably used for one another. The reasons for the errors in the patterns of pronunciation of plural and past tense morphemes among Yoruba television newscasters in South-West, Nigeria, therefore bifurcate into Yoruba phonological system interference and improper mastery of English phonological rules. To outgrow these identified patterns, Yoruba television Newscasters should take note of the English sounds that do not exist in Yoruba phonology and master their correct pronunciation. The

newscasters should also master the English phonological rules painstakingly to be familiar with the correct pronunciation of English sounds and put the knowledge into use when casting news.

5.3 Recommendations

The findings from the study show that newscasters who should serve as models for learners do not serve as appropriate models for SBE pronunciation. In this view, the following recommendations are suggested.

- ❖ Available technological facilities that could aid correct pronunciation like reliable audio dictionary with both base and inflected forms of words should be used in learning the English sounds. This will help the newscasters to be fully equipped before casting their news.
- ❖ Moreover, planners of the curriculum and other stakeholders must ensure that the contents are relevant and practical. They must also make sure that the curricula are implemented across all schools, especially the low fee-paying ones. Monitoring of the implementation of the curriculum contents needs to be re-introduced. This is capable of giving feedback to the curriculum planners regarding the suitability or otherwise of the contents with regards to the teaching and learning of English pronunciation.
- ❖ The newscasters should take note of the identified areas to avoid negative interference from their mother tongue and also have proper mastery of pronunciation of all the sounds in English when casting news.
- ❖ It is also recommended that newscasters should attend conferences, workshops, seminars, symposiums and other training programmes. This will enhance self-development.

- ❖ Newscasters should engage themselves by watching foreign news like BBC, VOA and the like. This will enhance newscasters' spoken English and also encourage them to embark on personal trainings. Thus, if the use of the morphophonemic rule is well applied by newscasters, a good level of proficiency will be achieved by learners of English at different educational levels. and correct their errors.
- ❖ Furthermore, news programme producers should monitor newscasters with a view to check and correct their errors.
- ❖ Also, the use of talking dictionary should be encouraged by the newscasters; this will enhance a better level of proficiency in the aspect of spoken English.
- ❖ In conclusion, in most television stations, basic facilities that can stimulate correct pronunciation are absent. This should be put in place.

5.4 Contribution to Knowledge

This study contributes to knowledge by establishing patterns of pronunciation of plural and past morphemes among Yoruba L₁ newscasters in Southwest, Nigeria. It addresses the gap existing in the literature in area of phonology in Nigeria context. Therefore, the findings in this study provide a description of an aspect of Nigerian English phonology with regards to the application of the morphophonemic rule in their spoken English. This research work is of great importance in drawing attention of L₂ speakers of the English language to the importance of the morphophonemic rule in achieving appropriate pronunciation and the need to incorporate teaching rule in it basic form to learners and users of the English language starting from the foundational level of education. This is to enhance a better level of proficiency in the aspect of spoken English.

5.5 Suggestions for Further Studies

The end of a research always opens door for other researchers' his is true of this study. The following are some areas that could be explored in future which were occasioned by the limitation of this study:

- Difficulties in pronouncing plural and past tense English morphemes among Yoruba speakers of English
- Socio-phonetics analysis of plural and past tense morphemes among Nigerian undergraduates.
- Pronunciation acquisition of inflectional morphemes “s”, “es” and “d”, “ed” in English

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Appendix A

Test Items on Plural Morpheme (“s”, “es”)

SN	Gloss	RP	NP				
			A	B	C	D	E
1	Cases	/Keisiz/					
2	Diseases	/diziz/					
3	Days	/deiz/					
4	Symptoms	/simptəmz/					
5	Faces	/feisiz/					
6	Forces	/fɔ:siz/					
7	Workers	/wɜ:kəz/					
8	Says	/sez/					
9	Takes	/teikz					
10	Aids	/eidz/					
11	Makers	/meikəz/					
12	Runs	/rʌnz/					
13	Proves	/pru:vz/					
14	Answers	/a:nʃəz/					

15	Amends	/əmendz/					
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Appendix B

Test Items on Past Tense Morpheme (“d,” “ed”)

SN	Gloss	RP	NP				
			A	B	C	D	E
1	Recorded	/rɪkɔːdɪd/					
2	Mandated	/mændəɪtɪd/					
3	Committed	/kəmɪtɪd/					
4	Rejected	/rɪːdʒektɪd/					
5	Supported	/səpɔːtɪd/					
6	Needed	/nɪːdɪd/					
7	Abducted	/əbdʌktɪd/					
8	Affected	/əfektɪd/					
9	Tested	/testɪd/					
10	Invaded	/ɪnveɪdɪd/					
11	Decided	/dɪsaɪdɪd/					
12	Dedicated	/dedɪkeɪtɪd/					
13	Incorporated	/ɪnkɔːpəreɪtɪd/					
14	Concerted	/kəʌsɜːtɪd/					
15	Purported	/pəpɔːtɪd/					

Data on Phonological Rule Application

Data obtained in five Television Stations

Phonological Analysis of Newscasters' Production of Plural Allomorph [iz]

SN	Gloss	SBE Pronunciation	Newscasters variant Pronunciation	Variant form	App Pron.
1	Cases	/keisiz/	/keisis/	20	80
2	Diseases	/diziz/	/dizi:ziz/ /disi:sis/ /disi:zis/ /dizis/	60 20 20 20	40 - - -
3	Days	/deiz/	/deis/	80	20
4	Faces	/feisiz/	/feisiz/ /feisis/ /feziz/	40 20 20	60 - -
5	Forces	/fɔ:siz/	/fɔ:sis/	80	20
6	Workers	/wɜ:kəz/	/wɜ:kəs/	60	40
7	Makers	/meikəz/	/meikəs/	80	20
8	Answers	/'ɑ:ntsəz/	/'ɑ:ntsəs/	60	40

Phonological Analysis of Newscasters' Production of Plural Allomorph [z]

SN	Gloss	Received Pronunciation	Newscasters Pronunciation	Variant form	App Pron
1	Symptoms	/simptəmz/	/simptəms/	40	60
2	Says	/sez/	/ses/	60	40
3	Aids	/eidz/	/eids/	60	40
4	Runs	/rʌnz/	/rʌ ns/	80	20
5	Proves	/pru:vz/	/pru:vs/	80	20
6	Amends	/əmendz/	/əmends/	80	20

Phonological Analysis of Newscasters' Production of Plural Allomorph [s]

SN	Gloss	Received Pronunciation	Newscasters Pronunciation	Variant form	App Pron
	Takes	/teiks/	/teiks/	40	60

Phonological Analysis of Newscasters' Production of the Past Tense Allomorph [ɪd]

S/N	Gloss	SBE Pronunciation	Newscasters Variant Production	Variant forms	App P
1	Recorded	/rikɔ:dɪd/	/rikɔ:ded/	60	40
2	Mandated	/mændeɪtɪd/	/mændeɪted/	60	40
3	Committed	/kəmitɪd/	/kəmɪted/	60	40
4	Rejected	/rɪ:dʒektɪd/	/rɪ:dʒekted/	80	20
5	Supported	/səpɔ:tɪd/	/səpɔ:tɪd/	40	60
6	Needed	/nɪ:did/	/nɪ:ded/	40	60
7	Abducted	/əbdʌktɪd/	/əbdʌkted/	40	60
8	Affected	/əfəktɪd/	/əfəkted/	80	20
9	Tested	/testɪd/	/tested/	40	60
10	Invaded	/ɪnveɪdɪd/	/ɪnveɪded/	40	60
11	Decided	/dɪsaɪdɪd/	/dɪsaɪded/	20	80
12	Dedicated	/dedɪkeɪtɪd/	/dedɪkeɪted/	40	60
13	Incorporated	/ɪnkɔ:pəreɪtɪd/	/ɪnkɔ:pəreɪted/	60	40
14	Concerted	/kəʌsɜ:tɪd/	/kəʌsɜ:ted/	60	40
15	Purported	/pəpɔ:tɪd/	/pəpɔ:ted/	40	60

Bio-data

A. Personal Data

- | | |
|-------------------------------------|---|
| 1. Full Name: | Peter Adewale Akande |
| 2. Address: | 6, Peter Akande Close, Aba Baale
Olunde, Ibadan. |
| 3. Phone Number: | 08033482409 |
| 4. Date and Place of Birth: | 19 th Feb, 1970, Ibadan, Oyo State,
Nigeria |
| 5. Nationality: | Nigeria |
| 6. Name and Address of Next of Kin: | Mrs Mary Abiodun Akande
Peter Akande Close, Aba Baale
Olunde, Ibadan. |

B. Educational Background

Educational Institutions Attended with Dates and Qualification:

- | | | |
|---|------------|-------------------------|
| i. Army Children School, Ikeduru, Imo State | 1976- 1981 | Pry School leaving Cert |
| ii. United Secondary School, Agugu, Ibadan, | 1981-1986 | School Cert. |
| iii. Renascent High School, Aremo, | 1994 | School Cert. |
| iv. Egbado Teachers College, Egbado, Ogun State, | 1988- 1990 | Grade2 Cert |
| v. Federal College of Education, Osiele, Ogun State, | 1994- 1997 | N.C.E Cert. |
| vi. University of Ado Ekiti (Ekiti State University) , | 1998-2002 | B.A (EDU) English |
| vii. Olabisi Onabanjo University, Ogun State , | 2014 -2017 | M.A English |
| viii. Lead City University, Oyo State, | 2018- 2022 | PhD. English |

C. Working Experience with Dates with Date

- | | |
|---|----------------|
| i Lagelu Grammar School, Agugu, Ibadan. | 1998 |
| ii United Secondary School, Agugu, Ibadan. | 1998- 2000 |
| iii Ibadan Grammar School, Molete, Ibadan. | 2000- 2012 |
| iv Anglican Grammar School, Molete, Ibadan. | 2012- 2021 |
| v Yejide Girls Grammar School, Molete, Ibadan, | 2021 |
| vi Federal College of Education (Special) Oyo (Part time lecturer) | 2003-2004 |
| vii Osun State College of Education, Ila Orangun(Part time) | 2004 till date |
| viii The West African Union University, Republic of Benin (Part time) | 2017-2020 |

D. Membership of Academic Professional Bodies

- i. Teachers Registration Council of Nigeria

E. Publications:

- | | |
|--|------|
| i. Speech Performance of Oyo State English Teachers, | 2017 |
| M.A Thesis Olabisi Onabanjo University, | |
| AgoIwoye, Ogun State, | |
| ii. 'The Impartial Judgement' (a play) | 2000 |

Extension Publication Limited,

- iii. Simplified Approach to English Comprehension and
Summary writing, Ibadan: Teejay Publishers 2012
- iv. Understanding English Grammar, A Guide for Schools Colleges,
Ibadan:A-Z Publication, 2005
- v. An Introduction to Phonetics and Phonology, Ibadan: 2010
De Face Publication,
- vi. The Mastery Oral English For Schools and Colleges, Ibadan: 2012
A.B.C Publishers
- vii. Communication Skills in English Language, Ekiti: 2010
Baltays Publishers,
- ix. Step by Step English Grammar, A Guide for Schools Colleges, 2017
Ibadan: De Face Publication.
- x. Step by Step Literature In English, Ibadan: De Face Publishers, 2018

Signature

Date

University Compliance Certificate

This is to certify that the thesis by Peter Adewale AKANDE in the Department of English and Literary Studies, Faculty of Arts and Education, Lead City University, Ibadan is in full compliance with the approved University Format and Style.

Signature

Date