

TITLE PAGE

**A Morphological Analysis of Loan Words among Yoruba
Speakers of English Language in Kaduna Metropolis**

**A Project Submitted to the Postgraduate School,
Ahmadu Bello University,**

**In Partial Fulfillment of the Requirements for the
Award of Master of Arts Degree in English Language**

By

TIJANI, MUIBAT

Department of English and Literary Studies,

Faculty of Arts,

Ahmadu Bello University,

Zaria.

March, 2015

DECLARATION

I declare that this project is the study of my research. It has not, either in part or in whole, been presented in any earlier work for the award of any degree

All sources of information and quotations are duly acknowledged.

TIJANI, MUIBAT (P13AREN8008)

Date: _____

CERTIFICATION

This project has been read and approved in partial fulfillment for the award of Masters of Arts Degree in English Language, Ahmadu Bello University, Zaria.

.....
Dr. G.Y. Sadiq
Major Supervisor

.....
Date

.....
Prof. Gbenga Ibileye
Minor Supervisor

.....
Date

.....
Dr. A. A. Liman
Head of Department

.....
Date

.....
Dr. Jonah Amodu
PG Coordinator

.....
Date

.....
Prof. A.Z Hassan
Dean of Postgraduate School

.....
Date

DEDICATION

I dedicate this project to the memory of my late children; Mubarak and Munir Sanusi.

ACKNOWLEDGEMENTS

My profound gratitude goes to Almighty Allah, the Lord of the worlds, who has protected, sustained and inspired me throughout the period of this programme.

I would also like to sincerely appreciate the efforts of my supervisors, Dr. G.Y. Sadiq and Prof. Gbenga Ibileye and all the lecturers in the Department of English and Literary Studies for their patience, support and guidance in the course of my study.

To my beloved husband, Barrister M.K. Sanusi, no amount of words can fully appreciate your moral and financial support throughout the programme and in the course of writing this project. My prayer is that, Almighty Allah blesses and supports you in this world and the hereafter (Amin).

I also want to appreciate my children, Musharaf, Mujeeb and little Mubarak for their patience and endurance throughout this course. My gratitude is further extended to my parents Alhaji and Hajiya Y.A. Tijani because I have greatly benefited from your inspiration. You are wonderful parents and may Allah assist you in all your endeavours (Amin). I want to appreciate and acknowledge the efforts of my brothers and sisters too who prayed and encouraged me throughout the course.

Prof. R.A. Adebisi of French department, ABU Zaria has been a great guardian. I pray that you and your family shall receive Allah's blessings in abundance. Amin.

ABSTRACT

The thesis entitled “A Morphological Analysis of Loan Words among Yoruba Speakers of English in Kaduna Metropolis” is a documentation and analysis of some English, Hausa and Arabic loan words in Yoruba language. The study is propelled by the following observations: that a large part of the vocabulary of the Yoruba Language are loan words from other languages particularly the English, Hausa and Arabic languages due to language contact in a heterogeneous society, that these loan words are basically as a result of the need for new designations and identity and that these loan words have been domesticated and are generally used by the Yoruba speakers according to their profession, religion and even their level of literacy in Kaduna metropolis. The work therefore, finds out the extent to which language contact through Urbanisation has influenced loaning of words and how some words have been integrated into the vocabulary of the speakers and hence give some forms of identity. The source of data for the research is primary source which involves the participant observation method and tape recording of utterance. The researcher discovered that there are very many English, Hausa and Arabic loan words in the Yoruba language and that in the course of integrating these loan words, they (the loan words) experienced adjustment in line with the morphophonemic rules of the Yoruba Language. This study will help to understand the learning problems of students of English Language, teach Yoruba speakers of English better and how the issue of inter language and hence inter lingual errors or even errors arising from interference can be tackled.

TABLE OF CONTENTS

	Page
Title page	i
Declaration	ii
Certification	iii
Dedication	iv
Acknowledgments	v
Abstract	vi
Table of Contents	vii

CHAPTER ONE

1.0 Introduction	
1.1 Background to the Study	1
1.2 Aim of the Study	3
1.3 Statement of the Research Problem	3
1.4 Research Questions	4
1.5 Justification for the Study	4
1.6 Scope and Delimitations	5

CHAPTER TWO

2.0 Review of Related Literature	
2.1 Introduction	5
2.2 Effects of Urbanisation	6
2.3 Causes of Urbanisation	12
2.4 The Process of Urbanisation	13
2.5 Language Contact and Linguistic Change	15

2.6	The Concept of Linguistic Borrowing	..	..	..	..	..	..	..	17
2.7	Challenging the Term “Borrowing”	..	..	..	..	..	..	..	20
2.7.1	Direct Borrowing	..	..	..	..	..	..	..	23
2.7.2	Indirect Borrowing	..	..	..	..	..	..	..	23
2.8	Universality of Word Borrowing	..	..	..	..	..	..	..	24
2.9	Other Ways of Vocabulary Enrichment in Language	..	..	..	..	..	..	..	26
2.10	Reasons for Linguistic Borrowing	..	..	..	..	..	..	..	29
2.11	History and Development of Borrowing of Words	..	..	..	..	..	..	..	35
2.12	Borrowing / Loaning Strategies	..	..	..	..	..	..	..	37
2.13	Theoretical Framework	..	..	..	..	..	..	..	38
2.14	Summary	..	..	..	..	..	..	..	44

CHAPTER THREE

3.0	Methodology								
3.1	Preamble	..	..	..	..	..	..	..	45
3.2	Research Procedure	..	..	..	..	..	..	..	45
3.3	Survey Method	..	..	..	..	..	..	..	45
3.4	Sampling Procedure	..	..	..	..	..	..	..	46
3.5	Subjects	..	..	..	..	..	..	..	46
3.6	Collection of Data	..	..	..	..	..	..	..	46
3.7	Recording	..	..	..	..	..	..	..	47
3.8	Method of Data Analysis	..	..	..	..	..	..	..	48

CHAPTER FOUR

4.0	Data Analysis								
4.1	Introduction	..	..	..	..	..	..	..	49
4.2	English Words Adopted by Yoruba Speakers	..	..	..	..	..	..	..	49

4.3.1	English Words Related to Education/School	..	..	..	..	..	49
4.3.2	English Words Related to Technology	..	..	..	..	..	50
4.3.3	English Words Related to the Home	..	..	..	..	..	51
4.3.4	English Words Related to Clothes/Clothing	..	..	..	..	..	52
4.3.5	English Words Related to Colours	..	..	..	..	..	52
4.3.6	Other English Loan Lexical Items	..	..	..	..	..	53
4.3.7	English Words Related to the Days of the Week	..	..	..	..	..	55
4.3.8	English Words Related to Festivals/Celebrations	..	..	..	..	..	56
4.3.9	English Words Related to Food/Fruits	..	..	..	..	..	56
4.3.10	English Words Related to Health/medicine	..	..	..	..	..	57
4.3.11	English Names Related to Kinship Terms	..	..	..	..	..	57
4.4	Hausa and Arabic Loan Words Adopted by Yoruba Speakers in Kaduna Metropolis..	..	..	..	..	..	58
4.4.1	Words Relating to Hausa Proper Names Adopted by Yoruba Speakers..	..	..	..	..	..	58
4.4.2	Arabic Words Relating to Religion and Belief System	..	..	..	..	..	61
4.4.3	Hausa Words Relating to Food Adopted by Yoruba Speakers	..	..	..	..	..	62
4.4.4	Names of the Seven Days of the Week Borrowing/Loaned by Yoruba Speakers from Hausa Language	..	..	..	..	..	63
4.5	General Survey of List of Other Words of Hausa Origin Borrowed by Yoruba Speakers	..	..	..	..	..	64
4.6	Implications of Yoruba Language Borrowing Words from English, Hausa and Arabic Languages	..	..	..	..	..	65
4.7	A Survey and Analysis of Data to test the Intelligibility of some of the Words in the South-West	...	..	..	..	..	66
4.8	Analysis of Recorded Utterances	..	..	..	..	..	67

4.8.1	Borrowed/Loaned Words Recorded on Kaduna Polytechnic and its Academic Activities	..	..	..	..	..	..	..	..	67
4.8.2	Recorded Utterances at Home on the Presentation of Gift Items	..								69
4.8.3	Utterances Recorded in a School Environment	..	..	..						70
4.8.4	Speech Utterances Recorded at Home on Computer Knowledge	..								73
4.8.5	Speech Utterances Recorded in an Office on Nigeria's Election	..								74
4.9	Findings	..	..	..	..	..	..	..	..	75
 CHAPTER FIVE										
5.0	Summary and Conclusion									
5.1	Summary	..	..	..	..	..	..	..	..	78
5.2	Findings	..	..	..	..	..	..	..	..	79
5.3	Recommendations	..	..	..	..	..	..	..	..	82
5.4	Need for Further Study	..	..	..	..	..	..	..	..	83
5.5	Conclusion	..	..	..	..	..	..	..	..	83
 BIBLIOGRAPHY										
		..	..	..	..	..	..	..	..	85
 APPENDIX										
		..	..	..	..	..	..	..	..	89

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND TO THE STUDY

Many children born in Nigerian urban areas are exposed to two to more languages because of the heterogeneous nature of the cities/towns. One of such languages is the language of the environment; the other may be their mother tongue L1, English language which is the official language of the country and bits of Arabic language which is the language of Islam. That is if Islam is one of the predominant religions in the metropolis.

Kaduna metropolis used by the researcher as the scope is a cosmopolitan city and hence heterogeneous in nature. This influences language use among the speakers in the metropolis due to the contact of different languages. A child born in this environment is exposed to a minimum of two other languages aside his mother tongue. They include Hausa (language of the environment) and English language (official language of the nation and medium of instruction) and Arabic used for worship among the Muslim faithful.

Language contact occurs in a variety of phenomena which include language convergence, and re-lexification, other products include: pidgin, creoles, code-switching, code-mixing etc. Banjo, (1983), Madaki, (1983), Pariola (1983) in Olaoye (1991), also state that, when languages come into contact, a variety of phenomena take place which are bilingualism, borrowing, re-lexification, code-switching, code-mixing and perhaps language death. This

research focuses more on word borrowing/loaning as a phenomenon of language contact.

Code switching as defined by Myers-Scotton, & Ury, (1977) is the practice of moving between the variations of languages in different contexts. Scotton (1988) uses level of social significance to distinguish between code switching and borrowing. Scotton seems to suggest that, the use of a borrowed item is code switching until enough speakers use it and the item is accepted by native speakers into their dictionary.

Due to the nature of this town (Kaduna), it was observed that a large number of Yoruba speakers neither speak nor understand the standard Yoruba dialect. The vocabulary of such speakers is greatly affected by the encroachment and heavy borrowing/loaning of English and Hausa words as these are the predominant languages spoken in the city due to the different languages coming into contact. Fragments of Arabic words are also inherent in the vocabulary of such speakers.

Therefore, this has motivated the researcher to look at the borrowed/loaned words that have been integrated into the vocabulary of these speakers, the morphological adjustments made to the loaned words and more importantly, the linguistic effects of language borrowing/ loaning on Yoruba speakers of English in Kaduna metropolis.

1.2 **AIM OF THE STUDY**

This study analyses the morphological adjustments of the loaned lexical items by collecting data from (English, Hausa and Arabic languages) that have been integrated into the vocabulary of Yoruba speakers and the effects of language borrowing/loaning on Yoruba speakers of English language in Kaduna metropolis.

The study therefore,

- i. analyses the morphological adjustment of the loaned items.
- ii. identifies some English, Hausa and words that have been integrated into the vocabulary Yoruba bilinguals.
- iii. finds out how intelligible the borrowed/loaned lexical items are to Yoruba speakers in the South-West and
- iv. looks at the linguistic effects of language borrowing/loaning on Yoruba speakers of English in Kaduna metropolis.

1.3 **STATEMENT OF THE RESEARCH PROBLEM**

The coming in contact of two or more languages makes the borrowing/loaning of some concepts inevitable as this is done to expand the communicative capacity of one language and adversely cause the death/decay of another language. Speakers also loan words to fill some social vacuum of acceptability and integration into a society. The loaned words are often nativized into the speakers' vocabulary and as a result, the speaker produces a hybrid or a distinct form of a language. It is on this premise that this research shows that a distinct form of Yoruba therefore,

exists in Kaduna as a result of borrowing which itself results from contact between the Yoruba spoken here and other languages.

1.4 RESEARCH QUESTIONS

The questions the researcher tried to answer are:

- i. What are the processes of morphological adjustments made to the loaned items?
- ii. How are these loaned words from English, Hausa and Arabic integrated into the vocabulary of the speakers?
- iii. How intelligible are these borrowed/loaned lexical items to Yoruba speakers of English in the South-West?
- iv. What are the linguistic effects of language borrowing/loaning on Yoruba speakers of English in Kaduna metropolis?

1.5 JUSTIFICATION FOR THE MAJOR STUDY

According to Garba (1979) no language in any society which has come in contact with any other society or societies is entirely pure. All such languages have *adopted* some loan words from other languages. This means that for Yoruba to have come in contact with English and other languages through urbanisation shows that speaking of standard Yoruba by these bilinguals will be difficult. Instead, the urban or hybrid variety will be heard in the speeches of these bilinguals.

The researcher therefore dwells more on the morphological analysis of loan words on Yoruba speakers of English language, finds out how the

borrowed/loaned words have been integrated in the vocabulary of its speakers and the linguistic effects the borrowed/ loaned items have on the speakers. The morphophonemic rules of English and Yoruba languages have been used for the analysis of the data.

1.6 **SCOPE AND DELIMITATIONS**

The study is a morphological analysis of loan words on Yoruba speakers; and it is limited to educated Yoruba bilinguals in Kaduna metropolis. It does not cover other aspects of language choice, language attitude and language shift. For instance, the population sample is fairly representative and a fairly large corpus of data was gathered.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

This chapter is made up of two parts: review of related literature and theoretical framework. Researchers have investigated a lot on language use and most of them agree that language use is determined by the speakers' domain and social conditions.

2.2 EFFECT OF URBANISATION ON LANGUAGE USE

Childs, Van Herk and Thorburn (retrieved 10th January 2010) assert that that influence of urbanisation on language change is made clear by studies showing that both historic and innovative forms are affected by linguistic and social factors associated with urban development. The paper investigates the linguistic effects of urbanisation in Petly (Harbour, a community near St. John's that has undergone some drastic and economic changes.) The cross generation study demonstrates how speakers orient themselves within a lowly situated urban land scope through their use of highly salient, locally affiliated features from two linguistic domains. Childs et al find out that inter dental stopping (e.g. dis ting for this thing) and non-verbal smirking (e.g., that's something I remembers) are both stereotypes of new found land English.

Childs et al and the present researcher look at language use as affected by linguistic and social factors associated with urban development. This research and the one under review are also of the view that urbanisation

brings about variety of a particular language such as the hybrid form and therefore affecting the standard language which also gives a speaker some forms of identity.

The researchers of the work under review and the present one under study have differences in their linguistic choice and social variable. The reviewed work carries out its study in two English speaking environments with emphasis on phonology. While the current study is being carried out in a multilingual society which does not have Yoruba language as one of the major languages spoken. It is also a purely morphological work but with some morpho-phonological analysis. It is very clear that language contact is inevitable in a multilingual society and thus affects the language use of all its inhabitants without exempting the Yoruba speakers.

The two findings also indicate that urbanisation forefronts language stereotypes while all features show some effects from the “mainstream” variety associated with URBANISATION , each feature and each speech community responds differently to the urban forces at hand, through the application of both linguistic and social constraints.

Samper, (2002) studies the use of “Sheng” in Nairobi among young people. He identifies it as an urban, youth sociolect that mixes English, Kiswahili and ethnic languages but shares many features with slang, to forge a new, hybrid identity. The “Sheng” is explained to signify the negotiations and struggles of youth identity project and that, the institutions of family,

church, school, and popular media present Kenya youth with different possible identities. The voice of the family comes to them in ethnic languages that embody tradition and heritage while the voice of education comes to them in English but asks them to place Kiswahili at the center of a multicultural ideology.

Sheng therefore, is a hybrid form of three or more languages in an urban society like the research under current study which looks at the hybrid form of Yoruba language also in an urban society. Both research works lay emphasis on identities but Sheng only gives identities to the youths which define them. Therefore, the discourse on hybridity and urbanisation constitute the theoretical grounds on which the empirical data of both research works are explored and analysed.

“The challenges of language preservation” posted on February 20, 2007 comments that, the language commonly associated with globalization, often despairingly, is English. Over two billion people speak English, some two-third as a second language. This research also states that English is the language most often studied as a foreign language. The spread of English alarms many who view it as a “killer language”, that is one which displaces the use of nation’s mother tongue as it spreads, and as such, culture and history are lost. Cultural and historical references inherent in words particularly; places, names are lost in translation to foreign tongue lacking appropriate analogs.

Others dispute its “killer” status because of the flexibility of the language. It is flexible because it often incorporates elements of the native tongue into its lexicon. In Singapore, for example, attempts to reach English alongside the native tongue resulted in a hybrid known as “Singlish”. The flexibility of English language is true because words like “Juju” of Yoruba origin, “sheikh” from Arabic are now found and loaned into the English lexicon. However, English has greatly affected (positively and negatively) the mother tongue of most people. The hybrid form of Yoruba language is also noticeable in the language use of the Yoruba speakers in Kaduna metropolis due to heavy borrowing from other languages in contact with.

Najafdari, (2009) conducts a research on the effects of proficiency on multilingualism, error finding, social class and attitudes among multilingual pre-university Mysore students. This research shows a reversed relationship between the proficiency levels and the number of languages the multilingual individuals possess. The languages under investigation are Kannada, Urdu, Hindi, Telugu, Maratti, English, Tanmil and others. Besides, the paper tries to identify the effect of multilingual proficiency on error finding (spelling, vocabulary, grammar and punctuation) and also identifies the effect of proficiency on the social class and attitude of the students towards learning.

Najafdari’s findings on the effects of proficiency on multilingualism and social class are similar to the present research being carried out. While Najafdari works extensively on the proficiency on many languages including

English language, the present researcher looks at how social class effects language use also in a multilingual society but focuses only on Yoruba speakers. Both research works obviously show that a multilingual society thus has effects (positive and negative) on language use.

Kassam, (1991) focuses on the socio-cultural constraints on the choice of language in a multilingual community such as Ahmadu Bello University, Zaria. The work also uses functional and empirical approaches to study language choice in a multilingual society and the implications of pedagogy in a multi/bilingual society. The research emphasizes how socio-cultural factors determine speaker's choice of language in various settings and how it seems to dictate patterns of language use. Also, it discusses how socio-psychological situations dictate language use and sociological approach provides a tool for studying language both at micro and macro levels especially the applications of describing sociolinguistic methods. The research has been carried out using students, lecturers, and administrators at all levels especially at interpersonal levels.

The similarities of the reviewed work and the one under study are: the use of language in a multilingual society, effects of socio-cultural on language use and how certain social and situational constraints affect language and types of language varieties available e.g. hybrid, borrowing and so on. Their difference lies in scope. The work under review uses an educational institution while this research focuses on Yoruba speakers in Kaduna metropolis with more emphasis on the educated ones.

The ‘Daily Trust’ editorial of Wednesday, 24 February, 2010 pg 14 titled “Preserving the mother tongue initiative”, shows that Nigeria’s constitution subscribes to the importance of mother tongue. It explains the four hundred languages have become endangered all over the world in recent years; some mother tongue languages, including a few in Africa have gone into extinction. It observes that code – switching has become a phenomenon endemic today especially among the educated in Nigeria. It says that English more than any other language appears to have affected most Nigerian elites in this way. It was stated that it is now fashionable among many parents in urban settlements to speak with their children in languages other than their native tongues. Children of such homes gradually feel alienated from their mother tongue.

The editorial also highlights the utility of mother tongue in human society as a means by which speakers express their feelings, emotions and thoughts, transmits knowledge and culture from one person to another and from one generation to another. It is said to also perform political functions too and plays an important role in child rearing through folk tales, songs, proverbs etc. and hence, impact moral lessons in the process. That it also facilitates imaginative process through which concepts are formed.

It is evident from the literature reviewed on the effects of urbanisation on language use that, English language has a great influence on a child’s mother tongue. As a result, makes high proficiency in a child’s language

difficult. Rather, a child's language is characterized by code switching, code mixing, and heavy borrowing from other contact languages which are among the effects of urbanisation on language use.

Language use is not a new thing to Yoruba bilinguals nor is it peculiar to them. It is a common sociolinguistic phenomenon which has also been influenced by urbanisation which also gives room to urban varieties of a particular language, and loaning of lexical items from different languages to enrich their vocabulary.

Asher (1994) also admits that urban dialects often seem closer to standard forms of language than rural dialects are . . . The relation of urban dialects to standard languages is indirect and complicated. It also states that, urban varieties are historically based on these standard languages but on the dialects of rural hinterlands (and sometimes also on contact between different languages). Although some urban speakers may be aiming at the "standard" pronunciations and grammar, there is little reason to suppose that a majority of urban speakers are doing this. Many seem to be uninfluenced by the standard and non standard forms characteristic of urban language which are often very vigorous and persistent in a language.

2.3 CAUSES OF URBANISATION

An urban area is developed due to economic opportunities (trade), provision of basic social amenities (health, electricity, water, education), tourism and good transportation network which saves time and money,

administration, defense or even religion. “Kaduna (city)” (retrieved on 20th March 2010), gives an insight on the activities and amenities available in the city. The city (Kaduna) is said to be a center for trade in cotton, lives stock, durra sorghum, corn, shea nuts, and ginger. It is also explained to be one of the Nigerian’s leading manufacturing centers, specializing in textile production, petroleum refining, vehicle assembly, brewing, food processing, and printing and publishing. Other institutions based in the city include: Kaduna Polytechnic which was established in 1968 and the NITOR established in 1951.

The British also selected Kaduna as the capital of their colony in northern Nigeria in 1913 which makes it an administrative center. In terms of defense, it is the major military center of northern Nigeria, home to large army and air bases e.g. the NDA was founded in 1964 and the Air Force Base.

These features of Kaduna City clearly depict it as an urban area as it has the basic social amenities, the industries situate in the town will attract people of diverse culture to the town because of the job opportunities. The contact and interaction among the various ethnic groups will surely affect their language use as evidence of language borrowing will be inevitable.

2.4 THE PROCESS OF URBANISATION

A country is said to become more urbanized as its cities grow in number, its urban populations increase in size, and the proportion of its population

living in urban areas rises. The degree of urbanisation is said to vary throughout the world but generally reflects the wealth of individual countries.

Keita (2005) looks at how the process of urbanisation serves as a link that joins Africa to the rest of the world. The research shows that 500 BC until the 1800 AD a vast series of migrations occurred in Africa. The Bantu migrations from equatorial to Southern Africa that lasted until roughly 2 AD symbolise the linguistic bonds that link two-thirds of the African continent. However, he added that, from AD 300 to 1000, what may have linked different African regions and, in turn, joined them to the rest of the world, is URBANISATION. By this process rural villages that originally served to support only their immediate inhabitants grew into centers of trade, religion, and government serving a larger region. Urbanisation and the commerce it fostered gave rise to the great states of the African continent and contributed to the global and exploration of the modern age.

It is worthy of note conclude based on the articles reviewed on the causes of urbanisation to say that the process of urbanisation including Kaduna city in Nigeria followed a unique pathway. However, from a more general perspective, basic processes are at work whenever large numbers of people try to live together. These three important processes influenced the growth of URBANISATION : expanding food production, emerging industry and trade, and increasingly hierarchical government and all these features bring about language contact and linguistic change.

2.5 LANGUAGE CONTACT AND LINGUISTIC CHANGE

The concept of linguistic borrowing is firmly anchored in language contact. Before two languages come into contact, the speakers of such languages must first come into contact and exchange ideas and culture. Language contact is therefore an aspect of culture which occurs when languages or varieties interact. “Variety” according to Hudson and Ferguson in Waudhaugh (2006) is seen as a specific set of ‘linguistic items’ or ‘human speech patterns’ (presumably sounds, word, grammatical features etc) which we can uniquely associate with some external factor (presumably, a geographical area or a serious group).

Two or more languages are said to be in contact if used alternatively by the same speakers. Henreich, Hock and Joseph (2009) posit that languages and dialects . . . do not exist in a vacuum because there’s always linguistic contact between groups. They further claim that this contact influences what loan words are integrated into the lexicon and why certain words are chosen over others. Weinrich (1966) in support of this notion restricts the use of the term “language contact” to the alternative use of two or more languages by the same person. Language contact can be seen as a phenomenon whereby two or more languages (which are often used by people of different communities) come to co-exist because of the coming together of the speakers of the languages. The language speakers are the locus of the contact. There are many factors responsible for language contact among which are: migratory, movement, trade, war, colonial expansion. The result of language contact is usually characterized by

linguistic change such as development of new varieties or breed of the language in contact. Weinreich (1966) adds that instances of deviation from the norms of either language which occur in speech as a result of their familiarity with more than one language are referred to as “interference phenomenon”.

Hartman and Stock (1972) share similar view when they posit that interference is the error made by carrying over the speech of one native language or dialect into a second language or dialect. Interference can therefore manifest itself through various forms such as bilingualism, borrowing, code-switching, code-mixing and perhaps language death. According to Allen and Coder (1980), in a contact situation, one can predict that one language will gradually predominate, and over time will consequently displace the other just like it is evident that English language is dominating the vocabulary of Yoruba speakers especially the educated in Kaduna metropolis.

Vogt (1954) says that “every enrichment or impoverishment of a system involves necessarily the reorganisation of all the old distinctive oppositions of the system”. It is clear from this statement that, in a contact situation, while some languages are enriched as their structure is organized and their vocabulary increased, some others are impoverished. It is on this premise that Johnson in Aitcheson and Lewis (1996:200) opines that “only a relatively few language may be enriched and remain so, because they will spread across the world, diffuse and split into separate languages”. A good

example of an impoverished language which he gave is Latin which split into French, Spanish and Italian, etc. He adds that as a result of this also, varieties of English differ quite from one another. Samuel Johnson declares “I am sorry if any language is lost because languages are the pedigree of nation”. Johnson’s concern is normal when he further posits that more people today worry about endangered species in the biological world where figures of loss are much but they have little worry about the loss of many languages. Johnson says that the massive disappearance of so many languages represents the irretrievable loss of diverse and interesting intellectual wealth, the priceless product of human mental industry.

However, it is important to note that whether the consequence of a language contact phenomenon is for enrichment or impoverishment, the issue of language contact is a feature of all languages. It is a very important phenomenon because it is the root of all forms of changes in language, be it lexical change, semantic change, morphological change etc.

2.6 THE CONCEPT OF LINGUISTIC BORROWING

Many linguistic authorities have discussed the subject of linguistic borrowing in many ways. Gleason (1961:446) for instance defines borrowing as “the copying of linguistic items from speakers of another speech form”. Spencer (1971:147) classifies loan words as “innovation, which cannot be accounted for in terms of inheritance and which at the same time is systematically related to a donor language”. According to Howard and De Amvela (2000:32), “When speakers imitate a word from a

foreign language and at least partly adapt it in sound or grammars to their native language, the process is called borrowing”.

Linguistic borrowing, Loan words, loan adaption, words assimilation or acclimatization, stolen words and phrase, etc. are all terms variously applied to this popular linguistic phenomenon. Word borrowing as stated earlier is a common feature of almost all human languages in that nearly all languages have some new words, phrase or even sentence imported from other languages into them.

Various persons mainly linguistic have defined word borrowing in different ways. Many see word borrowing simply as one of the few ways language increase their vocabulary content so as to meet the challenging needs of everyday usage. Development usually comes along with a lot of changes and affects nearly all aspect of human endeavours, language inclusive. With the passage of time and the coming of new inventions language absorb new words and do away with some of their old vocabularies. The following Yoruba words for example are out of fashion and not in popular usage now.

Old Currencies- Toro, Sisi, Pon (pound) etc.

All of these words and many others were in use not quite to fifty years ago in Yoruba land. But today, most people below the age of 30 are not quiet conversant with them. So as language borrows words, they also abandon or drop some few old ones.

Another person who dwells on the issue of linguistic borrowing is Busa (2002:26). In this attempt to define loan words he quotes Hartman and Stock (1972) as defining borrowing as: "Words introduced into a language directly from a foreign language by their translation or imitation of concept taken over from another language". MacArthur (2006) sees borrowing as "stolen, adopted, but returned words and some of the borrowing led to doublets like pig and pork, cow and beef, sheep and mutton. Donwa – Ifode (1995) defines a loan word as "a word with a recipient language to mean the same object and practice to which it originally referred in the donor language".

Kemmer (2010) explains loan words as adopted by the speaker of language from a different language (the source language). A loan word can also be called a borrowing. This abstract noun which can also be called a borrowing refers to the process of adapting words from source language into their native language. "Loan" and "borrowing" are of course metaphors, because there's no literal lending process. There's no transfer from one language to another, and no "returning" words to the source language. They simply come to be used by speech communities that speak a different language from the one they originated from.

From any angle one looks at it, word borrowing involves taking words, phrase or sentences as the case may be from one language to another without the intention to return the word. The researcher therefore, tends to agree with the term 'adoption' to refer to borrowing. This is because the

process of adoption involves one taking a phoneme, word or phrase into a particular language lexicon by way of integration. Whatever therefore, the phenomenon is called adaptation, adoption, words borrowing, loan words, words stealing, words acclimatization, alien words etc. but the purpose remains the same.

2.7 CHALLENGING THE TERM “BORROWING”

The socio-linguistic process whereby a word or phrase is taken from one language to another known popularly as “word borrowing” or “loan word” has been challenged by many linguists such as Howard and De Amvela (2000), Gardens-Chloros (1999), McArthur(2006) etc. Their reasons are that borrowing or loaning by definition involves returning after usage or repaying back after some time. In the case of language however, this is not the case in that once a word, a phrase or an item is taken directly or indirectly from one language to another, it will never be returned, nor repaid.

So, in place of borrowed or loaned word, other alternatives are preferred. For example, domestication of words, alien words, foreign terms, imported vocabularies or even stolen words but, since the loaning or borrowing strategy is not restricted to one language alone or to a group of few languages which are vocabulary defective, then if borrowed words are stolen words or alien words, all languages have them inserted into their original vocabulary contents. By implication, no language can claim innocence of this offence. Moreover, the owner of a source language may

not understand what is “borrowed”. He will not therefore claim it as his property.

Howard and De Amvela (2000) argue that there is a sense in which neither term that is “borrowing” or “loan” is really appropriate. They based their argument on the grounds that the receiving language never returns the borrowed or loaned words. Gardens-Chloros (1999) shares similar view when he highlights three reasons why the use of the term is inappropriate. Firstly, the user of the term implies that the language which is lending consents to the loan, which is not the case: secondly, the language which borrows will definitely not return what it takes from the original language: thirdly, the language which borrows does not conserve the borrowed words items intact, but transform them to suit its needs.

Garden-Chloros is therefore of the view that it might be more appropriate to use the term “adoption” or “cloning”. Haugen (1972:79) in support of this view says that “borrowing takes place without the lenders’ consent or even awareness, and the borrower is under no obligation to repay the loan.”

One might as well call it stealing was it not that owner is deprived of nothing and feels no urge to recover his goods. The process may therefore be called adoption since the speaker does adopt elements from a second language into his own. To Samuel (1972:92), “change in language as a result of its contact with another language is variously termed. Terms such as

borrow, loan or loan words are often used for the receiving language. He adds that more neutral terms such as “varieties”, “spread” or “transference” of feature could also be used.

From the definition above and explanation of the concept, a loan word can be said to be a foreign word from a particular linguistic community which has fallen into the linguistic system of another community through contact. Since no language is isolated, no language is entirely free from linguistic borrowing. Contact with other languages brings about exchange of ideas (culture) language inclusive.

According to Humboldt (1960), the issue of loan word has always been present in the history of language because its existence has been age old. Fromkin and Rodman (1978) add that loan from other languages is an important source of new words and the lexicon of any language can be divided into native and non-native words. A native word is one whose history or etymology can be traced back to the earliest known stages of the language while non-native words are loan from other languages. Fromkin and Rodman (1978) further posit that a language may borrow a word directly or indirectly. This view is substantially corroborated by Howard and De Amvela (2000) who say that the history of loan words may be complex because some words may enter into the lexicon of a language not directly. He therefore discusses direct and indirect borrowing.

2.7.1 Direct Borrowing

According to Howard and De Amvela (2000), a direct borrowing occurs when the borrowed item is a native word in the language from which it is borrowed. There are many examples of direct borrowing of words from other languages into English language. The following are Latin words directly borrowed into the English language.

Latin	English
Ancora	anchor
Buttere	butter
Piper	pepper

The under listed are Scandinavian words directly borrowed into English language.

Scandinavian	English
Muggy	muggy
Rug	rug
Saga	saga

2.7.2 Indirect Borrowing

Indirect borrowing is said to occur when the borrowed item enters the language through another language. Examples of indirect loan words that came into English are “allegory” etc. These are Greek words that came into English are “allegory”, “drama”, “anesthesia”, “chaos”, “dilemma”, “harmony”, rhythm, “phenomena”, etc. These are Greek words that came into English through Latin. Greek words that came into English through

French include center, character, chronicle, ecstasy, democracy, harmony, machine, pause, restaurant, etc.

2.8 UNIVERSALITY OF WORD BORROWING

Word borrowing or linguistic borrowing is a characteristic of all languages. It is a feature found in all spoken languages of the world. The biggest and most developed languages of the world have a lot of borrowing in them. So is it with the smallest and least developed languages. Looking inwards one will see that such larger languages as French, English and Arabic have within their vocabularies many foreign words now brought in, and domesticated into their own. Coming back here in Kaduna Yoruba language has borrowed so much from English, Hausa and Arabic Languages respectively. Yoruba has borrowed so many alien words into its vocabulary. This is not to talk of the smaller or minority languages that are scattered all across the nooks and crannies of Nigeria.

Referring to the bigger world language for example, the English language, now believed to be about the most popular, most used language in the world has borrowed the following words.

English Borrowed:

- (a) From French: Enroute, salon, laissez-faire, RSVP, chauffeur, MITRE d' hotel, sovereignty, court, mutton, Braise, etc.
- (b) From Arabic: Islam, sheikh, algebra, emirate, hijab, Imam, etc.
- (c) From Latin/Greek: de jure, Defacto, Radius, physics, Architecture, computer

- (d) From German: smorgasbord, Angst
- (e) From Anglo-Saxon: man, woman, breed, house etc.

Arabic Borrowed:

- (a) From English: television, aldusantriya (Dysentery), months of the year such as: Aktubar (October), Nuwambar (November), Disambar (December) etc. In fact, English has been described as the “Great borrower”. Glathorn, et al (1971) 49:50 attempt to sum it all, when it was mentioned that;

The Elizabeth English brought to these shores by the early colonialists was almost at once enriched by borrowing from other languages. Indeed, the borrowing which is to continue unabated for more than three centuries has been one of the most important factors in shaping American English such borrowing is not of course a phenomenon restricted to modern American English. The English language has always been a borrower from other languages and the process has continued up to the present day.

Glattorn (et al) went on to give a list of words that originated from the India language which the American English borrows and domesticates. Accordingly between 1650 and 1950 English borrows from India and Dutch the following words: chipmunk, hickory, hominy, moccasin, moose, opossum, papoose, powpow, squash, etc. as with most borrowed words, the explanation went on, these words underwent changes both in meaning and pronunciation, for example the words “powpow” which is an Indian word, originally means “priest or medicine man”. But when it enters the domain of American English, it kept changing meaning. Thus it means:

- (a) ceremony with magic, feasting and dancing
- (b) any council held with Indian
- (c) now, means any meeting or conference

Back here in Nigeria, the Yoruba language viewed as one of the largest in terms of numerical strength, very wide in terms of geographical widespread, and one of the three major languages in the country, borrows a lot of words from other Nigerian languages. For example:

Yoruba Borrowed:

- (a) From Hausa: zamani, tuwo, talata, laruba, etc.
- (b) From Arabic: gafara, lemomu, kurani, asuba, ariziki, etc.
- (c) From English: boolu, beedi, redio, telifison, cup, etc.

In conclusion, the numerical strength of a language, its geographical widespread national or international acceptability, its prestige, etc. on one hand: or the smaller nature of a language or its disadvantages fewer user, etc. on the other hand does not stop it from borrowing words. The trend is like the game of give and take: where you receive higher or lower than what you give. A life of interdependence indeed!

2.9 OTHER WAYS OF VOCABULARY ENRICHMENT IN LANGUAGE

Borrowing of words is one of the major ways of vocabulary development and enrichment in language. Other ways of meeting this essential need by languages as mentioned by Glattorn, et al (1971) are:

- (i) Compounding: here two to three words are combined together to produce a compound word. Example: sugarcanes, bush lamp, bathroom, water closet, mother-in-law etc.
- (ii) Conversion is also called back formation, category change in this situation, a word which is verb is converted to become a noun and a noun to verb for example: television – televise, revision, revise, division, divide etc.
- (iii) Clipping this is viewed as a linguistic laziness. Here words are shortened.

For example:

Fanatic	-	fan
Gymnasium	-	gym
Celebrities	-	celebs
Mobile-police	-	mopol
Bicycle	-	bike etc.

- (iv) Blends: words are created by combining part of words e.g. cable telegram – cablegram.
- (v) Giving new meaning to existing words: in other words dualising the meaning of a word. For example;
 - Rock-big stone
 - Rock-small stone
 - Pig-pork
 - Cow-beef
- (vi) Coining: this is yet one of the ways through which languages develop their vocabulary contents e.g. Keke NAPEP, ebola, SURE-P etc

Other ways through which languages enrich their vocabularies, referred to as “word formation process” by Yule (1997) are:

(i) acronyms: in this situation, a word or sentence or name of an item with compound words is simply abbreviated or shortened for example:

- Video cassette recorder is simply referred to as VCR
- North Atlantic Treaty Organisation-NATO
- United Nations Educational, Science and Cultural Organization – UNESCO

(ii) The use of prefixes and suffixes also create new words in languages.

Example;

Foolish – foolishness

Stupid – stupidity

In Yoruba language we have:

Oriire-oloriire

Aanu-alaanu etc.

Others words borrowed by English language as outline by Yule (1997) from other languages are;

Sources	Word
Arabic	alcohol
Dutch	boss
Italian	piano
German	parcel
Czech language	robot

Japanese	tycoon
Turkish	yoghurt
Bantu	zebra, etc.

2.10 REASONS FOR LINGUISTIC BORROWING

There are many factors responsible for linguistic borrowing. All these factors can be summarized under contact situation. According to Bangbose (1995), language in contact naturally influences each other in many ways and the commonest and best known is borrowing which is commonly restricted to vocabulary or lexical items. In most cases if the contact is a harmonious one, the substrate culture may become bilingual giving rise to the need to borrow concepts and aspects of culture of the superior language in line with this; Bangbose (1995) explains that although borrowing is usually mutual, in the Nigeria-language contact, the traffic is almost one way that is, from English into Nigerian languages for the obvious reason that English speaking nations are associated with higher technology, industrialization, education, military prowess, good standard of living etc. However, he explains further that notwithstanding, there are some borrowings from Nigerian languages into English, or at least into the Nigerian brand or English. Examples are expressions such as “kia kia bus”, “tokunbo cars”, “keke NAPEP”.

Some factors responsible for linguistic borrowing are discussed below:

- i) Bilingualism where Clyne, M. (1972) in Coulmas, F (2004) defines the concept as “the use of more than one language or competence in more than one language.” Therefore, borrowing of lexical items across language boundaries may be said to be the result of bilingualism on the part of those who do the borrowing. Haugen (1972:82) says that when a person is efficient in two languages, he tends to borrow words from one language into the other. According to Awoniyi (1982:20), “The unilingual simply accepts the new words in their vocabulary and becomes an agent in the diffusion of the words.” Bamgbose (1995) add that such borrowing become the properties of the receiving of the receiving languages as a whole and not just that of the person who introduces it.

- ii) The need for new designations is one of the factors which is obviously a universal reason for linguistic borrowing such as things, persons places and concepts which are present only in one of the languages involved. Awoniyi (1982:20) says that the “importation of Western technology brings about borrowing of suitable words”. Samuel (1972) adds that if there is a vacant slot for the word in the receiving language, the usual result is that the language receives a greater number of loan words. Ajolore and Afolayan (1982:150 – 152) support this fact when they opine that the commonest reason for linguistic borrowing is when a language needs to find new names

for new people, places, objects, notions and concepts which it has come in contact with. According to Weinreich (1966), lexical borrowing of this type can be described as a result of the fact that using a ready-made designation is more economical than describing things afresh.

- iii) The Clash of Homonyms : Weinreich (1996) is of the view that a word may be borrowed to resolve the clash of homonyms, he cites an example that because of the clash between the words “currum” for “cart”, and “carnem” for “meat”, from French. Samuel (1972) shares similar view with Weinreich when he asserts that words may be borrowed to clarify ambiguity and limitations as a result of polysemy or homonymy.

- iv) The need for euphemism is another factor that could be responsible for linguistic borrowing. Weinreich (1996) cites an example in the Olonet dialect of Russia, the Finish word ‘Repaki’, become a welcome euphemism for menstruation. Also the word ‘vomir’ in French meaning ‘vomit’ has been replaced by a more attractive synonym ‘rejector’ or ‘rendre’. G.L Brook (1979) supports this factor when he posits that for some imaginary sins which have been a subject of reproof in the past, the use of loan words could be welcomed instead of words of native origin. In some societies for example, there are many words, the pronunciation of which is viewed as taboo and prohibited because they are considered inappropriate for usage. In

the place of these words borrowing from other languages is done to cover them up. The following are examples;

(a) All the words of Hausa origin relating to names of private parts including pubic hair are simple referred to as (AL'AURA" al'aura is an Arabic word. The monthly flow of a woman is also referred to as "Haila' from Arabic origin "Haidho".

(b) SUNNA: is an Arabic word that means actions, saying or deeds of prophet Muhammed (SAW) but which is use in Hausa language to refer, to the legitimate sexual contact between husband and wife.

v) The need for differentiation which according to Weinreich (1996), a bilingual may feel that some of his semantic fields are insufficient when compared with the other language to which he is exposed. He gives an example that the Italian dialects spoken in Switzerland are said to have gotten along with a single word 'corona' to denote 'wreath' and 'crown', but as a result of their contact with German, they felt the need to differentiate and then borrowed 'kranz' for 'wreath' retaining 'corona' for 'crown'. Even if the word exists, it is not convenient in naming items, things or certain behaviours.

vi) The social value attached to a language is another factor why bilinguals borrow lexical items from the source language by symbolic association of the source language in a contact situation with social values. By symbolic association, it is meant that if one language is endowed with prestige, a bilingual is likely to use identifiable loan words from it as a means of displaying the social status within the knowledge of which it symbolizes. This is evident is learned

borrowings of designations for concepts which have excellent names in their original language. This is true of the average learned Yoruba speakers of English language who try as much as possible to display their advanced state of acculturation and knowledge of the source language especially English.

One may ask, why most languages borrow? Why can't language create new words to name new items? Different linguists have advanced various reasons for this linguistic tendency. Among these linguists is Robins (180:235) who stated that, whenever there are culture contacts of any sort between the speakers of different languages and this means virtually everywhere, speakers will make use of words from other languages to refer to things, processes and ways of behavior, organization or thinking for which words or phrase were not available or convenient in their own language hitherto.

From the above statement made by Robins, it can be deduced that among the reasons why languages borrow words are;

1. Lack of available words or phrase to name a new item or behavior, and
2. another reason advanced by Hornby (1980) why language borrows words is due to the political power or prestige enjoyed by a language. He mentions that; any prolong cultural contact, especially with speakers of a language who enjoys political power or prestige in any

sphere, leads to a considerable amount of borrowing of vocabulary from that language in the sphere concerned.

This can be proved if one considers the status of English language vis-à-vis the other Nigerian languages numbering over 250. Almost all the Nigeria languages, big and small, borrow words from English language and on the other hand, English has been reluctant to take words or phrases from any of the Nigeria language. This is because English is the language of administration and education.

3. Through scholarship and acquisition of knowledge a lot of borrowing is necessitated. Among Yoruba Muslims most of the words having to do with Islamic scholarship and knowledge are of Arabic origin. This relationship gave birth to Yoruba borrowing the following Arabic words.
 - (i) Name of some of the days of the week: Jima, Talata, Laruba, and Alamisi.
 - (ii) Personal names; the use of Yoruba names of Ola, Femi, Gbenga, Tolu, Bose, Tope, Dada, etc. alongside names of Arabic origin like Muhammed, Abubakar, Umar, Ali, Nuhu, Hauwa, Maryam, etc are used especially after accepting Islam.
 - (iii) Most religious terms including ritual and Islamic rites are borrowed from Arabic by Yoruba speakers for example; imani, hajj, haila, janaba, aniyani etc.

English on the other hand being a language of administration, trade and western education came to be used in most situations relating to

western trade, commerce, banking activities, international relations etc. Thus, the following words that Yoruba language is currently using on daily basis are of English origin: Moto, biro, pensu, Honda, kafinta, tirela, bus, cup, table, chair etc.

When languages come into contact with each other for whatever reasons, some words, phrases or features may be borrowed from one language to another. It is natural and it is a universal phenomenon. Every language, big and small borrows words, although, the native speaker may know but they are not normally conscious of the influence of one language on the other. Due to this borrowing tendency, many languages may assimilate to such an extent that they resemble their unrelated neighbour more than their genetic relatives. Through this, a new linguistic area is formed. Linguistic area refers to a situation whereby a group of language has come to share a range of common features through contact, not by genealogy. This is a group of language whose genetic origin is not the same but coming together afterwards to share certain common feature.

2.11 HISTORY AND DEVELOPMENT OF BORROWING OF WORDS

Linguistic borrowing is an old trend in languages. To say precisely, that this linguistic behavior started on a particular date is quite a difficult thing. There is however, a supposed period of time when it was assumed to have

started. Busa (2000:28) is of the opinion that, it started around the around the Middle Ages, when English according to him:

“One of the world most powerful languages travelled far and wide to other parts of the world for the purpose of trade, conquest and expedition. Through these ways, tremendous numbers of words were loaned from so many languages across the globe into English”.

Busa (2000) proceed further to explain that in 1066AD, one French conqueror called William captured England thus making it easy for English to borrow a lot of French words. This assertion is agreed by Glattorn et al (1971) when they mentioned that between 1650–1750 the English language has borrowed a lot of words from the Algonquian language spoken by the India who occupied the territory in the 17th C.

The amalgamation of the present entity called Nigeria 1914 by the British also contributes in the intermingling of various tribes in Nigeria in the pursuit of education, business or trade. This naturally gives an opening for the linguistic borrowing among the various tribes in Nigeria. Many languages borrow from each other. The Hausa language for instance borrows from Yoruba such word as:

Keke-bicycle.

Anti – senior sister

Oya – let’s go

The Yoruba language popularly spoken in the South Western part of Nigeria is not left out in this borrowing. Yoruba borrows from Hausa:

Tuwo –(tuwo)

Shege – bastard

Wayo - intrigues

We can deduce from the above reviewed literature that the borrowing phenomenon in language is as a result of direct contact of different languages. Whenever any language comes into contact with other languages, for whatever reason, war, trade, education, religion etc. linguistic borrowing must take place between them.

2.12 BORROWING/LOANING STRATEGIES

Before a word or phrase is borrowed from one language and domesticated into another, a certain necessary process must be followed in order to allow for acceptability. This is because the quantity of phonemes in the phonemic inventory of different languages and their types differ. This therefore requires that a language has to devise a strategy for dealing with foreign words or sounds. Whitney (1994) mentions that in such a situation. The recipient language normally pursues one of the following two strategies:

- (i) Either the recipient language replaces the foreign phoneme with one of its own that is phonetically similar e.g. [f] --- [v] --- [X] --- [s]. [] --- [s] etc. or

- (ii) The recipient language retains the phoneme from the source language, thereby acquiring a new phonemic distinction through borrowing.

The first instance of replacing a phoneme with another phoneme similar phonetically to it, it's found in Yoruba languages, thus;

(a) [v] --- [f] - vono --- fono

(b) [] --- [s] – shoe – sue

The above two strategies are generally recognized by linguists as the main borrowing processes. Hornby (1980) however, adds that; “in certain cases words continue to be recognized and treated as foreign in origin and attempts are made to pronounce them as such”.

2.13 THEORETICAL FRAMEWORK

MORPHOPHONEMIC APPROACH

The model is the morphophonemic approach which was used for the data analysis due to the phonological changes that occur during the course of language borrowing. A morpheme is the smallest meaningful unit of any language and every lexical item in English language and Yoruba language is made up of one or more morphemes. According to Matthews (1991), morphology is the creativity aspect of language that indicates how words are formed. It describes morphemes and their pattern of occurrence within the word. Brown and Miller (1991), explain phonology as the study of phonological shapes of words. For instance, in cats/kats/the plural marker

is phonologically realized as /- s/ since it is affixed to /kat/, whereas it would be /-z/ if it were affixed to /dogs/ to form /dogz/. According to Hartmann and Stork (1972:146), Morpho-phonology is “the study of phonological variation-allomorphs which accompany their groupings into words” e.g. the changes in English Plural morphemes (-s) occurring as /s/, /z/, /iz/.

Tomori (1977) says that it has been observed that some morphemes undergo some phonetic changes before combining with some others in the example of redemption, the morpheme “redeem” underwent phonetic change to become /ridem/ in “redemption”. He explains further that there are rules in every language that govern such phonetic change and such rules are referred to as morphophonemic rules. It is part of morphophonemic rules in English that the word “stand” when it combines with the past tense morpheme becomes “stood” whereas the “cook” when it combines with the past tense morpheme becomes “cooked”.

Hayes (2009) defines morphophonemic as “a branch of linguistics which studies the interaction between morphological and phonological or phonetic process i.e the sound changes that take place in morphemes when they combine to form words.” Morphophonemic rules are language specific and may be phonologically arbitrary; they are relatively more productive and involve inflectional morphology, relating to different forms of the same lexical item. The inflectional morphology analysed in this work was by adding one or two or more letters to the original word in order to

create a new morpheme. This process is known as affixation which includes (prefixation- adding at the beginning, infixation- segmental strings in the middle and suffixation- adding at the end.) Morphophonemic (as opposed to phonetic), alternation is ever totally productive in the sense that all new words (loan words, for example) are required to conform to it.

YORUBA ORTHOGRAPHY

The current orthography of Yoruba derives from a 1996 report of the Yoruba orthography committee, along with Ayo Bamgbose's 1965 *Yoruba orthography*, a study of the earlier orthographies and an attempt to bring Yoruba orthography in line with actual speech as much as possible. Still largely similar to the older orthography, it employs the Latin alphabet modified by the use the diagraph /gb/ and certain diacritics, including the traditional vertical line set under the letters E/e, O/o, and S/s. in many publications, the line is replaced by a dot (E/e, O/o, S/s). The vertical line has been used to avoid the mark being fully covered by an underline.

English and Yoruba Alphabets

English – 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 z

Yoruba - a b d e f ggb h i j k l m n o o p r s t u w y

The Latin letters c, q, v, x, z are not are absent in Yoruba alphabets.

The pronunciation of the letters without diacritics corresponds more or less to their International Phonetics Alphabet equivalents, except for the labial-velar stops K□P (written as <p>) and [g□b] (written as <gb>), in which both consonants are pronounced simultaneously rather than sequentially.

The diacritic underneath vowel indicates an open vowel, pronounced with the root of the tongue retracted (so e is pronounced [ɛ] and ɔ as [ɔ]). <ɕ> represents a post alveolar consonant /ʃ/ , like the English 'sh', <y> represents a palatal approximant like English 'y', and <j> a voiced palatal plosive, as it is common in much African orthography.

In addition to the vertical bars, three further diacritics are used on vowels and syllables nasal consonants to indicate the language's tone: an acute accent (´) for the high tone, a grave accent (`) for the low tone and an optional macron (-) for the middle tone.

Phonology

The three possible syllable structure of Yoruba are consonant + vowel (CV), vowel alone (V), and syllable nasal (N) every syllable bears one of the three tones: high´, mid (generally left unmarked), and low`. The sentence *n o lo l* ***didn't go*** provides example of the three syllable types:

n – [ŋ] – l

o- [o] not (negation)

lɔ - (lɔ) – to go

Vowels and Consonants

Standard Yoruba has seven oral and five nasal vowels. There are no diphthongs in Yoruba. Nasal vowels in Yoruba are not enunciated with the larynx but rather with the nasal passages.

	Oral Vowel		Nasal	Vowel
	front	back	front	back
Close	ɪ	ʊ	ĩ	ũ
Close mid	e	o		
Open mid	ɛ	ɔ	ɛ	ɔ
Open	a			

English vowel phonemes include: / i:/, / i/, / e/, / ae/, / a:/, / u:/, / u/, / ɔ /, / ɔ: /, / u /u: /, / ʌ/, / ɜ:/, / ə/

Yoruba vowel phonemes: /a/, /e/, /e/, /i/, /o/, /o/, /u/.

	Labial	Alveolar	Postalveolar/ palatal	Velar	Plain labial	Glottal
Nasal	m	(n)				
Plosive	b	t d	ʃ	k g	kɔp gɔb	
Fricative	f	s	ʒ			h
Approximant		l	j		w	
Rhotic		r				

In both English and Yoruba, the following are the consonantal sounds:

English: / b/, / d/, /k/, /f/, / g/, / h/, / dʒ/, /k/, /l/, /m/, /n/, / ŋ/, / p/, / r/, / s/, / ʃ/, / t/, / θ/, /ð /, /tʃ/, / v/, / w/, / j/, / z/

Yoruba: / /b/, / t/, / d/, / k/, / kp/, / gb/, /f/, /s/, / s/, /h/, /dʒ/, /m/, /n/, / r/, / l/, / j/, /w/.

The voiceless plosive /t/ and /k/ are slightly aspirated; in some Yoruba varieties, /t/ and /d/ are more dental. Yoruba has the labia-velar stops /kp/ and /gb/, eg papa [kpakpa] ‘field’, (gbogbo) ‘all’. Notably, it lacks the common voiceless bilabial plosive /p/, which is why /kp/ is written as <p>. It also lacks a phoneme /n/; though the letter <n> is used for the sound in the

orthography, it strictly refers to an allophone of /i/ which immediately precedes a nasal vowel.

English and Yoruba Morphemes

In Yoruba, three kinds of morphemes have been identified (Olaoye, retrieved 7th March 2008) viz: free, bound and derivational. Free morphemes can stand on their own without the addition of bound morphemes, e.g. “ilu” (drum), “oko” (farm), “omo” (child), etc. Bound morphemes are made up of two or more morphemes but some bound morphemes in English cannot be split into two “meaningful parts”. These words cannot be split: recreational, redemption, premonition, etc. In Yoruba, bound morphemes can be formed in three ways, viz:

Addition of vowels such as /z,i,e,e,o,o/ e.g. “bo” arrive becomes “abo” (arrival) with addition of vowel /a/. With the addition of /i/, “segun” (conquer) becomes “isegun” (victory) and with the addition of /e/ “ru” (carry) becomes “eru” (load).

Collection of vowels, e.g.

“ai” + “ri” becomes “airi” (lacking)

“ai” + “gbo” becomes “aigbo” (without hearing)

Joining collective vowels with consonants, e.g.

“alai” + “gbon” becomes “alaigbon” (a fool)

“alai” + “moore” becomes “alaimoore” (an ingrate)

English Language on the other hand has both derivational and inflectional suffixes by which bound morphemes are formed. Yoruba too has derivational suffixes but has no inflectional suffixes, and this is a distinct

morphological disparity that is capable of confusing Yoruba learners of English.

2.14 **SUMMARY**

Most languages therefore, modify foreign words to fit native pronunciation patterns (including morpheme structures, morpheme combinations and morphophonemic alterations). Whether a change occurs or not in pronunciation depends on multiple factors such as: if the sounds occur in both the original and target languages and the level of contact between cultures.

Since this research was based on loan words and words are made up of morphemes, the morphophonemic approach is suitable for the data analysis because it deals with the analysis and classification of the phonological factors which affect the formation of words. Words are combinations of phonemes which make up morphemes, and morphemes combine together to form words.

CHAPTER THREE

METHODOLOGY

3.1 PREAMBLE

This chapter is in two parts: the first section is on the field work method while the second is on the method of data analysis.

3.2 RESEARCH PROCEDURE

The aim of the study was to find out morphological analysis of loan words among Yoruba speakers of English in Kaduna metropolis. The task of collecting or eliciting the needed material and responses was thus embarked upon in order to find out the language (i.e. speech codes or varieties) people speak to 'whom' 'where' and 'when'; and to determine whether or not they are constrained (i.e. influenced) by 'sex', 'age', and 'social status' of their listener in a given social event or speech situation. In the course of the study the phenomena of intralingua variation and borrowing were examined in relation to the interpersonal relationship that exists between the interlocutors within Kaduna metropolis.

3.3 SURVEY METHOD

A general survey was done to gather information: information technique such as observation (to a less extent participant observation was used mainly.) As survey of the number of languages people speak in the metropolis, in addition to other information, was conducted through the participant observation method. For the pilot study, especially, the oral interview method was used, in addition to personal observations. These

methods were used because they were meant to serve as a feeler for the main study. Some general personal observations were made on the choice and use of language in the metropolis as a whole.

3.4 SAMPLING PROCEDURE

A random sampling of speakers and what languages they chose and used was carried out in the study to determine the following: whether or not the subjects were influenced by the topic, social status and educational background of the speakers, to find out the variation of the Yoruba language being spoken and the origin of the borrowed words.

3.5 SUBJECTS

The first category of subjects was drawn from among educated Yoruba bilingual families in Kaduna metropolis. These families range from elites to middle class. Literates and very few semi-literate individuals were also focused on. Their ages ranged between 25 and 40. These categories of people were selected in order to find out if social class, educational and religious backgrounds affect their use of language. The second category of informants was randomly selected too in the South-West with similar status and within the same age range with their counterparts in Kaduna.

3.6 COLLECTION OF DATA

Two major sources of data collection were used for the research. They were; observation method (participant/non-participant), and recording (discrete/surreptitious).

Participant observation method was adopted because Douglas, (1976) said the aim of using participant observation was to gain a close and intimate familiarity with a given group of individuals. Both non participatory and participatory observations (to a less extent) were used in the collection of the data for this study on language borrowing.

The subjects were observed in various settings; in the homes, schools, and offices in the metropolis. The investigator was able to do this by visiting Yoruba bilingual homes, schools, and offices paying attention to and recording conversations inside and outside offices, observing people in public places, and so on. In general, the use of language by some speakers in relation to their interlocutors was jotted down.

3.7 RECORDING

In order to obtain 'natural speech' i.e what Labov (1981) calls, 'vernacular' from our respondents, surreptitious or discrete recording was done. The researcher was aware of the ethical implication often noted about this method of data gathering but this was meant to authenticate the study of speech behaviour as manifested by the subjects being studied. The recording method was also necessary because it is believed that in order to get a clear picture of the phenomena of language borrowing (which forms the main part of the study of this research), it is pertinent to capture these uses of language in their natural form. These recordings were done at different locations, in homes, offices and public places.

The tape recorded data were first presented in their raw, unedited form. Two operations were carried out on each of the tape recorded utterances as follows:

- (a) Transcription of sounds heard from the radio-cassette tape recorder and
- (b) an analysis of loan words from the utterances in tabular forms based on the morphophonemic structure of English and Yoruba languages.

The interlocutors were identified by letters A, B, C, etc, while the speech events were numbered according to how they were recorded and presented in the appendix. There were short and long utterances in the corpus from a total of 5 speech events in different domains. All the audible utterances from the cassette recorder were transcribed but, only borrowed/loaned words were analysed. All the borrowed/loaned words in the cassette were selected and analysed according to how they were recorded and according to the nature of the speech events.

In addition, the researcher also tabulated some loan words gathered from experience and interaction in the speech community. The data were fully described and explicated as they emerged from the analysis of the data.

3.8 METHOD OF DATA ANALYSIS

The morphophonemic approach was used in the analysis of the data because it has enabled one describe the changes words undergo when loaned and therefore make possible interpretations. The recordings made it possible for the researcher to replay the conversation as many times as possible to get fairly exact manuscript of the utterances.

CHAPTER FOUR

DATA ANALYSIS

4.1 INTRODUCTION

The major task in this chapter is the presentation and analysis of the data collected. The data were tabulated, discussions and the morphophonemic discussions of the loan words followed.

4.2 ENGLISH WORDS ADOPTED BY YORUBA SPEAKERS

A large chunk of words used by Yoruba speakers in Kaduna metropolis are of English, Hausa and even Arabic origins. The contact Yoruba language has with these other languages plays a vital role in the boosting of Yoruba vocabulary and hence, helps to produce a hybrid version of Yoruba language in the metropolis. Most of these loaned words from English language have been integrated into the vocabulary of the Yoruba speakers and as such give them some forms of identity (status).

Analysis of data based on words gathered from experience and interaction in the speech community i.e. “participant observation”.

4.3.1 ENGLISH WORDS RELATED TO EDUCATION/SCHOOL

English	Word
school	school/suku/sukulu
class room	class/kilasi
student	student/omo ileewe
teacher	teacher/tisa
principal	principal/prinsipia
chalk	chalk/choki
pen/ biro	biro/gege

There was evidence of vowel insertion in between consonant clusters of Yoruba spelling/pronunciation of some English loan words. E.g. “class” was spelt and pronounced as /kilasi/. The vowel /i/ was inserted between the consonant clusters /k/ ditto for “school” /suku/. The consonant /l/ was dropped in the pronunciations of ‘school” and “principal” /prinsipal/.

4.3.2 ENGLISH WORDS RELATED TO TECHNOLOGY

English	Word
television	television/telifisan/amohunmaworan
radio	radio/redio/asoromagbesi
computer	computer/computa
CD/DVD	CD/DVD
speaker	speaker/spika
iron	iron/ayoonu
video	video/fidio
fridge	fridge/firiji
deep freezer	friza
dispenser	dispenser/dispensa

Phonologically, the phoneme /ə / was realized as /a/ in the words like computer dispenser and speaker respectively. Some words in the list above have accounted for their meanings and such words include:

- (a) “Amohunmaworan” --- which means “something that shows pictures” for television.

- (b) “Asoromagbesi” --- which means “something that talks and expects no response” for radio.

These translations show that users have used their own sense of meaning of the words and they used phrases rather than individual words. This idea is better explained by Jespersen (1972) who says that borrowing is nothing but imitation. Something is imitated but not imitated fully. Here, it is the idea that is imitated. He explains further the borrowed elements can be a morpheme, phoneme, lexeme, a phrase or possible, longer constructions.

4.3.3 ENGLISH WORDS RELATED TO THE HOME

English	Word
pot	pot/pootu
cup	cup/koopu
tray	tray/tire
flask	flask/flaski/fulasiki
cupboard	cupboard/kobodu
blender	blender/bulenda
bed	bed/beedi
pillow	pillow/pilo
bed sheet	bed sheet/besiti
blanket	blanket/blanketi/blanketi
curtain	curtain/kotini
wardrobe	wardrobe/koobodu

Apart from the insertion of vowels between consonant clusters, it was evident that vowels /u/ and /i/ were also at the end of some words like /kobodu/ for “cupboard”, /koopu/ for “cup”, /flaski/ or /filaski/ for flask. This is because Yoruba words hardly ever end in consonants but vowels.

4.3.4 ENGLISH WORDS RELATED TO CLOTHES/CLOTHING

English	Word
gown	gown/kaba
shirt	shirt/ewu/seti
singlet	singlet/singileti/awotele
pant	pant/pata/panti
sweater	sweater/suweta
jeans	jeans/jinsi
trousers	trousers/trosa

generally, Yoruba people refer to all articles of clothing as “ewu” but with modern wears such as gown, shirt, trousers, such words are borrowed directly as they are into Yoruba vocabulary. The pronunciation of the words also depends on the educational status of the speaker. Some modifications were made as well to suit Yoruba pronunciation for instance, “gown” was pronounced as /gan/, “trousers” as /trosa/, and “shirt” realized as /seti/.

4.3.5 ENGLISH WORDS RELATED TO COLOURS

English	Word
pink	pink/pinki/olomi resuresu
green	green/girin/olomi ewe

purple	purple/popu
brown	brown/bran
gold	gold/goolu/wura
bronze	bronze/buronsi
silver	silver/silifa
red	pupa
white	funfun
black	dudu

The colours-red, white, black and gold are the only colours recognized in Yoruba vocabulary. Other colours are either borrowed from English language with slight modifications of vowel insertions e.g. /girin/ for “green”, /pink/ for pink, or described as in “olomi resuresu” for /pink/ or any shade of light colours. This shows a clear sign that s these words are borrowed directly, they become integrated in the vocabulary of the speakers.

4.3.6. OTHER ENGLISH LOAN LEXICAL ITEMS

These include

English	Word
glass	glass/gilasi
photocopy	photocopy/fotocopi/fo
window	windo
game	geemu/game
ball	bal/boolu

toy	toy/toyi
mirror	mirror/gilaasi
butter	bota
bread	brede/sikafu
scarf	scarf/sikafu
bulb	bulb/globe/gilobu
soldier	soja/soja

The words borrowed/loaned from English to Yoruba language are too numerous and such words cut across all aspects of Yoruba life in Kaduna metropolis which include: religion, business, commerce, trade, farming, music, entertainment etc. In fact, Yoruba speakers find it more convenient most times to use English loan words than the equivalent in Yoruba language. Some lexical words are only described in Yoruba language e.g. television (amohumaworan), radio (asoromagbesi) i.e. “something that talks and expects no reply”, “pink” (olomi resuresu) which means “light coloured liquid”.

The second reason for using English loan words is that, some Yoruba words have more than one meaning and many speakers of the language may only be aware of one of the meanings and not the other. For example:

‘fo’ - Means ‘to wash’ and ‘to make photocopy’, the former meaning is more understood than the latter. So speakers will rather borrow the term ‘photocopy’ than creating confusion with the Yoruba equivalent.

'aago' - This means 'Wrist-watch, watch or clock.' It can also mean 'handset'. Handset is a much later technological development than watch and clock respectively. Most Yoruba speakers do not even know what the handset is called in Yoruba language, using the word 'aago' to refer to a handset may sound confusing to the listener. So borrowing the term 'handset' from English language will be more appropriate.

4.3.7 ENGLISH WORDS RELATED TO THE DAYS OF THE WEEK

English	Words
Monday	Monday/monde
Tuesday	Tuesday/talata
Wednesday	Wednesday/loruba
Thursday	Thursday/alamisi
Friday	Friday/jimo
Saturday	Saturday/satide

'Monday', 'Saturday' and 'Sunday' are the days of the week borrowed directly from English language. 'Ojo isinmi' for Sunday means "a resting day". The days are either pronounced well as they are in English language or they undergo some phonetic shifts/modifications e.g. /sonde/ for "Sunday" and /monde/ for "Monday". The phoneme /ʌ/ is replaced with /o/.

4.3.8 ENGLISH WORDS RELATED TO FESTIVALS/ CELEBRATIONS

English	Words
Christmas	Christmas/Odun Keresi
Birthday party	Birthday/baade
Easter	Easter/odun Ajinde/odun esita

Christmas and Easter celebrations have been borrowed directly into Yoruba language but with some modifications. “Odun” which means “festival” was used to further describe the festivals. The word ‘bade’ that is “birthday” in English dropped the phonemes /ʒ:/ and /θ/ and substituted them with /a/ because such phonemes do not exist in Yoruba language.

4.3.9 ENGLISH WORDS RELATED TO FOOD/FRUITS

English	Words
rice	rice/iresi
mango	mango/mongoro
guava	gova/guava
pineapple	penapul/abaruba
salad	sala/saladi

There is evidence of prefixation of the phoneme /i/ to the root word i.e. “rice” but changed to “resi”, the combination produces the word “iresi” meaning “rice”. The diphthong /ua/ is also being dropped for /o/ in “gova” instead of “guava”.

4.3.10 ENGLISH WORDS RELATED TO HEALTH/MEDICINE

English	Yoruba words
hospital	hospital/osibitul
doctor	doctor/dokita
nurse	nurse/noosi
bandage	bandage/bandeji
dressing	dressing/diresin
plaster	plaster/pilaster
operation	operation/opurason
malaria	malaria/iba
jaundice	jaundice/iba aponju
ward	ward/woodu

The consonant /h/ dropped in the pronunciation of the word “hospital” and the vowel /i/ was inserted between consonant clusters /sp/. The phoneme /p/ was replaced with /b/ in the same word.

4.3.11 ENGLISH NAMES RELATED TO KINSHIP TERMS

Yoruba title	Yoruba meaning	English meaning
Dad/daddy	father	father(a male parent of a child)
Mum/mummy	mother	Mother (a female parent of a child)
Anti	aunt, or ones elder sister or anyone older than you are to serve as a mark of respect	Aunt (the sister of one’s parents)

Broda/boda	brother, uncle or one's elder brother. It also shows sign of respect for an elder one who is male.	Brother (a boy or man)
Sister	one's younger or elder sister or cousin. It can also be used to show a sign of respect for an older female than the speaker.	sister (a girl or a woman who has same parents as Another person)

4.4 HAUSA AND ARABIC LOAN WORDS ADOPTED BY YORUBA SPEAKERS IN KADUNA METROPOLIS

The influence of Hausa and Arabic languages in the vocabulary of Yoruba speakers in the metropolis cannot be over looked. Yoruba speakers in Kaduna metropolis have borrowed some vocabulary items from Hausa and Arabic languages respectively. This is because Hausa is the lingua franca in the metropolis while Arabic serves as a language of Islam (one of the predominant religions in the metropolis).

4.4.1 WORDS RELATED TO HAUSA PROPER NAMES ADOPTED BY YORUBA SPEAKERS

Hausa proper names are divided into three categories:

- (a) Names of person based on the day he is given birth to
- (b) Traditional names mainly based on the situation or circumstances under which a person is born or the situation he meets on earth.

(c) The borrowed proper Islamic names origin or of Arabic origin. In case of these three situations the Yoruba people have borrowed/loaned names and called their children as such.

(a) **Name of Persons Based on the Day He is Given Birth to:**

Of all the seven days of week, it is only Friday which is Juma'a in Hausa language that is adopted in Yoruba language to name children. Male children born on Friday who are of the Islamic faith bear 'Jimoh' or Jamiu. Hausa people name their own children 'Dan Juma'.

(b) **Traditional Names Based on Circumstances and Situations the Child Meets on Earth**

This is the second category of Hausa names. Here, a person simply is named based on the circumstances in which he comes to the world, or based on his peculiar or unique condition. This could be said to be the earliest process of naming children before the Hausa man came into contact with the religion of Islam which reshaped his life and affected so much of his day to day systems. One of such names adopted by Yoruba speakers in the metropolis include 'Gambo' – meaning a child given birth to after a set of twins. This is very common only among Yoruba people living amongst Hausa people.

(c) **Names of Islamic or Arabic Origin Adopted by the Yoruba People**

A large percentage of present day Yoruba Muslim names for both male and female children and adults are of Arabic origin. Even in a situation whereby a person bears Wale, Bose, Bidemi, Enitan etc. that person must have at the back of that traditional nickname a genuine Islamic name that has origin from the Holy Qur'an or the

Hadith of the prophet (S.A.W). All these Islamic names of Arabic origin are also automatically adopted and used by the Yoruba language speakers in naming their children and wards.

Islamic names of Arabic origin	Yoruba adopted equivalent
Abubakar	Abubakar/Bakare
Umar	Umar/Umoru
Usman	Usman/Usumanu
Ali	Ali/Aliu/Aliyu
Rabiu	Ibrahim/ Buremo/Buraimo
Nuhu	Nuhu
Satar	Satar/Satari
Sabur	Saburi
Isah	Isah/Isa
Musa	Musa
Munir	Munir/Munira
Fatimah	Fatima/Fatimo
Radiyah	Rodiyah/Ralia/Raliya
Murtadha	Murtala/Muri/Murtala
Kabir	Kabir/Kabiru
Nafisah	Nafisah/Nafi
Mardiyyah	Mardiyyah/Morili
Yusuf	Yusuf/Yesufu/Yusufu
Fadhilah	Falilah/Fasila/Falilat/Falilatu

The above names were realized in different forms and the different realizations were greatly influenced by the speaker's environment and familiarity with Arabic phonemes. Thus, the phonemes/dh/for 'Rodhiyah, Murtadha, Mardhiyyah and Fadhilah changed to /l/ for the Yoruba equivalent. This kind of phonetic shift identifies a Yoruba Muslim residing in the north from his counterpart living in the south.

4.4.2 ARABIC WORDS RELATING TO RELIGION AND BELIEF SYSTEM

A lot of words relating to, especially the religion of Islam are now domesticated into Yoruba language normally with some modifications, phonetic shifts, syllable dislocation etc.

Arabic words	Yoruba adopted	English meaning
Malaika	Moliaka/maleika	Angel
Muslim	Musulumi/muslim	Muslim
Shaytan	Asatan/shaiton	Devil
Munafiki	Munafiki/monafiki	Hypocrite
Bid'a	bidia	innovation
Wudhu	aluwala	ablution
Ibadat	ibada	worship
Khutbah	hutuba	sermon
Iman	imani	belief
Samau	somo	heaven/sky
Walimah	wolimo/walima	celebration
Wallahi Tallahi	Walai Talai	swearing by Allah
Kafir	Keferi/kafiri	infidel
Sunna	Sunno/suna	sayings and practice of The holy prophet (PBUH)

Taking the words one after the other, one will see that a lot of changes have taken place in nearly all the words borrowed into Yoruba language, for example:

The Arabic word “Malaika” changes to ‘Molaika’ thereby changing the /a/ to /o/. The inclusion of vowel sounds in between consonant clusters is also evident as in aluwala and hutuba. /dh/ of “wadhu” changes to /l/ in Yoruba language and likewise /kh/ of “khutbha” to /h/ in Yoruba language. /dh/ and /kh/ are consonantal phonemes unique to Arabic language.

4.4.3 HAUSA WORDS RELATING TO FOOD ADOPTED BY YORUBA SPEAKERS

Most of the foods as eaten, prepared or used only by the Hausa were simply loaned into Yoruba language.

Hausa foods	Yoruba adopted names	meaning
Tuwo	tuwo	food made out of corn flour
Masa	masa/mosa	food made out of rice
Fura	fura	food made out of millet
Nono	nunu	milk
Gyero	jero	millet
Dawa	dawa	guinea-corn
Alkama	alkamo	wheat
Rake	rekee/ireke	sugarcane

The phoneme /gy/ as observed in the table above changes to /d3/ in Yoruba language and at times the sound /a/ changes to /o/ when adopted or loaned into Yoruba language.

4.4.4 NAMES OF THE SEVEN DAYS OF THE WEEK BORROWED/LOANED BY YORUBA SPEAKERS FROM HAUSA LANGUAGE

English words	Hausa meaning	Yoruba/adopted	Arabic
Sunday	Lahadi	Isinmi/sonde	Al-ahad
Monday	Litini	Monde	Al-Ithnain
Tuesday	Talata	Talata	Al-Thulatha
Wednesday	Laraba	Laruba	Al-Arba'a
Thursday	Alhamis	Alamisi	Al-khamis
Friday	Juma'a	Jimo	Juma'at
Saturday	Sabti/Sati	Satide	Al-Sabti

All these words originated first in Arabic before they were loaned into Hausa language and later loaned into Yoruba due to languages coming into contact. This form of loaning is an indirect one. Apart from 'Sunday' and 'Monday' other days of the week have been borrowed into Yoruba language. The phoneme /a/ is added between the consonant clusters of Alhamis and the /h/ sound is dropped.

4.5 GENERAL SURVEY OF LIST OF OTHER WORDS OF HAUSA ORIGIN BORROWED BY YORUBA SPEAKERS

The following is a list of some of the words of Hausa origin that are domesticated into Yoruba language.

Hausa words	Yoruba Language	Meaning
eh	eeh	yes/affirmation
agogo	ago	clock/wristwatch
albasa	alubosa	onion
bebe/kurma	bebe/kurumo	deaf
buta	buta/age	kettle
jaki	jeki	donkey
karambani	karambani	recklessness
kuli-kuli	kuli-kuli/kuli	groundnut cake
wahala	wahala/waala	suffering
shege	shege	bastard
burauba	burooba	a curse
gemu	jemu	beards
ko?	Ko?	Confirmation in question forms
yawo	yawo	going out/waywardness/going for a walk
wayo	wayo	sensible/cleverness
lema	lema/lemo	umbrella

4.6 IMPLICATIONS OF YORUBA LANGUAGE BORROWING WORDS FROM ENGLISH, HAUSA AND ARABIC LANGUAGES

The continuous adoption and usage of any lexical item from one language to another though, a natural thing, usually has some effects on the substrate language. These effects surface with the passage of time. One of these includes lexical changes which are mostly semantic, some words will retain both shapes and meanings and others will not.

Secondly, a hybrid version of Yoruba language is developed and the intelligibility is centered on those who understand or have some understanding of the language being borrowed from. Hence, the standard form of Yoruba language is hardly spoken in Kaduna metropolis and this easily identifies the Yoruba speakers as one who has had contact with the northern part of the country.

Although, the vocabulary of the Yoruba speakers of English in Kaduna metropolis is greatly influenced by heavy loaning from the languages it has come in contact with, but this has indeed enriched the Yoruba lexicon. This has also given Yoruba speakers of English some prestige, a sense of belonging and some forms of identification.

4.7 A SURVEY AND ANALYSIS OF DATA TO TEST THE INTELLIGIBILITY OF SOME OF THE LOAN WORDS IN THE SOUTH-WEST

Word	Origin	% Agreement with word supplied by informant	% Variable
School	English	100%	
Classroom	English	80%	20%
Student	English	80%	20%
Teacher	English	100%	
Principal	English	70%	30%
Chalk	English	70%	30%
Pen	English	70%	30%
Television	English	100%	
Iron	English	100%	
Pot	English	100%	
Gold	English	90%	10%
Hospital	English	100%	
Malaika	English	100%	
Kafir/Geferi	Arabic	70%	30%
Buta	Hausa	20%	80%
Yawo	Hausa	10%	90%
Sannu	Hausa	60%	40%
Addini	Arabic	70%	30%
Zurga Zurga	Hausa	5%	95%
Gaskiya	Hausa	50%	50%

From the analysis above, English loan words are more intelligible to the speakers than Hausa and Arabic words respectively. This is because Hausa is not an official language in the South-West. Arabic loan words are also fairly intelligible to the speakers since Islam is one of the major religions in the South West.

4.8 ANALYSIS OF RECORDED UTTERANCES

4.8.1 Borrowed/Loaned words recorded on Kaduna Polytechnic and its academic activities (see extract A in the appendix)

Table 1

Borrowed words	Source Language	Frequency
Professional	English	1
Qualification	English	2
Chartered Accountant	English	1
Chartered Surveyor	English	1
Chartered Engineer	English	1
Stop	English	1
Effect	English	2
Change	English	1
University	English	2
Lectures	English	4
Yes	English	1
Because	English	1
Master	English	2
Phd.	English	4
Kadpoly	English	4
Department	English	3
Education Technical	English	2
PGDE	English	1
Doctors	English	1
Affiliation	English	1
ABU	English	4
Doctorate	English	1
In fact	English	1
CABS	English	2
Promotion	English	1
Register	English	2
Criteria	English	1
Parley	English	1
Retire	English	2

Retain	English	2
Contract	English	2
Staff	English	3
Change	English	1
Professors	English	2
Rector	English	2
Problem	English	3
Retrenchment	English	1
Months	English	1
December	English	1
School	English	3
January	English	3
Federal Government	English	2
Lecture	English	2
Strike	English	2
Admission	English	1
HND	English	1

From the above speech event, though, recorded in an informal setting i.e. on one of Kaduna Polytechnic's campuses, the participants did more of lexical borrowing mostly from nouns than other parts of speech. Also, words like CABS, ABU, KADPOLY, HND, PGDE etc are mostly acronyms that had to be loaned into Yoruba language without any modifications. These acronyms have been integrated into the vocabulary of the speakers because there are no Yoruba equivalents of such. It is also very evident that all the loaned words are from English and none of them has undergone any form of modifications. This therefore, clearly identifies the speakers as literates since the topic was on institution and its academic activities.

4.8.2 RECORDED UTTERANCES AT HOME ON THE PRESENTATION OF GIFT ITEMS

(see extract B in the appendix)

Table 2

Borrowed Words	Source Language	Frequency
Sharpen	English	1
Pencil	English	2
Blunt	English	1
Clear	English	1
Doktur	Arabic	1
Sanu	Hausa	1
Yawwa	Hausa	3
Mummy	English	1
Addinni	Arabic	1
Support	English	1
Friend	English	1
Walimah	Arabic	2
Sunday	English	1
Zurga-zurga	Hausa	1
Wrap/wrapping	English	1
Shop	English	1
Cellotape	English	1
Wrapper	English	1
Saturday	English	1
Albarka	Arabic	1
Thursday	English	1
Friday	Hausa	1
Gaskiya	Hausa	1
To	Hausa	2
Motor	English	1
Bola	Hausa	2

Lexical borrowing was very evident from the recorded utterance. Borrowing was done from all the languages in contact with Yoruba in

Kaduna metropolis (English, Hausa and Arabic) but many of the words were borrowed from English language. The speech domain was informal and allowed free use of all the four major languages in contact. Words borrowed from Hausa language include: (to, bola, zurga-zurga etc) while “walimah” and “albarka” are from Arabic origin respectively. The remaining words were borrowed from English language. This hybrid version of Yoruba language being spoken gives different forms of identity to the speakers. Borrowed words from Hausa language identify the speakers as Yoruba people residing in the north, loaned words from Arabic identify the speakers’ faith while words borrowed from English language show the speakers’ level of literacy and social status.

4.8.3 UTTERANCES RECORDED IN A SCHOOL ENVIRONMENT

(see extract C in appendix)

Table 3

Borrowed Words	Source Language	Function	Frequency
Principal	English	Noun	2
Thirty	English	Adjective	1
Math & English	English	Noun	2
Teachers	English	Noun	2
Little scholars	English	Noun	1
Approve	English	Verb	1
Appointment	English	Verb	1
Doctor	English	Verb	1
Arrears	English	Verb	1
After	English	Adverb	2
A year	English	Noun phrase	2

Confirmation	English	Noun phrase	2
HOD allowance	English	Noun phrase	1
Six months	English	Noun phrase	1
HOD	English	Noun	2
This month	English	Noun phrase	1
Manage	English	Verb	1
Wallahi	Arabic	Verb	1
50,000	English	Noun	1
Make	English	Verb	1
Problem	English	Noun/adjective	3
Easy	English	Adjective	1
Asusu	Hausa	Noun	2
Bank	English	Noun	1
Daddy	English	Noun	1
Gist	English	Noun	1
Several times	English	Adverb	1
Yawo	Hausa	Adverb	2
4,000	English	Adjective	3
Sandals	English	Noun	1
Clarks	Product name English	Noun	1
5,000	English	Adjective	1
9,000	English	Adjective	2
Deposit	English	Verb	2
Withdrawal	English	Verb	1

It is evident that there are more lexical borrowings which function as nouns. Other parts of speech are also found like verbs, adverbs, and adjectives but nouns are the most prominent. Code switching was also observed in the speech act. This was done through direct quotation for emphasis. The sentences include:

- (i) “That kind of money cannot survive in my house”
- (ii) “Spending money is not my problem”

Sentence switching was done by the first speaker “A” to further buttress her point on how easy it is to spend money. The participants in the speech events are both literates in the languages. That is, English, Hausa, and Arabic that were used for communication. At no point in time did any of the interlocutors show any sign of misunderstanding a concept. All concepts were appropriately used and understood by the speakers. The communication flowed freely and smoothly.

Words borrowed from Hausa language (yawo & asusu) did not pose any problem of understanding between the speakers. Neither did any from English nor Arabic languages pose any difficulty to the speakers. The word “asusu” “principal” and amount of money (#30,000, #5,000, #9,000, #4,000) are evident to have been integrated in the vocabulary of the speakers. The words “yawo” and “asusu” mark the speakers’ identity to be Yoruba from the north.

“Little Scholars” and “Clark” are product names loaned directly into Yoruba language and by status would be permanent vocabulary items. The former is the name of a school while the latter is a product name for shoes especially. Maths and English are subjects offered in schools therefore were borrowed as they are. The speech took place in an informal domain and

therefore made room for free choice of words and loaning/borrowing from any language of one's choice.

4.8.4 SPEECH UTTERANCES RECORDED AT HOME ON COMPUTER KNOWLEDGE
(see extract D in the appendix)

Table 4

Borrowed Words	Source Language	Frequency
Copy	English	5
Content	English	2
Flash	English	2
Flash drive	English	3
Particular	English	1
File	English	2
Type	English	1
Transfer	English	1
Another	English	1
Open	English	2
Right click	English	2
Then	English	1
Now	English	1
Select	English	1
Document	English	1
So that	English	1
Create shortcut	English	1
Desktop	English	1
Ok	English	1
Show	English	1
Sign	English	1

From the words borrowed, the speaker can be identified as computer literate and IT compliant. Most of the words borrowed have been integrated. This is because; these are registers associated with computer

literacy and may not have the equivalent in Yoruba language. The classes of words are mixed here and all the words borrowed have the same source i.e English language. This was recorded in an informal domain at home.

4.8.5 SPEECH UTTERANCES RECORDED IN AN OFFICE ON NIGERIA'S ELECTION (see extract E in the appendix)

Table 5

Borrowed Words	Source Language	Frequency
Election	English	1
Nigeria	Name of a country	1
Interesting	English	1
Zaria	Name of a town	1
Ballot box	English	1
Soldiers	English	1
Mod action	English	1
Bomb	English	2
Try	English	1
AD	English	1
PDP	English	1
AC	English	1
South-west	English	4
North	English	1
South-east	English	3
Sectional leader	English	1
Cancel	English	1
Bridge	English	1
Vote	English	1
Party	English	1
Senator	English	1
Meeting	English	1
Step down	English	1
Reach	English	1
Consensus	English	1

This speech event took place in an informal domain. The topic of discourse centered on Nigerian politics. Analysis of the political activities concerning how the presidential election was conducted was the topic of discourse. It was inevitable to borrow many political terminologies into the speech event. This was because the speakers lacked enough vocabularies in Yoruba language to express themselves thereby most of the loaned words had to be integrated in the vocabulary of the speakers. It is also very clear that there were more of lexical borrowing than phrasal borrowing. The only phrase borrowed was “aside the thuggery and violence”. More words of noun class were also analysed. The topic of discourse was mostly analysed by the masculine gender. As soon as the borrowed words are heard, they easily identify the speakers as males. All the speakers understood all the terms used like, AD, PDP and AC which had been borrowed directly because they are party names and cannot be changed. These coinages hence can be said to have been integrated in the vocabulary of the speakers.

4.9 FINDINGS

The analysis of the data revealed that large parts of the vocabulary of the Yoruba language are words with English, Hausa and Arabic origins. The Yoruba language is a heavy linguistic borrower just like other languages e.g. English, Arabic, Hausa etc. as the data revealed. It is, therefore, safe to conclude that English, Hausa and Arabic loan words exist and are widely used in the Yoruba language.

This work has also exposed the fact that Yoruba language has strong and standard morphophonemic rules which words are formed. All the loan words gathered by the researcher for analysis consistently abide by these morphophonemic rules. It was also observed that some English, Hausa and Arabic words have been integrated into the vocabulary of the Yoruba speakers of English.

The findings have also revealed that Yoruba syllables are open. Therefore, whenever any foreign lexical item comes into the language, the Yoruba speaker imposes the Yoruba pattern of morphophonemic rules on it. Examples of such morphophonemic features of the Yoruba language are discussed below:

One very important feature of the morphology of the Yoruba language is that the Yoruba language has more syllabic final vowels. Vowels normally end most words especially the noun class; thus English final consonants pose difficulties for the Yoruba native speaker. The data therefore revealed the suffixation of vowel sounds in the words supplied. Examples: *koopu* for “cup”, *boosi* for “bus”.

The Yoruba language does not accommodate consonant clusters; the data therefore indicate the insertion of vowels where consonant clusters exist to conform the VCV syllable template of the Yoruba language. Examples: *filaski* for “flask”, *buredi* for “bread”.

The sociolinguistic study of this research shows that language contact influences borrowing and this phenomenon gives rise to hybridity of one language which can also give various forms of identity to its speakers, such as identifying the speaker's faith, educational background, and status.

CHAPTER FIVE

SUMMARY AND CONCLUSION

5.1 SUMMARY

This research so far has been interested in finding out the morphological analysis of loan words and how the concept can influence and also affect language use in an urban society. It has also looked at the issue of the vocabulary loaned and how it has been integrated in the vocabulary of the interlocutors. The thesis also explained that language or code choice is greatly affected by topic, participants, domain and educational and social backgrounds of the speaker.

In the introductory chapter of this thesis, urbanisation was explained to be one of the causes of a heterogeneous society. This interaction between/among different ethnic groups leads to heavy borrowing from one language to another and as such gives room to hybrid version of a language which can readily mark some identify of the speakers.

Review of related works was done in chapter two. Literature on causes and effects of urbanisation were reviewed. Also relevant literatures on classification of borrowing were reviewed. The relevance of the literature reviewed was explained.

Chapter three looked into the data collection procedure and how the analysis was carried out. The total collections included tape recording and the researcher's experience.

Chapter four was the analysis of the data recorded where speeches were written down word for word, and borrowed words were tabulated for analysis. An explanation followed each table of analysis. The findings were thus used to answer the research questions.

5.2 FINDINGS

As far as the data collected for this research are concerned, it can be said that because of the contact of different languages in the metropolis, a hybrid version of Yoruba language is being spoken in that environment which is not very intelligible in the south-west. That is, there is heavy borrowing of vocabulary from other languages. These borrowed vocabularies have been integrated into Yoruba language as they are also used to express the speakers' thoughts and ideas.

In extract B, one of the interlocutors expressed her feelings and gratitude of borrowed a whole sentence from Hausa language. "Allah ya saka da Alheri" meaning "May God reward you abundantly".

In extract C, two sentences were borrowed/loaned from English language to express the exact idea of the speaker,

"That kind of money cannot survive in my house"

"Spending money is not my problem"

In addition, in the course of this research, it was made clear that borrowing is a common feature in an informal. This is because the naturalness in the informal domain seems to have enhanced the free flow of linguistic behavior of the speakers.

Extract B and C have words loaned from English Hausa and Arabic languages respectively. In extract D and E borrowed words are only from English language. This influence is based on the fact that these are the major languages spoken in Kaduna metropolis.

Language use in a formal domain is predictable and restricted to the use of one code. The reason may be that there are internal monitors that operate to restrain a speaker from borrowing/loaning codes except when it is very necessary. The borrowed/loaned of words in a speech event can mark or give an identity to the interlocutors. The kind of identity includes: sex, faith, literacy level, profession and even age. The case of “Sheng” in Nairobi in the literature reviewed is an urban youth sociolect that mixes English, Kiswahili and ethnic languages. It is a hybrid language which signifies the negotiation and struggle of youth’s identity.

Extract A identifies the interlocutors as literates while extract D identifies professionalism and also signifies that the interlocutors are IT compliant. The process of hybridization which is a feature of urbanisation according to Mc Arthur (2006) ed. By Mugglestone: is viewed as a normal and even at times a predictable process and common in the 20th C. English language

itself is said to have borrowed from French, Greek and Latin. In essence it loaned/borrowed a wide range of cultural and technical vocabulary. Hybrid version of Yoruba language spoken in Kaduna metropolis has borrowed from Hausa, English and Arabic languages a wide range of cultural and technical vocabulary. This has helped to enrich the Yorba lexicon.

In Extract B one of the speakers said “e/sannu.” “e” was picked from Yoruba language as a mark of respect or plurality while “sannu” is a Hausa word meaning “sorry” or “greeting”. The speaker could say “sannu” to greet the other person but had to bring in the Yoruba culture using ‘e’ to complement the vocabulary borrowed from Hausa language. This hybridization of words easily marks the speaker as a Yoruba from the north or residing in the north.

It is also evident that some words from other languages have been integrated into the vocabulary of Yoruba speakers of English language in Kaduna metropolis. This is because there may be no such words in Yoruba vocabulary and as such has to be loaned/borrowed as it is from the source language. Another reason may be that a concept may be more and well understood if borrowed from the source language. For example, the word “asusu” was borrowed from Hausa language and the concept was well understood. If the word “Bank” had been used it may have been confused with the commercial banks around. But the use of asusu gave a very clear and definite meaning.

Urbanisation encourages the influx of people from diverse cultural backgrounds into an area because of the social amenities available in the area. This process brings about language contact and language influence among the varieties that interact. This language contact occurs in a variety of phenomena including language convergence, borrowing and relexification. Other common products are pidgin, creoles, code-switching and mixed languages. These entire products give room for a hybrid version of any language. Borrowing or code choice at any time of discussion is seriously affected by whom you are talking to, the social context of the talk (domain), the function and topic of discussion.

5.3 **RECOMMENDATIONS**

Borrowing/loaning of words owes its development to the coming in contact of languages. When languages come into contact, there is natural interference. It is the researcher's recommendation therefore that the role of English language and indigenous language should be emphasized so that speakers can be conscious of their choice of codes in a formal domain. This will discourage the act of speaking in one and thinking in another.

At the home front, emphasis should be laid on the acquisition of a child's mother tongue which at times may be the indigenous language because there is need to preserve it. This is for the fact that there are some topics better discussed in our indigenous languages and to also preventing its total elimination by the dominant English language and hence a child's vocabulary is enriched when he loans words.

Good mastery of every language acquired should be encouraged alongside the rule of grammar of the languages. This will reduce the hybridization of a language which does not encourage the mastery of any language and making the knowledge of the standard from almost impossible.

Contact between/among different ethnic groups should be encouraged as this will make one either a bilingual/multilingual which can give some economic and social advantages. The knowledge of other languages encourages social interaction amongst people which also leads to peaceful co-existence and enhances economic interaction between/among persons.

5.4 **NEED FOR FURTHER STUDY**

It is admitted that this research is not exhaustive and conclusive. It is, therefore, recommended that further research be carried out in the following areas:

- (a) The effect of age on language use among the Yoruba speakers of English.
- (b) Borrowing is one of the various forms of lexical creativity. Further work on Yoruba speakers of English language can look at other forms of lexical creativity such as blending, compounding etc.

5.5 **CONCLUSION**

Borrowing/loaning of words is an issue we cannot do away with because it occurs naturally in our conversation but can be carefully controlled. If controlled, it will discourage the thinking in one language and expressing

one's thoughts and feelings in another language. Recommendations have been suggested to save both English and indigenous languages because they are both medium of development of a nation. Loaning of words should be controlled by teachers of English especially for students at all levels so as not to affect the students' spoken or written English in a formal domain.

Finally, since borrowing is a sociolinguistic and a broad field and this research is a morphological analysis, it has tried to emphasize on morphophonemic analysis of words, affixation, effects of linguistic loaning on Yoruba speakers of English and the identity it gives to speakers and also tried to apply it to a society using Kaduna metropolis as a case study.

BIBLIOGRAPHY

- Afolayan, (1988). *Teaching English as a Second Language to Adult Learners*. Ibadan: University Press.
- Asher, R.E. (1994). *The Encyclopedia of Language and Linguistics*.
- Bamgbose, A. et al (1995). *New English: A West African Perspective*. Ibadan: Mosuri Publishers and Booksellers.
- Brown, K. and Miller, J. (1991). *Syntax – A Linguistic Introduction to Sentence Structure*. (2nd Ed), London: Harpper Collins.
- Brook, G. L. (1979). *Varieties of English*. (2nd Ed), London Basingstocks & Macmillian Press Ltd.
- Busa, A.M. (2000). *A Study of Word Borrowing from Hausa to Gbagyi*. M.A. Thesis submitted to the Department of Nigerian and African languages, A.B.U. Zaria (Unpublished) pp: 26 & 28.
- Child, B., Van Herk, G. & Thorburn, J. *The Effects of Urbanisation and Social Orientation: Locally Salient Variables as Indicators of Linguistic Change*. www.ling.upenn.edu/NWAV/abstracts/nway36/Childs/Ve_thorburn.pdf. retrieved on the 10/01/2010.
- Columas, F. (2004) ed. *The Handbook of Sociolinguistics*. U.S.A. Blackwell Publishing.
- “The Daily Trust” Editorial, (2010, February 24). *Preserving the Mother Tongue Initiative*. Pp.14.
- Donwa-Ifode, S. (1995). *Preliminary Historical Inferences from Ijo Loan Word in Delta Languages*. Aba: National Institute of Nigerian Languages.
- Douglas, J. D. (1976). *Investigative Social Research*. Beverly Hills, CA: Sage Publications.

- Fromkin, V. & Rodman, R. (1978). *An Introduction to Language*. New York: Holt, Reinchart and Winston Inc.
- Garba, C.Y. (1978). *Applications of Language*. Theory: Selected Papers, Kano, Mimeograph.
- Garden-Chloros, P. (1999). *The Metaphor of Borrowing*. Department of Applied Linguistic, Birkbeck College, London University, London.
- Glathorn, A.A. et al (1971). *The Dynamics of Language*. Vol 5. D.C. health & Co Ltd. London. P. 49 – 50.
- Gleason, H.A. (1961). *An Introduction to Descriptive Linguistics*. New York: Reinchart and Winston Inc.
- Hall, R.A. Jnr. (1964). *Introductory Linguistics*. (1st ed), Chillon Company.
- Hartmann, R.R.K. & Stock, F.C. (1972). *A Dictionary of Language and Linguistics*. Amsterdam.
- Haugen, E. (1972). *The Ecology of Language*. California: Standford University Press.
- Hayes, B. (2009). *Morphophonemic Analysis* Introductory Phonology, pp.161-185. Blackwell.
- Henreich, H. Hock & Joseph, B. (2009). *An Introduction of Historical and Comparative Linguistic*. (2nd ed.) Berlin: Mouton de Gruyter.
- Hornby, A.S. (1985). *Oxford Advanced Learners Dictionary* (5th ed.). Oxford University Press.
- Howard, J. & Amvela, E. (2000). *An Inroduction of English Lexicology: Words, Meaning and Vocubular*. Great Britain: Cromwell Press, Troubridge.

- Humboldt, (1960). *Über die Kawi-Sprache, Part 1, Über die Verschiedenheit des Menschlichen Sprachbaues und ihren Einfluss auf die geistige Entwicklung des Menschengeschlechts*, Bonn: Dummlers Verlag.
- Jespersen, O. (1972). *Language, its nature, Development and Origin*. London: Gresham Press.
- Kassam, M.H. (1991). *Language Choice Among Segments of Ahmadu Bello University*. Unpublished M.A. Thesis, Ahmadu Bello University Zaria.
- Keita, M. (2005). Africans and Asians: Historiography and the Long View of Global Interaction. *Journal of World History (Hawaii)*. Volume 16#1. March. P. 1-30.
- Kemmer, S. (2010). *Major Periods of Borrowing in the History of English*. <http://www.ruf.edu/Kemmerwords/loanwords.html>.
- Matthews, P.H. (1991). *Morphology*. New York: Cambridge University Press.
- Mc Authur, T. (2006). *English World-Wide in the Twentieth Century*. Oxford: University Press.
- Myers – Scotton, C. & Ury, W. (1977). *Bilingual Strategies: The Social Function of Code Switching*. *Journal of the Sociology of Language*. 13 pp 5-20.
- Najafdari, R. (2009). *The Effect of Proficiency on Multilingualism, Error Finding, Social Class and Attitude in Multilingual Pre-University Mysore Students*. Unpublished Phd. Thesis, Mysore University, India.
- Olaoye, A.A. (1991). *A Sociolinguistic Investigation into Yoruba – English Code-Switching in Kano Metropolis*. Unpublished M.A. Thesis, Ahmadu Bello University, Zaria.

Olaoye, A.A. *A Synchronic Contrastive Study of English and Yoruba Morphological Systems: A Recipe for Language Education*.

<https://www.uniiliorin.ng/journals/educat...> retrieved on the 7th/03/2008.

Robins, D.A. (2002). *Talking Sheng: The Role of a Hybrid Language in the Construction of Identity and Youth Culture in Nairobi, Kenya*. University of Pennsylvania.

Samuels, M.L. (1972). *Linguistic Evolution-with Special Reference to English*. Cambridge University Press.

Scotton, C. (1988). *Code Switching as Indexical of Social Negotiation*. In M. Heller (ed.) *Code Switching*. Berlin: Mouton de Gryter.

Spencer, J. (1971). *The Morphology Language in West Africa*. London: Longman Group Ltd.

Tomori, S.H. (1977). *The Morphology and Syntax of Present Day English: An Introduction*. London: Heinemann Educational Books.

Vogt, H. (1954). *Language in Contact*. London: The Hague, Mouton.

Wardhaugh, R. (2006). *An Introduction to Sociolinguistics* (5th ed.). Mablen, USA: Blackwell Publishing.

Yule, G. (1997). *The Study of Language*. (2nd ed). Cambridge University Press.

-----Kaduna City. <http://en.wikipedia.org/wiki/kaduna>. retrieved on the 20th/03/2010.

----- *TheChallengesofLanguagePreservation:Global Envision*
<http://www.globalevvision.org/library/33/1472> retrieved on the 16th/09/2008.

APPENDIX

Extract A:

A: Ton ba tini professional qualification, ti won je bi chartered accountant, chartered surveyor, chartered engineer, won ma stop won ni go further. Iru e effect e lowa de bayi, that's why bi won se change e si university, omani effect lori some of the lecturers.

B: Yes, otoo ni.

A: because to opolopo won bati ni masters, won man stop instead kan lo se Phd. Teba wo gbogbo Kadpoly bese to yen, won ni Phd. more than three, amon meta pere ni.

B: ni gbogbo kadpoly? Nooo ni department mi awon toni phd. ju meta lo

A: about three years back, it's only about three people that had phd. One of the lecturers gan lo nso fun wa. But kadpoly they are agitating for university . . .

B: teba lo Education Technical Department, awon doctors to wa nibe po gidi gan and otiju five years lo. Igba ti mo se PGDE, they had many doctors nigba yen.

A: mi o so iru awon yen

B: may be some departments

A: somo wipe awon towa in charge of education man progress ni

B: enh tori won fe affiliate mo ABU, ABU ni kan ko profile awon lecturers won, infact, oya ABU lenu awon to ti ni doctorate nigba yen, pe some department ni ABU koni the number of doctors ti Education Tech. ni.

A: awon kan wa ni CABS, iru CABS ti emi wa, they've been teaching for over 20 something years, won ni masters, igba ti Obasanjo debe, ki Obasanjo to kuro nibe, oni eni ti oba tini further qualification, no promotion.

B: registrar yen kolo criteria naa to fi le awon eyan danu.

A: awon kan de wa nibe toje, pe 'parley' e tan ba to retire nwa tun retain e as contract staff.

C: ibi to koti si chance fun awon odo lati wole ni yen.

B: but ABU naa se yen now, awon profs to ba retire, won tun gba won on contract.

A: ti kadpoly ti poju

B: registrar ti lo tipe ki rector toni problem igba to ti se retrenchment yen

C: awon omo ti w anile lati 2 months

B: 2 months abi lati December, ok, sorry December lati lo school last, January, Federal government niki schools close, so kosi lectures. February to ye kabere lecture bi strike se bere ni yen, so awon omo ti w anile lati ...

A: awon omo ti loose semester kan

B: even admission HND oti jade

EXTRACT B:

A: a ma tin sharpen pencil lati e kan

B: enh! Ti eleyi bati tan pencil oba wa blunt, ti ko ba de ti sharp lenu bayi koni clear bose ma ko ise e enle

B: yaowa, Musharraf da?

A: oun niyen ninu ile, moni kowa si ilekun fun yin oba sa lo yara Doktor!

B: If I catch you, if I catch you in that room

A: Musharraf!

B: you will not come out, e sannu, eku imura iyawo fa

A: eseun, yaowa

B: moni ki nki yin ni, ile kewu kan ni adugbo wa ni won fe se walimah won de tun fe fun mummy mi ni iya adini so, moni lati lo support won.

A:enh eni lati lo

B: then, friend mi kan fese walimah fun awan omo lojo Sunday, so zurgazurga naa po, nkan to de niyen, edakun ebami gbe fun iyawo.

A: aah aah

B: mofe wrap eni shop, moba wa cellotape ti ni mose fi wrapping paper si, edakun ebami wrap e.

A: Allah ya saka d'alheri, e seun

B: so, o wan yoju

A: e seun

B: so, o wan yoju, come and greet me now ehn

C: good afternoon ma

A: koda afternoon ni

B: how are you? Any one kosa ti ri ki naa ni

A: eseun modupe

B: how was school today?

C: it was fine ma

B: to, olorun yio fi albarka si

A: amin, eseun modupe

B: moni mole gbagbe tabi kin raaye mo kotodi boya Thursday or Friday ni mose ni let me just bring it today, koda, wrapping ti koko fe dami duro moni gaskiya let me just bring it like that.

A: eseun

B: koda awon omo was ninu moto

A: esese kowon ni ilekewu ni?

B: mmh! Nkan run, eja ba

A: eyin mo eja, moro inu eja yen loje ki bola yen maa run gbogbo igba t'awa wole korun, tinbati ri awon omo bola yen maa danu.

B: sebi won wole

A: ehn won wole

B: to, odabo

A: yaowa, odabo

EXTRACT C:

Igba yen 30 na fi bere fun gbogbo wa principal wa sope iyawo awon lota awon ji pe Maths & English teachers okin gba nkankan naa pelu awon other teachers. Bonse ba eni toni Little scholars soro niyen.

A: Eyin ati won lede nko Maths & English

A: beeni igba ti won approve e won wa pemi, won de tun appointment letter mi se principal wa salaye wipe doctor koko so wipe awon maa san owo yen in arrears after confirmation, confirmation de di after a year but owa bere sin ni san. Olorun loni ko san tori mio wa lo a year nibe ti mofi kuro.

B: Boya won ba ma san

A: won o san tori won san HOD allowance ti 6 months ti mo lo lehin igba ti mo ti kuro fun mi.

B: extra ise ni ise HOD gan.

A: ajo daa gidi emi tie like ajo. Bibe ko maa kan ma na owo ni.

B: oda gan o eyan o kan maa naa ni

A: tobatu mo pe dis month o iye too ku niyi e manage iye teba ni

B: teba mudani wallahi ki eko 50,000 dani ema naa ni

A: ati make owo lole ati naa osi problem

B: o easy baje

A: Sekina lo ma nso oni “spending money is not my problem”

B: kii se problem eyan Kankan

A: ojo kan mo nsofun pe moni asusu timo maa nju owo omo si. Daddy Mubarak naa de encourage mi pe owo ti awon eyan babun awon omo kin ma bawon da sinu bank mo wani moni asusu nile pe lojo kan owo po lowo mi mowa fi obe ge ori daa daa bi mose yo gbogbo owo inu e tan niyen. Mo wan sofun lojo naa an gist owa sope “That kind of money cannot survive in my house” oun o lowo ohun wani asusu kan

B: asusu ko

B: asusus ni

C: nina ni asusu gan, several times no motifi owo sinu asusu ati t’awon omo ojo towo bati po lowo mi maa losi asusu ni tori oni kokoro ni kinni Fedeco yen ni mokanle logba lodo mummy mi ni daddy won naa ton ba ti bun won lowo wani “go & put it in your asusu” won mope bon se nko owo sinu asusu lemi n withdraw bon sen deposit lemi withdraw.

A: ani ijo kan wonse yawo pelu omo won pa 4,000 wale won bako fun mi kin ko sinu asusu owo de po lowo mi won bimipe semoti kosi moni moti kosi owo timoti naa. Ojo kan ni mo fera sandals f’awon omo, sandals ti awon oma wo jade mowa ja asusu won mo saa ba 5,000 toba je pe mi o naa 4,000 ojo si owo obadi 9,000 sandals awon meteta Clarks deni igba yen 4,000 ni eyokan t’awon meta sa je 13,000, bi mose fi 8,000 kun niyen, owo ti mofi kun nigba yen ara wa nkan mi.

B: eyi teje len po pada

EXTRACT D:

A: kile fe se?

B: mofe copy content flash yi sinu flash drive mi.

A: se gbogbo content flash naa

B: no oni particular file ton bami type, won de copy e si flash drive yi oun ni mofe transfer si another flash drive, mio de ri se.

A: bawo lese se?

B: mo open file naa mowa right click then mo copy kode se

A: bon se nse ni yen, ema open file, then you right click on it, ema select copy ele tun lo document so that efi create shortcut fun file yen lori desktop.

B: ok! Emi nreti ko show sign poti wa copied ni.

EXTRACT E:

A: Election Nigeria o ma n wa interesting gidi gan

B: Aside the thuggery and violence abi

A: en! Woni ni Zaria won jo ile kan, tori p'eyan kan ji ballot box gbe. Jega lo so lale ana oni awon soldiers tele won gba ballot box owo e but mob action jo ile to wolo

B: o ori gbogbo awon ibi ti won ti ju bomb ni?

A: but Jega try gan

B: AC lonu gbogbo South-West, PDP mu part of the north and South East, then other northern area ni CPC mu.

C: Buhari ole win tori sectional leader ni

B: awon eyan si prefer Goodluck Jonathan.

D: awon ara eko odaraji Buhari tori pe o cancel bridge ton feko s'eko nigba yen.

A: north nikan nati vote fun Buhari elomi koni ko da oruka party e mo

C: obinrin kan fe vote fun senator, won ni tani senator tofe vote fun oni Buhari.

B: Buhari fun senator

A: abi o but won ni Buhari ati Ribadu f'ese meeting leko boya ki Ribadu step down fun Buhari

B: aah! Oti wa too late won kanle reach consensus so that gbogbo vote Ribadu nwa so fun Buhari

C: kai oti wa too late.

