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IMPLICATIONS FOR BORROWING IN ENGLISH AND NUPE LANGUAGES:
FOR NUPE LEARNERS OF ENGLISH.

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ABSTRACT

Borrowing is a linguistic phenomenon through which languages adopt forms and structures from other languages to facilitate verbal communication. It arises due to situations such as cultural contact and the need to name scientific and technological inventions which occur in some languages, among others. This paper shows that linguistic borrowing may involve not only lexical but phonological rules, grammatical morphemes, syntactic patterns, semantic associations and discourse strategies. The phenomenon of borrowing in Nupe and English languages is asymmetric as more words are borrowed from English with nothing from the other side. Any English word borrowed by Nupe speaker undergoes morphological and phonological changes. The paper establishes that borrowing is not a case of linguistic laziness, but a universal phenomenon and may facilitate the learning of English language on one hand or result in language extinction on the other. It is therefore recommended that English language teachers, text book writers, and curriculum planners should be conscious of this phenomenon so as to ensure that learners have access to pure and correct forms of the words we use and the language we speak at all times.

KeyWords: *linguistic Borrowing, Loan Words, Loan Translation, Loan Blend, Loan Shift.*

INTRODUCTION

It is obvious that, in modern day Nigeria, most languages cannot adequately satisfy the demands of the modern world in terms of language of communication without mixing words or phrases from other languages. The world is changing politically, economically, socially and educationally and language is needed to express the change. New policies, inventions, discoveries, technologies, ideologies etc. are being experienced every day in both the immediate environment and the outside world with language acting as a facilitator in the spread and comprehension of such phenomena. The world has become a global village, with every environment and language striving to be part and parcel as well as beneficiaries of the developments in the dynamic world. One impact of this is linguistic borrowing. Languages must borrow to be able to belong, understand, and benefit from inventions, discoveries and technological developments in the world. The most favourable condition for linguistic borrowing is when languages are in contact, either partially or fully. As a result, words or phrases in one language could be adopted by another due to some reasons. Borrowing is a linguistic phenomenon that cuts across all languages in the world. This paper looks at structural and phonological changes which occur in Nupe language due to the borrowing of English words. The paper also highlights the implications of such changes on learners of English as a second language.

LINGUISTIC BORROWING

Nicholls (2003) in Hajeeyuson (2001) defines borrowing as the practice of taking a word from a foreign language and introducing it into another. According to him, the words borrowed are known as loan words while the process is called linguistic borrowing. Odlin (1989) sees borrowing as an overt verbal behaviour constituting of the speaker "switching" into the other language and actively using single words or entire phrases from that language. Aichison (1998) cited in Premawardhena (2005), observes that loan and borrowing are metaphors, because there is no transfer from one language to another and no "returning" words to the source language. They simply come to be used by a community that speaks a different language from the one they originated in. Borrow and loan are synonymous terms used to refer to words taken from another language and modified according to the patterns of the receiving language.

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Borrowing may involve not only lexical but also phonological rules, grammatical morphemes, syntactic patterns, semantic associations and discourse strategies. Premawardhena (2005) opines that borrowing can be carried out in different ways such as direct borrowing which involves little or no change to the particular word, referred to as loan words. It may involve translating the loan word into words already in the language (loan translation) combining a loan word and an already existing word in the language (loan blend) or an extension or a change of the meaning of hitherto existing word in the language (loan shift). This paper will address only the first category, i.e. borrowing English words by Nupe speakers.

The phenomenon of borrowing is found highly in code-mixing and code-switching and this cut across every manner of speaker. According to Katamba (1994), if a word is consistently used in code-switching, it might pass from one language to another and eventually becomes fully integrated. The extent of borrowing words is also dependent on the availability of terms or words which individuals find difficult to explain using his/her mother tongue. The extent also varies from individual and locality to locality even if individuals speak similar language. For instance, a literate Nupe person living in the an urban centre can use more borrowed words while speaking his mother tongue than the person living in a rural area where the mother tongue is purely used.

REASONS FOR BORROWING

Nicholls (2003) observes that borrowing is a consequence of cultural contact between two language communities and that borrowing of words can go in both directions between the two languages in contact. According to him, there is often an asymmetry, such that more words go from one side than the other. For instance, in Nigeria, many English words are borrowed by Nigerians while only few; mostly titles of traditional rulers, kinship terms, traditional festivals and other culture-bound phenomena, are borrowed by English as native language speakers. The borrowing of English words by Nupe speakers is not in the context of cultural contact situation. Hence, there is no significant cultural contact between large groups of Nupe and English speakers. Nupe Language is a language in Niger, Kwara and Kogi states of Nigeria. The cultural contract between English Language and Nupe Languages is to a large extent on the level of "communication", that is to say, the media of transmission of English words in education settings, internationally distributed films, Television shows, news, among others, contribute in no small measure to the spread of English in Nupe areas and the consequent borrowing of English words.

English has borrowed from other languages such as Latin, Greek, French, German, Arab, Africa etc. Kemmer (2011) believes that it is part of the cultural history of English that they have always adopted loanwords from the languages of whatever culture they have come in contact with. Encarta (2007) describes English as one of the greatest thieves as it was said to have borrowed words from more than fifty different languages. Indeed Wikipedia (2007) reports that the English alphabets (A-Z) were borrowed from Roman, the agentive suffix- 'er' was borrowed from Latin and the English verbal suffix- 'ize' from Greek. Correlli (1998) observes that etymologically, the vocabulary of English words consists of two layers, the native stock which consists of 30% and the borrowed stock of 70% but that the native stock forms the bulk of the most frequently used in speech and writing. They also have a wider range of lexical and grammatical valence. Borrowing can also occur because there is the need to find lexical items for new objects, concepts and places. Langacker cited by Abder-Rahman observes that it is easier to borrow an existing word from another language than to make up new one. For example, technical words are borrowed because it will be unprofitable to look for their equivalents in local languages and to preserve the usefulness of such terms in terms of international correspondence.

Another reason for borrowing is prestige. Katamba (1994) notes that people have always liked to "show off" and so would take words from other languages, if such words or language is prestigious. For instance, many words are borrowed from Greek and Latin, which are referred to as language of classical learning. Nupe people specifically borrow English words mostly to fill lexical gaps i.e., to provide names for new phenomena which did not exist during the cultural environment. In addition, as observed by Nicholl's (2003) English words enter languages through POP and youth culture, technology (such as computers and the internet), the media and advertising among other channels.

The electronic media has contributed immensely to the spread of English language to the door steps of even the rural communities. Especially in advertising, the use of English loanwords along with local languages is very common. For instance, it would be rare to find a Nupe speaker who would not know what a radio or TV

is. Even in news casting, broadcasters in Nupe language find it difficult to avoid the borrowing of English words and phrases in the process of broadcasting. Even if a native Nupe speaker is not bilingual, the English loan words do function in his vocabulary. English language also fosters better expression; thus a lengthy expression in our local languages could be captured in few English words or phrases. English is also the language of instruction in schools as well as the language of the country's political dispensation among others. Nupe speakers also borrow from not only English but from languages such as Hausa and Arabic due to political, religious and economic reasons. The following is some instances of such borrowed words.

ARABIC	NUPE	ENGLISH
Nar	Ena	Fire
Salat	Salla	Prayer
Tawada	Tadawa	Ink
Aljannat	Aljanna	Paradise
Duai	Aduwa	Prayer
Jinn	Jennu	Angel
Kwano	Kpanu	Plate
Kwalba	Kpalaba	Bottle
Shago	Shobu	Shop
Takarda	Takada	Paper
Hula	Fula	Cap
Akwati	Kpati	Box
Fitila	Fitila	Lamp
Albasa	Lubasa	Onion

PROCESS OF BORROWING

The process of borrowing is complex and involves many usage events. Kemmer (2011) observes that this process begins when speakers of the borrowing language adopt and utilize the relevant words when speaking the source language. If they are bilingual in the source language, they might pronounce the words the same way they are pronounced in the source language but at some point, they may come to use the word with those to whom the word was not previously known, the community of users can grow to the point where even people who know little or nothing of the source language understand and even use the novel word themselves. The new word gradually becomes conventionalized and attains the status of a borrowed or loan word which now spreads to the larger speech community. It also adopts the sound and other characteristics of the borrowing community and the borrowers do not perceive the word as a loan word at all. Kemmer concludes that, the longer a borrowed word stays in the language the more it resembles the native word of the language.

Nupe people have borrowed and are still borrowing tremendously from English language in what Correlli (1998) describes as a 'need filling' basis driven by educational, technological development and international relations. While the language was able to find equivalent for some English words, locally, it couldn't for many others and so had to use the words as done in the borrowing language. This was done with slight or serious modifications depending on the words in question. These modifications also vary from speaker to speaker and region to region. For instance, literate Nupe speakers are more 'refined' in their use of borrowed words than the illiterate ones. Differences also occur with respect to speakers in urban and rural areas. The extent of borrowing is more on urban areas and the tendency to maintain the pronunciation and form of the English word borrowed is also more. In the rural areas however, some of these words either have local equivalents or are modified to suit the local environment of the borrower. For instance, 'fan' in English is

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also 'fan' by the literate Nupe speakers in urban areas. Illiterate speakers in rural areas however call it 'tanka' or 'panka' depending on the individual.

CHARACTERISTICS OF ENGLISH WORDS BORROWED BY NUPE SPEAKERS

Wikipedia (2012) opines that words taken into different languages are sometimes spelled as in the donor language. In Nupe language however, borrowed words may retain original or near original pronunciation, but undergo a spelling change to represent the orthography of the recipient language. Any English word borrowed by Nupe speaker undergoes morphological and phonological changes. Structurally, the spelling of the word changes, sometimes involving the insertion of (i) and (u) vowels at the media and or final positions. This results in increase in the number of allophones. For instance, a lot of words with stops at word final positions, such as bucket, bag, handset etc. were added vowel for ease of pronunciation. This can be seen in the following examples:

ENGLISH	NUPE
Belt	Belti
Bread	Buredi
Bucket	Bokiti or Bonkiti
Cup	Kapu
Gold	Golu
Pencil	Pensuru
Sweet	Siwiti
Tank	Tanki
Shop	Shobu

Also, the existing consonant clusters in some English words were separated by vowels as in

ENGLISH	NUPE
Strike (CCCVC)	Sitiriki (CVCVCVCV)
Battery (CVCCVCC)	Batiri (CVCVCV)
Printer (CCICCV)	Pirinta (CVCVCCV)
Bread (CCVVC)	Buredi (CVCVCV)
Flower (CCVCVC)	Filawa (CVCVCV)

Moreover, some vowels in English words were changed to vowels desired by Nupe speakers using the words. This can be seen in words like 'cup' pronounced "capu" by changing the back vowel [U] to the front vowel [a]. The short vowel [i] in 'biro' changes to a diphthong [ai] in Nupe language and is pronounced as "bairo". The front vowel in 'razor blade' in English changes to the front vowel [e] in Nupe and is pronounced "reza" while the diphthong in English in the word 'nurse' changes to the back vowel [o] in Nupe language and is pronounced as "nose" or nosi as the case may be. In some cases, the initial consonants or vowels in English words were replaced by other consonants or vowels in Nupe language. Examples are:

ENGLISH	NUPE
Carpenter	Kafinta
Hospital	Asibiti
Electricity	Lantariki
Iron	Ayoni
Doctor	Lekita
Computer	Kompita
Chair	Shiya
Cinema	Seliman
Ceiling	Silin
Cassette	Kaseti
Calendar	Kalanda

Sometimes, the numbers of alphabets in English words borrowed were reduced, sometimes making a phrase in English to become a single word in Nupe language as in:

ENGLISH	NUPE
Chewing gum	Chingon
Deep freezer	Firiza
Handset	Seti
Leather	Leda
Motor car	Mato
Governor	Gomina
Government	Gominati
Gas cooker	Kuka
Torch light	Torti
Theatre	Tiyata
Bag	Bagi
Battery	Batiri
Belt	Belti
Blender	Bilenda
Biro	Bayiro
Bread	Buredi
Bucket	Bokiti
Calendar	Kalanda
Cassette	Kaseti
Ceiling	Silin
Cinema	Seliman
Chair	Shiya
Carpenter	Kafinta
Change	Chanji
Cup	Kapu
Driver	Direba
Danger	Danja
Doctor	Lekita
Drum	Diron
File	Faili
Milk	Miliki
Office	Ofis
Pastor	Pasito
Printer	Pirinta
Pump	Panpu
Police	Polisi
Powder	Poda
Photocopy	Fotocopi
Radio	Radiyo
Shovel	Shaburu
Stadium	Sitadiyo
Stabilizer	Stabileza
Station	Sitation
Socks	Sosi
Stapler	Sitapila
Soldier	Soja
Socket	Soketi
Sewing machine	Masin
Sweet	Siwiti

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Sugar	Suga
Television	Telebisin , Telebition
Table	Teburu
Tyre	Taya
Tank	Tanki
Tray	Tiren
Telephone	Telifon
Video	Vidiyo
Window	Wundo
Wire	Waya
Zinc	Zingi

Borrowing may not be a case of 'linguistic laziness' on the part of the Nupe speakers, but a universal phenomenon. Speakers of other languages in the world also borrow from English language. For instance, Wikipedia (2011) reports that, in France, the result of perceived over-use of English loan words and expressions are called Franglais. Denglish is English influence on German; Spanglish is English influence on Spanish and Denglish the English influence on the Dutch language. Wikipedia (2007) adds that the Italian government has recently expressed its displeasure over the borrowing of English words and syntax into Italian. In Lithuanian, in spite of government's efforts to elude borrowings, many English words penetrated into Lithuanian language dictionaries. In Africa and Nigeria, we have phenomena such as creole and pidgins which emerge as a result of the influence of English on the native language. Borrowing is therefore a natural phenomenon and according to Akinola in Ndemde (2005), there is no harm in borrowing as long as it does not 'sin' against the grammar of the recipient language. Borrowing from English language by Nupe speakers have some implications on the Nupe speakers in general and Nupe learners of English as a second language in particular.

IMPLICATIONS OF BORROWING ON NUPE SPEAKERS

One of the obvious implications of borrowing on Nupespeakers is that the extent of borrowing has produced speakers who are 'linguistically lazy' to think and create words for items or concepts which the language could have easily provided names for. Also, even where local words are available, Nupe speakers prefer to use borrow English words. For instance, the following words have Nupe equivalents but speakers prefer to use the English words

BORROWED VERSION	ENGLISH VERSION	NUPE
Momy	Mother	Nna
Daddy	Father	Nda
Bebi	Child	Egi
Skul	School	Makanta
Examu	Exam	Mimanchinle
Layiti	Light	Fitila
Cloti	Cloth	Ede
Bagi	Bag	Nanba

Borrowing can bring about language extinction if the loan words out-number the indigenous words; it can be dangerous because the language may disappear. Another implication is that many of the borrowed words are wrongly used by the Nupe borrowers. This leads to misplacement of the meaning of the words or ideas in the donor language. For instance, Picture in English means 'photo' in Nupe. Examples are:

NUPE: la seti gun mi
DT: give set to me
ENGLISH: give me handset
NUPE: pentitso be ani
DT: paint owner come now
ENGLISH: the painter has arrived

NUPE: wantati machine bo
 DT: he/she on head machine do
 ENGLISH: he is on the motorcycle

Also, sometimes, an English word is shortened and the new shortened word is applied to the same thing or concept as the original longer word. This may be a problem to learners as in,

ENGLISH	NUPE
Air condition	Air con
Deep freezer	Freezer
Mistake	Miss
Sewing machine	Machine
Signature	Sign
Stainless steel	Stainless

Moreover, some loan words may denote an object or concept in the same general semantic area of the lexicon. They may have a broader, more general or a narrower, more specific meaning which may be ignored by the borrower. Examples are:

ENGLISH	NUPE
Shoe polish	Polish
Boiling ring	Heater
Handset	Hanset or set

Loan words can take a number of different forms as such may fall into more than one category, thereby posing problems to learners.

RECOMMENDATIONS

Borrowing facilitates bilingualism and enriches a language, as it does to English language, and since Nupe speakers also learn English as a second language the of English language will be made easier. However, vocabulary of the borrowing language is not enriched when the existing words are discarded for loan words. For instance, the meaning of some highly prestigious words is often not obvious to the average English speaker and thus, their meanings have to be learned, e.g. the adjective visible meaning "able to be seen" has no direct association with the verb to see. Language should therefore make efforts to provide terms for new concepts rather than the mass borrowing that is being done.

Teachers of English, particularly to beginners should raise learners' awareness of the existence of English-origin words in their mother tongues and, most importantly, the fact that some cannot be stressed. Moreover, writers of courses and reference books for learners of English, need to be particularly careful to cover this facet of the English language: the fact that, these days, everybody knows a number of English words but very few people know exactly what they mean in English.

CONCLUSION

This paper has looked at borrowing of English words by Nupe speakers and the implications of such phenomenon to English language learners. Borrowing and loan are synonymous terms used to refer to words taken from one language and modified according to the patterns of the receiving language. It is a universal phenomenon and may not be solely a case of cultural contact between two languages. For instance, there is no record of cultural contact of large group of Nupe speakers and English natives. Borrowing is rather based on the level of communication, e.g., in education settings. Borrowing enriches a language and can facilitate the learning of English by Nupe learners of English. It may however result in misplacement of meaning and bring about language extinction if the borrowed words out-number the indigenous words. The language learning classrooms should therefore ensure that correct forms of English words are used so that learners could be in tune with other learners and users of English language both at national and international levels.

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