

**UNIVERSITY OF EDUCATION, WINNEBA**

**A LINGUISTIC ANALYSIS OF LOANWORDS IN ANUFO**



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## DECLARATION

### STUDENT'S DECLARATION

I, **Solomon Kofi Tasson**, declare that this thesis, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged is entirely my own original work, and it has not been submitted, either in part or whole for another degree elsewhere.

Signature.....

Date:.....

### SUPERVISORS' DECLARATION

We, hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of thesis as laid down by the University of Education, Winneba.

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Signature:.....

Date:.....

## **DEDICATION**

I dedicate this work to my entire family.



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## LIST OF ABBREVIATIONS

1	-	First Person
2	-	Second Person
3	-	Third Person
[ ´ ]	-	High Tone
[ ` ]	-	Low Tone
[ ~ ]	-	Nasalization
GILBT	-	Ghana Institute of Linguistics and Bible Translation
ALP	-	Anufo Language Project



## ABSTRACT

The study was to linguistically analyze loanwords in Anufo. The study set forth to assess the kinds /types of words that are borrowed into Anufo. The study was again, to determine the phonological and morphological processes that affect loanwords in Anufo. The research approach used was qualitative and the design is case study. The data collection strategies used for the study were interview, observation and documents. The theoretical framework used for the study is Basic Linguistic Theory (Dixon 1997). The study established that Anufo has historically and socially heavily borrowed words from the three main languages, English, Likpakpaln and Akan, to fill lexical gaps. Apart from nouns, the main types of words that are borrowed into Anufo are adjectives, verbs, adverbs and conjunctions. Phonologically, it came out that Anufo has twenty-seven consonant sounds while English has twenty four. This study is distinct from others because it looks at loanwords from three different languages: English, Likpakpaln and Twi. Borrowing in Anufo is distinct from other Ghanaian languages such as Likpakpaln. This is because Likpakpaln has closed syllable types like that of English language. Anufo syllables are of the open type therefore, when the borrowed word has a closed syllable, it has to be repaired in order to be nativized. The study contributes greatly to the literature of loanwords because it has been realized that no vowel apart from /a/ can occur at word initial position of Anufo. So, when a borrowed word into Anufo has a vowel other than /a/ at its initial position needs to go through some repair strategies in order for such a word to be nativised. A semantic and a comparative study of loanwords are recommended in order to find out differences and similarities of loanword adaptation strategies in the Ghanaian languages.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the Study

Language grows day in and day out. New words are derived through derivation, coinage, compounding, clipping, and others. One of the commonest ways of deriving new words into Anufo is borrowing.

Loanword (or lexical borrowing) is here defined as a word that at some point in the history of a language entered its lexicon as a result of borrowing (or *transfer*, or *copying*) (Haspelmath, 2008).

It means that through the process of loaning (Yule, 2010), Anufo gets new words from other languages. When words are borrowed into Anufo, the words are nativised to sound more Anufo than the language from which words are borrowed. In nativising the borrowed words, a number of phonological processes occur.

Anufo has no consonant cluster (e.g. sk, sp) in its syllable structure. Because of this, when you get a word with consonant cluster, the native speakers normally insert some sounds so that they can pronounce those words as their own (word).

In Anufo (language) with the exception of the nasal consonants (m, n, ŋ), the rest of the consonants cannot end a syllable. Because of that, when you get a word which ends with a consonant (a consonant as coda) which is not a nasal consonant, a vowel is then added to that consonant.

The difference between borrowing and loaning is that, borrowing is a word which was not part of the language's vocabulary but it has been taken from a language and has become part of the vocabulary of the language that borrowed it, but loaning is a way

the language picks words from other languages and adds them (words) to its vocabulary (Yule, 1996:65).

## **1.2 History of Anufo**

The Anufo trace their roots to an area in present-day Cote d'Ivoire which they call Anou or Ano. The people refer to themselves and their language as Anufo; “people of Anu”. There were migrations in the early 1700s that brought together Mande horsemen and their Malams from the North and Akan peoples from the East. Together with the indigenous Ndenyi people, they were amalgamated into one people with a mixed language and culture. In the mid-1700s, a small band of mercenaries left Ano to assist the chiefs of the Gonja and Mamprusi peoples in present day Ghana. The band consisted of Mande horsemen, Akan musket-toting foot soldiers, and some Muslim scholar amulet-makers (Kirby, 1986, p.34). These groups provided the basis for a society divided into three classes or estates: Nobles, Commoners and Muslims.

Eventually, the small army established a camp on the shores of the Oti river where the town of Mango in Togo stands today. Since they were warriors and not farmers, they made their living by conducting raids into the farming communities around them. This provided them with wives and slaves as well as foodstuffs and livestock. Eventually, the people settled in the surrounding farming communities, and assimilation took place.

The Anufo in Ghana currently inhabit an area of savannah grassland in the north eastern part. The soil is poor, but the main occupation of the people is farming. Communal labor is still called for many tasks between men and women. Markets in the area follow a six-day cycle, and they provide social interaction as well as

economic activity. People bring their local produce to sell in order to buy such things as soup ingredients (women) or bicycle parts (young men). It is a patrilineal society.

Anufo apart from having borrowed heavily from English, it has also borrowed some sizable amount of words from Likpakpaŋl (Komkomba) one of the Guru (Mmabia) languages. This became so as a result of language contact. Anufo has been in contact with Likpakpaŋl for a very long time. The capital town of Anufo is Cheriponi while Saboba is the capital of Komkombas (Bikpakpam). These two language groups shared one administrative district, Saboba-Cheriponi District sometime back before it was splited into two separate districts. Now both language groups belong to two different regions; north- east and northern regions.

The next language Anufo has borrowed some of its lexical items from is Akan. The Akan which is described as a member of Tano language family comprises Fante, Akuapem, Asante, Bron, Wasa, Agona, Akyem, Kwahu, and others is the largest ethnic group living in Ghana and in Ivory Coast (Stewart, 1966).

### **1.3 Statement of the Problem**

Anufo as a language has borrowed a lot from many languages such as English, Twi, Likpakpaŋl (Konkomba), Hausa, French and others. These loanwords have become so much in Anufo so that the language (Anufo) is becoming a mixed language. Currently there is a high tendency of dropping native lexical items in favour of foreign lexical items. Many indigenous expressions are rapidly disappearing from Anufo and this in a way is causing communication gaps especially between the youth and the elderly ones:



Not much research has been done on Anufo as a language. Just a little is known about Anufo in terms of translating the New Testament bible from English into Anufo by Ghana Institute of Linguistics and Bible Translation (GILBT). Primers of the language is known to have been developed by Anufo Language Project (ALP). However, not much has been done on loanwords in the context of our Ghanaian languages. But few have been done especially in Akan, Ewe and Dagbani loanwords. Mention can be made of Akpanglo-Nartey (2000), Addo (2002), Adomako (2008), Apenteng (2013). However, no known work on loanwords has been done in Anufo. This study seeks to linguistically analyze loanwords in Anufo which are borrowed from both European and African languages, especially English and other Ghanaian languages, as a means of addressing this gap in the language.

#### **1.4 Objectives of the Study**

The study is set to achieve the following research objectives:

1. To assess the kinds/types of words that are borrowed into Anufo.
2. To determine the phonological processes that affect loanwords in Anufo.
3. To ascertain morphological processes that affect loanwords in Anufo.

#### **1.5 Research Questions**

1. What are the kinds/types of words that are borrowed into Anufo?
2. What are the phonological processes that affect Anufo loanwords?
3. What are morphological processes that affect loanwords in Anufo?

#### **1.6 Significance of the Study**

The study, among other things is relevant in the following respect:

In the first place, the report will add to the existing literature in linguistics in general, and the area of the study of loanwords in Anufo.

It will also serve as a guide for further research on the phenomenon in the Anufo language.

Furthermore, the study will serve as a reference material for further studies and expose people especially linguists to Anufo as a language.

### **1.7 Limitation of the Study**

There are a lot of challenges, time being the most serious. The time to carry out the study was limited considering the volume of the work (that is the number of data to be analysed) that needs to be done within the limited period for the research. The researcher therefore, had to work assiduously to meet the deadline for the submission of the completed study. Apart from that the researcher had to travel to and fro to the research area within that limited time to interact with his respondents in order to gather data.

The next challenge was co-operation from respondents. Many were times where the participants used for the study failed their appointed time for the interview, making the researcher to trace them (respondents) on countless occasions before conducting the interview. On the part of the women, they felt reserved and reluctant to participate in the interview. To go round this, respondents were given assurances of confidentiality of information. They were also assured anonymity in order to make them confident in availing themselves for the data collection.

Other equally challenges that the researcher faced included resources and funds for the study. Due to lack of resources (funds) I almost abandoned the project because almost all the respondents thought they would be paid for their services rendered.

When they (respondents) got to know that they would not be paid anything because it is a voluntary work, they refused to avail themselves for the interviews and focus group discussions. This indeed affected the study because there were no data for the study any longer. The researcher had to look for the unavailable money to buy some drinks and water for the respondents during interview and focus group discussion sessions as something to motivate them and also to borrow money to type, edit and print the study on several occasions for his supervisors for vetting. That notwithstanding, the research was successfully carried out.

### **1.8 Delimitation of the Study**

The study is limited to only Anufo (native speakers of Anufo). The study is limited to Anufos in only three Anufo communities (Nwane, Kpelema and Kwame Akura) in the Krachi East Municipality. The study is also limited to only loanwords of the language (Anufo) but not any other aspect such as semantics, grammar, composition or comprehension. The work is restricted to only selected Anufo individuals such as carpenters, masons, hairdressers, seamstresses and other women groups which the researcher thinks will give him the information he needs for the work.

### **1.9 Organization of the study**

Chapter one discusses the introduction, research questions, objectives, significance of the study and the definitions of concepts, of the study. Limitation and delimitation were the final items on the chapter. Chapter two looked at the literature review which has a link with the problem. The discussion starts with introduction, phonemes (vowels and consonants) nasalization, syllable and tone in Anufo. It also examines language contact and borrowing, loanword adaptation, adjustment and adaptation (nativitation) of loanwords, code-switching and borrowing. Lastly, the theoretical

framework that underpins the study is looked at. Chapter three dealt with the methodology for the research. This chapter covers the research design, the sample and sampling procedure, methods for data collection, data collection procedure, data analysis, and ethical consideration. Chapter four looks at the results of the study. The results of the study are presented and discussed based on the set objectives; the types/forms of words borrowed into Anufo, phonological processes that affect Anufo loanwords and morphological processes that affect loanwords in Anufo were analysed. Lastly, chapter five, the last chapter presents the summary of the main findings, the lexical items borrowed into Anufo as a language, extension of meaning loanwords, pedagogical implications, and finally, a conclusion to the study. It also made recommendations for future research.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter discusses works and studies of other people that are related to this study. The works cited in this chapter are about works in phonology and morphology textbooks and researched work of others on loanwords. Some concepts on loaning such as loanword integration, adaptation nativisation, code-switching and theoretical framework were also looked at.

#### **2.1 Anufo Consonant**

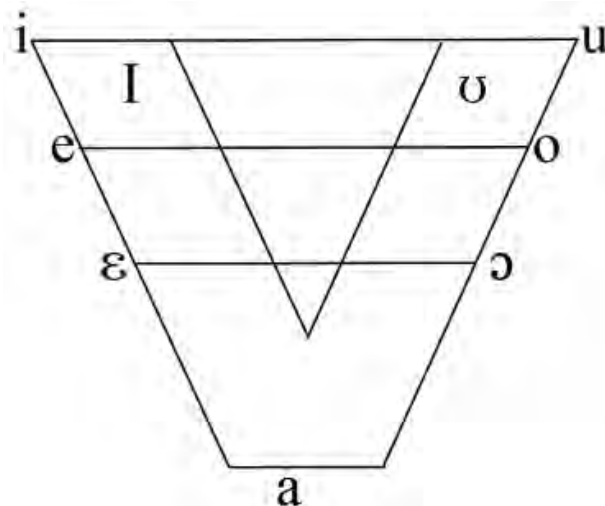
The table below is an Anufo consonant chart. Consonant charts of individual languages are unique to those languages. That is, every language has unique consonant sounds well represented on consonant charts for learners/users of the said languages. It is for this reason that the consonant sounds of Anufo is displayed for all to study and understand how these sounds are distributed.

**Table 1: Anufo Consonant Chart; From Anufo Language Project**

PLACE OF ARTICULATION	BILABIAL	LABIODENTAL	ALVEOLAR	PALATAL	VELAR	GLOTTAL
MANNER OF ARTICULATION				PRE-PALATAL		
PLOSIVES	p b		t d		k kw	
FRICATIVES		f v	s z	ʃ ʒ	g gw	h
AFFRICATIVES				tʃ dʒ		
NASALS	m		n		ŋ	
TRILL/ROLLS			r			
LATERALS			l			
SEMI-VOWELS	w			j		

## 2.2 Anufo Vowels

A vowel as a unit of the sound system of a language needs to be mastered by learners and language researchers in order to understand how a particular language operates. The Anufo vowel chart is presented here to help the understanding of the issues of loanwords of Anufo better.



**Figure 1. Anufo Vowels Chart; *From Anufo Language Project***

### Anufo Vowels

a – abue	‘maize’
e – kere	‘hat/ cup’
i – ti	‘head’
ɪ – biɛ	‘mat’
o – too	‘food’
u – <u>tuu</u>	‘gun’
ɔ - buɛ	‘sheep’
ɛ – fiɛ	‘pot’
ɔ – to	‘penis’

### Distribution of Anufo Vowels

Not all Anufo vowels can occur in word initial position, that is, at the beginning of the words. None of the Anufo vowels with the exception of the central unround open vowel /a/ can occur in word-initial position.

All the Anufo vowels can occur in word-medial position.

(1)	Word	Gloss
	a baka	'porridge'
	e keni	'a drum'
	ɪ beɛ	'quiet/cool'
	i piti	'pillow'
	o toro	'soup'
	u bura	'a well'
	ɔ kəkɔɛ	'red'

All Anufo vowels with the exception of the high-front unround unadvanced vowel /ɪ/ can occur in word final position.

	Word	Gloss
	a duwa	'mortar'
	e kere	'bottle'
	ɛ kpɛ	'cut'
	i ti	'head'
	o boro	'bush'
	u bu	'break'
	ɔ bɔɔ	'suck'
	ɔ tɔ	'to brew'



### 2.3 Anufo Vowel Harmony

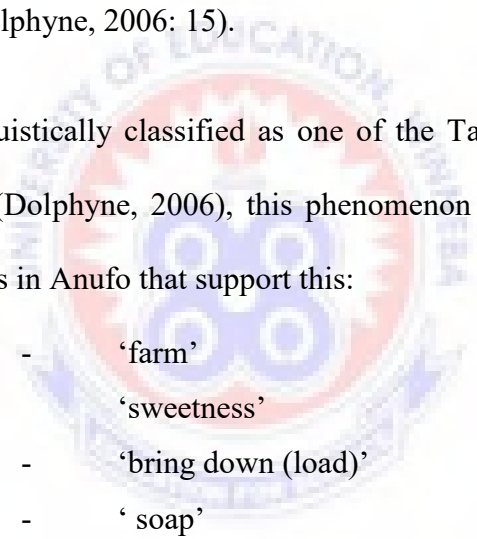
Anufo speakers use Advanced Tongue Root (ATR) Harmony in daily conversation in speech and in writing. The distribution of the vowel qualities of Anufo in words is such that, it is possible to group the vowels into two sets as follows:

Set I [i, e, o, u] (advanced vowels).

Set II [ɪ, ɛ, a, ɔ, ʊ] (unadvanced vowels)

In general, in any Akan word of two or more syllables, only the vowels of one set may occur. This means that there is a restriction on the distribution of these vowels which do not generally allow the vowels of set I to occur in the same word in the vowels in Set II, (Dolphyne, 2006: 15).

Since Anufo is linguistically classified as one of the Tano language spoken by the Akan ethnic group (Dolphyne, 2006), this phenomenon also applies. Anufo has no [æ]. Below are words in Anufo that support this:

- 
- |      |           |   |                     |
|------|-----------|---|---------------------|
| i.   | [fie]     | - | 'farm'              |
|      | [fiɛ]     |   | 'sweetness'         |
| ii.  | [ʃeke]    | - | 'bring down (load)' |
|      | [ʃɛke]    | - | 'soap'              |
| iii. | [ɲimi]    | - | 'good'              |
|      | [ɲɛmɛ]    | - | 'God'               |
| iv.  | [kokoli]  | - | 'bare'              |
|      | [kɔkɔɛ]   | - | 'red'               |
| v.   | [gonton]  | - | 'short'             |
|      | [gɔntɔm]  | - | 'curve'             |
| vi.  | [bue]     | - | 'nose'              |
|      | [buɛ]     | - | 'sheep'             |
| vii. | [kpɛndzɛ] | - | 'guinea fowl'       |
|      | [benziɛ]  | - | 'aligator'          |

## 2.4 Nasal vowels

Nasal feature is phonemic in Anufo. This means that nasalization brings about meaning change in words in Anufo. There are five vowels in Anufo that can be nasalized. Vowel nasality is not indicated in Anufo autography although it is phonemic. These are the five vowels that can be nasalized in Anufo [a], [i], [u], [ɪ], [ɛ]

Kpi	‘thick’	kpĩ	‘to sieve’
bu	‘give way’	bũ	‘smell’
sa	‘fetch’	sã	‘grind’
kpiɛ	‘cut’	Kpiẽ	‘adult’
so	‘carry’	sõ	‘tear’

## 2.5 The Syllable in Anufo

Dolpyne (2006, p.52) posits that, the syllable structure of a language is generally stated in terms of the consonant (C), and the vowel (V) that make it up. She went further to say that, in Akan the syllable is also described in terms of the tone on which the consonant and/or vowel which make up the syllable are uttered. Anufo has been identified with three (3) main syllable types

- |                               |   |            |          |
|-------------------------------|---|------------|----------|
| (i). Vowel only               | – | V : a – kɔ | ‘fowl’   |
| (ii). A consonant and a vowel | – | CV-tu      | ‘aproot’ |
| (iii). A syllabic consonant   | – | C: N–m-va  | ‘scent’, |

## 2.6 Tone in Anufo

Anufo as Akan, is a tone language which means that the meaning of a word depends not only on the vowels and consonant of which the word is made, but also on the relative pitch on which each syllable of the word is pronounced (Dolphyne, 2006,p.52).

In the following example the tone marks are (´) for high tone, said on relatively high pitch, and (̀) for low tone, said on a relative low pitch. These tones are marked on syllabic sounds within the structure

Anufo tones are marked on vowels and syllabic consonants. For example, the word ‘kere’ could have three meanings depending on the tones that are assigned on the vowels. The examples below will illustrate this point. In the example the word [kéré] ‘bottle’ is assigned high tones.

The word [kèré] ‘hat’/ ‘cap’ on the other hand is assigned low tone on the first syllable and high tone on the second syllable. The last word [kèrè] shows low tones on both syllables to mean to teach or to show.

Because of the same form with three different tones, the result is different words. The examples below attest to this.

- |         |              |
|---------|--------------|
| 11.Kéré | “bottle”     |
| 12.Kèré | “hat/cap”    |
| 13.Kèrè | “teach/show” |

## 2.7 Language contact and borrowing

Heine (1968) studies the allocation of borrowed words within the nominal class system of some Togo Remnant languages. He indicates that languages are affected as a result of borrowing by the language contact situation which is traced back to the 19th century. He notes that there are two main periods of borrowing. The first period he said began after the arrival of the first European ships in 1470 till the 19th century, and borrowed words of this period were derived from nations like Portugal, Denmark, and the Netherlands. The later period began at the end of the last century, and the

lexical items were borrowed from English and French which were the official languages of Togoland.

Heine (1968) believes the borrowed words of these two periods can partly be distinguished by a synchronic approach through phonological criteria. Words of the earlier period to him were completely adapted to the phonological structure of the Togo Remnant languages, and are no longer considered as borrowed, whereas loanwords of the later period tend to fluctuate in their phonological shape, depending mainly on factors such as age, sex, education, and origin of the speaker. Heine (1968) further establishes that even if phonemes occurring in the loanwords conform to the structure of the borrowing language, their arrangements sometimes conflict with the patterns found elsewhere in the language. Another point Heine (1968) makes is that the loanwords of European origin, which are found in the Togo Remnant languages, have not been taken over directly, but instead, those words have passed through the African lingua franca Ewe and Akan.

The southern and eastern Togo Remnant languages (a) borrowed mostly from Ewe, and the western languages (b) of this group from Akan. The argument Heine (1968) raised in support of such a trend of borrowing is because the predominant lingua franca in the area where the languages of (a) are spoken is Ewe, while the influence of Akan prevails in that of the languages of (b). Heine (1968) asserts that typologically, most of the Togo Remnant languages are marked by the possession of a noun class system. Each noun within these languages, he says, belongs to a particular class which is distinguished by nominal affixes, in most cases prefixes, and also by concord markers. The singular/plural distinction is marked by a change of affixes within the class.

Due to this, the allocation of loanwords to the nominal class system follows a semantic criterion: nouns which are animate (human beings or animals) are allocated to class I and receive their own class markers o-/ba-, and those which are inanimate are allocated to class II, which has the class markers o-/le- or o-/ti-. If the vowel following the first consonant of the loanword is /a/, /ɛ/ or /ɔ/, the allomorph of the plural prefix is tɛ- (Heine, 1968). If any other vowel occurs, the allomorph, he notes, is ti-. Based on Heine's (1968) findings, he puts the incorporation of borrowed nouns into the noun class systems of the Togo Remnant languages into three different criteria: (a) Automatic allocation: this he remarks is where because nouns share the characteristic of being loanwords; they are allocated to a certain class. This class then gains the connotation of a 'loanword class'.

In languages where automatic allocation occurs, Heine (1968) mentions that class I is used for this purpose which otherwise contains only 'animate noun'. (b) Phonological allocation: Heine notes that this is where a noun is allocated to a certain class because of the phonological similarity of one of its segments to the nominal affix of that class. This particular criterion, he indicates, was found in all the languages he examined. (c) Semantic allocation: where a noun is allocated to a certain class due to certain common characteristics its meaning shares with that of the other nouns of this class (Heine, 1968). The following classification is arrived at from the above criteria as grounds for a typology of languages according to the pattern of loanword allocation:

TYPE	LANGUAGE	CRITERION
I	Nyangbo	(a)
II	Lelemi	(c)
III	Santrokofi	(a) (b)
IV	Bowili, Likpe	(c) (b)

(Heine, 1968, p. 136). Heine's typology shows that there is no apparent correlation between the way in which the Togo Remnant languages treat their borrowed nouns and the degree of historical relationship between these languages. He observes that Lelemi, Santrokofi, and Likpe allocate their loanwords to

classes on different principles, although they are genetically very closely related. Bowili and Likpe on the other hand, which belong to the same type, show only a remote genetic relationship. Anufo is not a noun class system but I believe Heine's (1968) work being one of the earlier works on loanwords in the Ghanaian and Togolese context, it contributed a lot to this research. Specifically, this work was relevant in the area of the phonological shape of Anufo loanwords.

Ansre (1971) argues that, it is not the structures involved that seem more important but the social mixing and the acculturation in the borrowing process. According to him, it is the social mixing and the acculturation of the people in the contact situation, coupled with psychological factors that explain what items get borrowed into the target language. The focus of Ansre's (1971) work is on the contact situation and factors that condition the borrowing of the loanwords. He argues that due to the contact situation in Ghana and the factors that condition the borrowing of the loanwords, the areas in which words have been borrowed in the Ghanaian context are technology, artifacts, education, government and entertainment. However, Ansre (1971) believes a consideration of the structural processes that the loanwords undergo alongside the above mentioned will give a better understanding to the study of loanwords. Thus, the two will complement each other. The contact situation and factors that condition the borrowing of loanwords, and the study of the structural processes are what Dzameshie (1996) also advocates, as it draws a prudent balance between social and structural factors in describing linguistic borrowing. The reason for his position is that structural and social factors complement each other in the process of borrowing as well as in determining the phonological shape of the borrowed items. Considering Ansre's (1971) work, the areas he mentioned, as well as

other probable areas for words to be borrowed were factored into the selection of domains for data collection for this research.

Agbedor (2006) also examines Ewe loanwords and the motivation for their use. He notes that Ewe were in contact with the Europeans during the Gold Coast era which led to borrowing of lexical items from such speaker groups into the Ewe language. Among such people were the Portuguese through trade contact. The second groups were the Danish, and the Germans through colonization. The Ewes also had contact with the English through trade and religion, thus Christianity. The other people that he mentions Ewe had contact with, and borrowed lexical items from, are the local Ghanaian languages such as the Gas and Dangmes through boundary sharing at the southern part of the Volta Region and the Akans through the same boundary sharing at the northern part. On the part of motivation for borrowing, Agbedor (2006) observes that the most important motivation was need, followed by simplicity and then prestige.

Furthermore, Adomako (2008) sheds light on loanword adaptation phenomenon in Akan and presupposes that foreign words with sequences of obstruents and word-final obstruents, being adopted into the language have to go through some processes, such as vowel epenthesis and consonant deletion in order to match with the requirement in the native grammar. Adomako (2008) considers only two of the phonological processes, so this work built upon what he found and thus considered other processes apart from those two. Dorvlo (2011) examines Ewe (a non-noun class language) borrowings into Logba (an active noun class system language). Dorvlo's study shows agreement between Logba NP which is cross-referenced on the verbs in a form that agrees with the class of the subject. This borrowing of items from Ewe into Logba, to

him, is due to the dominance of Ewe, a majority language on Logba a minority language. The classes of borrowing that Dorvlo (2011) looks at are in the area of nouns, locative verbs, grammatical items (relativizers, conjunctions, and clause linkers) and cultural expressions. Other domains noted for Logba borrowing are proverbs, riddles and emotional expressions. The observations Dorvlo (2011) makes are that nouns borrowed from Ewe (a non-noun class language) are allocated to a particular class because the semantics of a given noun shares some common characteristics with existing Logba nouns in the class. Also, Ewe verbs borrowed and used as locative verbs in Logba conform to the Logba pattern of displaying agreement with the subject. However, in the borrowed grammatical items, Dorvlo (2011) discovered that Logba speakers have forms very similar to the ones in Ewe. Dorvlo's (2011) conclusion on these findings is that there is a contact-induced change in progress in which a noun class system of a minority language is exposed to interference by a majority language. Dorvlo's work outlines both conformity and non-conformity to the source and the target languages, so this informed this research to consider both trends in the Anufo context.

## **2.8 Loanword adaptation**

Paradis and Lacharite (1997, p. 379 - 430) try to demonstrate the principle of preservation and minimalism in loanword adaptation with loanwords of French in the Fula Language of Mauritania and Senegal. In their study, they analyzed French loanwords in Fula based on a formal constraint-based model, the Theory of Constraints and Repair Strategies (TCRS). They considered only the phonological aspects of the loanwords. The researchers presented data and statistics to prove that one can easily predict the kind of adaptation that would be given to words entering the Fula language depending on the type of consonants involved.



Paradis (1997) treats his topic in two parts. The first part looks at how segment deletion in borrowing is largely predictable in almost all languages. He contends that this predictability might be problematic for a filter-based framework since it entails that phonological processes are visible to phonological constraints. He talks of the optimality theory (OT) by Prime and Smokey (1993) and McCarthy and Prince (1993) which is at odds with the filter-based framework. Filters are constraints that deal with the final outputs only. The second part demonstrates that ill-formed segments contained in borrowing are adapted, he gives statistics of the types of adaptation that is carried out in percentages, that is recast into different shapes (85.2% of cases) or left unadapted (10.7 cases) and that phonologically induced segment deletion represents only 2.3% of cases.

Paradis discusses the theory of constraints and Repair strategies (TCRS) that define the sort of modification loanwords are subject to. The principle of preservation, the threshold principle, Repair strategy, the minimal principle (repair), the phonological level hierarchy (PLH) and the procedure convention, are all embedded in the theory of constraints and repair strategies. He uses the TCRS to look at French words borrowed into Fula, a West African language, and Kinyarwanda, a Bantu language of South Africa. This study is different from the present study but has been cited because it deals with the modification of loanwords in a West African language, Fula.

Mosel (1996) discusses the sociolinguistic background of Samoa. He gives a brief history of borrowing in Samoan. The various language groups that have interacted with the Samoans, for example English, due to Christianity, the Tongans, the Germans, Tahitian, Fijian Biblical Hebrew, Greek and Latin. He discusses the phonological adaptation of loanwords in Samoan and especially English. He also

looks at the phonotactic adaptation of loanwords and he discusses the syllable structure briefly. He further discusses the grammatical adaptation of loanwords, and proves that the order of constituents in compounds that is heads plus modifier structure is usually adhered to but English loanwords retain their English structure e.g. the modifier plus head. For instance,

1. a *Filimaketi* 'flea market'

b *Netipolo* 'netball'

He concludes that with planned borrowing in the Primary Education Materials Project, where scholars discussed borrowing in the various subject areas, lexical items for the various subjects will be borrowed to enrich the Samoan language.

Kenstowicz (2005) reviewed some research on Korean loanword adaptation in optimality theory and rule-based framework, and also the adaptation of English liquids and stops in terms of these models and note that, unlike Mandarin Chinese which adapts foreign words primarily through calques, Korean joins with Japanese in accepting both the phonetic and grammatical phases of a lexical item. He probes further that speakers have robust intuitions on the proper way to adopt a word. He again says that researchers have uncovered generalizations showing the complexity and subtlety of the process that pose real challenges to a general model of loanword adaptation and phonological grammar. Kenstowicz's (2005) findings were that in Korean grammar, the lateral is barred from (intervocalic) onset position by a constraint. Another finding of his showed that, in native Korean grammar, a coda liquid is realized as the lateral. Also, in recent loans the Korean constraint barring the initial liquid is not imposed.

The acceptability and the unacceptability strategies by speakers of the recipient language is worth probing into, so the work of Kenstowicz (2005) has informed this research to consider what the Anufo speakers do in the area of acceptability and unacceptability.

## **2.9 Adjustments and Adaptations (Nativisation) of Loanwords**

Also, Calabrese and Wetzel (2009) provide an overview of the ways in which unfamiliar sounds and sound sequences are adapted to correspond with the sound pattern of the native language and in this the speaker retrieves the underlying representation of the borrowed word from his mental dictionary for L2 and generates its surface representation while speaking L1. If this happens and the surface representation of the word is generated by using the phonological, or more generally, the grammatical system of L1, the word undergoes adaptations and adjustments and is nativised according to the grammar of L1. This scenario is given the term 'nativisation-through-production' (Calabrese, 2009, p. 1). In the other scenario however, they believe that the borrowing is implemented by a speaker that fills a gap in his language by taking a word from another language he knows poorly or not at all. In this case, they say, the speaker needs to learn the relevant word. Once the learned word is uttered publicly or even silently by the speaker to himself, it is a loanword. This, they explain, is because given that the speaker does not speak the second language well, the word will display adjustments and adaptations. Their hypothesis is that these modifications have already occurred during perception and learning. The name they give to this is 'nativisation-through-perception' (Calabrese, 2009, p. 2).

The above work situates adaptation and adjustment of borrowed words into two

contexts: bilingual, where there is nativisation of the words through the grammar of the L1, and monolingual context, where there is modification through perception and learning of the unfamiliar word. Bilinguals and monolinguals have different levels of adaptation when it comes to loanwords so these two scenarios were explored in the Anufo context.

In addition, Calabrese, (2009) in his study of loanword phonology and speech perception, investigates how one perceives and learns unfamiliar sound configurations, and how these sound configurations are adjusted during this process. He treats integrated loanwords (words that have entered the lexicon of the borrowing language) and on-line adaptations (words that are borrowed 'here and now') on a par, assuming that the former reflect on-line adaptations by those speakers who once introduced these words.

Calabrese (2009) thinks that it is assumed that adapters start with underlying representations containing the non-native segments because the adapters are bilinguals (LaCharite & Paradis, 2005). Repair to these non-native segments are implemented so as to avoid the production of marked or illicit segments or strings. He states that "a characteristic feature of these approaches is that speakers adapt loanwords by operating on a phonological/phonemic level that abstracts away from the details of allophonic and phonetic realization. The input to the adaptations is an abstract morphophonemic representation of the L2 word" (Calabrese, 2009, p. 86).

Wohlgemuth (2009) studies the techniques involved in loan verb accommodation and the factors influencing the application of such techniques in an attempt to examine the predictions and generalizations regarding verbal borrowability. The findings that resulted from this investigation led to the deconstruction of two

widespread beliefs about principles governing verbal borrowing.

The first claim basically stated that borrowed verbs were always derived (re-verbalized), either overtly or by zero derivation. The second claim addressed the notion of grammatical incompatibility as an impediment to verb borrowing. Wohlgemuth (2009) demonstrates that the generalization that verbs cannot be borrowed as (underived) verbs is far from being universal. He says that claim may be true for some single languages; nevertheless, quite the opposite is true in a global perspective. According to him, in the majority of languages, Direct Insertion is either among the available accommodation strategies or even the only one attested.

In a similar manner, it turned out that the relevance of grammatical or typological incompatibility has been grossly overrated as a factor in loan verb accommodation. He indicates that typological and grammatical dissimilarity between two languages does not specifically prevent verbs from being borrowed, and so he further notes that it is probably similarly irrelevant as a factor generally affecting borrowing or borrowability in a given language pair. In his discussion of these more or less falsified generalizations, it becomes very clear that word class membership or some rather undefined notions of grammatical incompatibilities are not sufficient to explain the various techniques of loan verb accommodation and their distributions world-wide.

He specifies that, the findings of his study do not constitute a terminal point in the research on loan verbs, but rather lays a foundation for further studies which must set out to ask different questions.

He concludes by saying that the result of his study basically adds another feature to

those usually applied in basic order typology. Moreover, his newly discovered correlation can serve as an underpinning for the view that basic constituent orientation is a very fundamental typological characteristic which goes way beyond morpho-syntactic parameters in the narrow sense. The fact, to him, is that such factors can, however, be reinforced or overridden by extra-linguistic factors.

Little attention is given to verbal borrowability due to the assertion that nouns are the main lexical class that tends to be borrowed in language contact. So Wohlgemuth's work has informed this thesis to equally study the other lexical classes' aside nouns since a lot are likely to be discovered from there as well.

Winford (2003) posits that, most English speakers would be surprised to learn that 75 percent of the words in their language were “borrowed” from other languages during the course of its history. What Winford (2003) is saying is that there is absolutely no language in the world that can claim has not borrowed words from other language(s) in the course of its history? According to Winford (2003), few speakers are aware that many common place words derive from foreign source, for instance *people*, *nation* and *clergy* from French *cheese* and *table* from Latin, *zero* from Arabic and so on. He went on to say that some words originally borrowed from a language may be re – borrowed by it in such altered form that they appear totally foreign. For instance, English speakers think of phenomenon as a Japanese word when in fact it originally derived from *pocket monster*. He again said lexical borrowing is an extremely common form a cross – linguistic influence, and few, if any, languages are impervious to it. Such borrowing can occur under a variety of conditions, ranging from casual familiarity with the source language to close interaction between recipient and source language speakers in bilingual community. The motivation for and extent of lexical

borrowing depend on a range of social factors that vary from one contact situation to another. Two factors that have been frequently mentioned are “need” and “prestige”. Most of the borrowing associated with “distant” contact seems to be motivated by the need to designate new things, persons, places and concept” (Weinreich,195, p. 56) cited by Winford (2003). Winford said, this is especially true in cases where a community is exposed to new areas of cultural knowledge and experience through contact with others.

Winford (2003) said that, through borrowing, they can fill the gaps in the lexicon, or introduce finer distinction of meaning not available in native words this is the case of Anufo. For example, Indonesian did not clearly differentiate related nouns and adjectives by morphological means, as English does. Hence it created noun – adjective pairs based on English words such as *doktor* versus *doktoral* and *norma* versus *normal*.

Bloomfield (1933) noted that situation of bilingualism, the reasons for lexical borrowing are more complex. The motivations in these situations depend on a range of macro – as well as micro socio linguistic factors that vary from one community to another. The macro – level factors include those relating to notions like “intensity of contact, cultural pressure” and language attitudes. As we have seen, intensity of contact is a function of factors such as demographic ratios, the sociopolitical relationships between the groups, the lengths of bilingualism across group. Cultural pressure is a function of the social motivation that promote the adoption of foreign features into a group’s L1. These include the social and economic advantages that follow from such borrowing, among them, social advancement, employment, educational opportunity etc. Finally, degree of borrowing is dependent on the social

values attached to each language, that is their relative prestige, the degree of loyalty to each, and other ideologies regarding the tolerance of foreign interference or language mixtures of any type.

Hafez (1996), probes into the use of loanwords introduced into Egyptian Arabic and indicates that, there are degrees of standardization of loan words. He notes that initially, bilinguals introduce new words through several processes: sound alteration, addition, omission and shifting, until they become fully adjusted to the sound and morphological patterns of Egyptian Arabic. Moreover, he states that in the process of integration, loanwords may retain more than one phonological and morphological pattern that varies freely. Hafez's (1996) work informed this research to look out for the possibilities and the impossibilities of the phonological and the morphological processes of loanword integration as well as the patterns of variation in bilingual and monolingual Anufo speech.

Paradis (1997) studied the predictability of phonological adaptation, segment preservation and deletion in borrowings of French loanwords into Fula, within the Theory of Constraints and Repair Strategies. He finds that unacceptable segments are preserved and adapted in the vast majority of cases; segment deletion occurs only when an unacceptable segment is embedded within a higher level ill-formed structure, such as the syllable. He concludes by stressing on the need to consider large corpora, studied from the perspective of an explicit phonological framework, and this, he says, is the only way to make valid generalizations, either absolute or statistically significant.

The significance of Paradis' (1997) work to this research is that because both phonological and morphological analyses are considered in the research, his syllable



structure processes went a long way to inform and refine our analysis and also his suggestion on considering large corpora in achieving valid generalizations were also considered in this research

### **2.10 Code-switching and Borrowing**

Eze (1998) uses the principles of the variationist framework by Poplack et al (1988), Sankoff et al (1990) and Poplack (1993) to offer an empirical analysis of data from Igbo-English bilingual discourse which demonstrates how the most important manifestations of language contact, namely, code-switching and borrowing, can be unambiguously and consistently distinguished. His focus was on showing how inherently ambiguous loan English-origin nouns and verbs, incorporated into Igbo discourse, can be assigned language membership, not solely on the basis of their surface appearance as has been the case in the literature, but also by situating the ambiguous forms in the context of the entire system. Using diagnostics such as vowel harmony, inflection, and word order of verbs as well as modification structures of nouns. Eze (1998) demonstrates that loan lexical items of English origin incorporated into Igbo, whether verbs or nouns, behave like their counterparts in unmixed Igbo while simultaneously differing from those in both unmixed English and in unambiguous code-switches to English. This, he says, is irrespective of whether they feature Igbo morphology, as most of the verbs do, or surface completely bare, as is the case with most of the nouns. These loan items to him, must therefore, be classed as borrowings rather than code-switches. Eze's (1998) work is another relevant work which helped this thesis to do a better distinction between loanwords and code-switches.

Kenstowicz (2006) examines the tonal adaptation of English loanwords into Yoruba. He indicates that in order to sound like a Yoruba word any loan must conform to the CV (consonant, vowel) syllable template and be assigned a tonal specification.

Kenstowicz's (2006) work informed this research to explore the tonal adaptation of words from non-tonal languages that have been borrowed into Anufo, as well as explore further to see if there was any correlation between stress and tone. This is because, Anufo is a tonal language, and it also exhibits an open syllable structure just like Yoruba.

Chichewa (a Bantu language spoken in Malawi and parts of Zambia, Tanzania and Mozambique) loanwords of monolingual and bilingual speakers were investigated by Mtenje (2010) using the optimality theory during analysis. Mtenje argues that the two groups of speakers show different grammars in certain cases. Mtenje (2010) argues that monolingual speakers of Chichewa follow a strict hierarchy of Chichewa where markedness constraints are observed and repair strategies such as cluster reduction, vowel insertion, diphthong simplification and replacements of sounds are done. She says that bilingual speakers, on the contrary, tend to observe faithfulness constraints and remain faithful to their English inputs except in cases where there is a diphthong and a syllable ending in a coda.

In the loanwords of the monolinguals, Mtenje (2010) discovers that English words that have cluster in them undergo vowel insertion in order to reduce or break the cluster, while the bilingual speakers remained faithful by keeping the clusters. There was therefore a re-ranking of the markedness and faithfulness constraints. More specifically, the faithfulness constraint **ALIGN-L** now becomes the highest-ranking constraint (Mtenje 2010).

Mtenje's observation that markedness constraints such as **Complex V** and **No Coda** cannot be violated in bilingual speech, leads her to conclude by saying that it seems to suggest that bilinguals have a grammar that merges certain aspects of Chichewa and English grammar.

Due to the interesting discoveries made from both bilingual and monolingual speakers' speeches in the work of Mtenje (2010), both bilingual and monolingual corpuses were considered in the Anufo context in order for comparisons to be made.

Dzahene-Quarshie (2012) investigates the strategies for the expansion of Swahili vocabulary for the expression of football language in Tanzania by the use of corpus extracted from Swahili newspapers dated from 2006 to 2008. The issues she addressed include the borrowing processes, the grammatical categories of loan items and loan types, and how they fit into various linguistic phenomena of borrowing as spelt out in Winford (2003). She finally deals with the question of standardization of borrowed football registers. Her findings are that, of all the vocabulary expansion strategies outlined in Winford (2003), all but two (hybrid creations and creation using foreign morphemes) have been employed in Swahili to expand the language for the expression of concepts and terms that relates to football. Another observation of hers is that most of the loanwords in football are nouns, because their adaptation is motivated by the need to fill the gap for nominal items such as football terms, professions or player positions. On the standardization of borrowed items and terminology, Dzahene-Quarshie (2012) indicates that although there is ample commitment to standardization, there is the need to step up standardization processes in order to include loanwords in current standard Swahili dictionaries.

Dzahene-Quarshie's work opened this research to one area in which borrowing of lexical items is very agent, football (a sport, which is foreign in Anufo society). So, this area was explored in the Anufo context to look out for similarities and differences exhibited in the Anufo data.

Bilingual speakers often alternate between the two languages in the same discourse, sometimes even within the same sentence or the same word. This phenomenon is called code-switching. Although there are some grammatical restrictions on codeswitching (Myers-Scotton, 1993; Muysken, 2000), the alternation between the two languages is not conventionalized in code-switching. Code-switching does not mean that there is a mixed code, but speakers produce mixed utterances including elements from both codes. Thus, code-switching is not a kind of contact-induced language change, but rather a kind of contact-induced speech behavior. In this way, code-switching differs sharply from borrowing.

However, when an utterance consists of just a single word from one language and all other words are from the other language, it may be difficult to decide whether this word is a loanword or a single-word switch. Consider the example in

(2) Moroccan Arabic (with Dutch) (Boumans & Caubet, 2000, p. 116)

*l-uitkering ye-ṣṭi-w n-nas l-uitkering dyal-hūm*

3-give-PL DEF-people DEF-benefit of-3PL

'They'll give the people their (social security) benefit.'

(3) Australian German (with English) (Myers-Scotton 1993)

*Wir müssen sie report-en zur Polizei.*

'We must report them to the police.'

Are *uitkering* in (1) and *reporten* in (2) single-word switches or loanwords? At an abstract level, the answer is clear: If *reporten* is part of the mental lexicon of the Australian German of the speaker, it is a loanword, otherwise it is a single-word switch. But since we are unable to look directly into the speaker's mental lexicon, other criteria have to be used in practice.

From the point of view of an entire language (not that of a single speaker), a loanword is a word that can conventionally be used as part of the language. In particular, it can be used in situations where no code-switching occurs, e.g. in the speech of monolinguals. This is the simplest and most reliable criterion for distinguishing loanwords from single-word switches.

But it is often the case that the whole speech community is bilingual, so that code-switching may always occur. In such circumstances, the frequency criterion is useful: If particular concepts are very frequently or regularly expressed by a word originating in another language, while other concepts show a lot of variability, then the first group can be considered loanwords, while the second group are switches (Myers-Scotton, 1993, p.191 – 204).

What Myers-Scotton (1993) is saying is that, loanwords typically show various kinds of phonological and morphological adaptation, whereas code-switching by definition does not show any kind of adaptation. Some authors have regarded this as the most important distinguishing feature of borrowings, but it is clear that it does not coincide perfectly with the criterion of conventionalization. In particular, non-conventionalized words taken from another language may be morphologically integrated, and code-switches are often pronounced with a foreign accent, if the speaker speaks one of the two languages non-natively. Such code-switches can hardly be distinguished from

phonologically integrated loanwords. For such phonologically and syntactically adapted non-conventional words, the term *nonce borrowing* is often used, contrasting with *established borrowing*, i.e. a regular, conventionalized loanword (e.g. Sankoff et al. 1990).

According to Myers-Scotton (1993), many loanwords start out as singly occurring switches that gradually get conventionalized. This is an intriguing suggestion, but so far there is not much evidence for it. In any event, the occurrence of code-switching is by no means universal in bilingual situations, and lexical borrowing is not in any way dependent on code-switching.

On adaptation and integration of loanwords Thomason & Kaufman (1988) studying loaning in a language contact situation stated that the source words of loanwords often have phonological, orthographic, morphological and syntactic properties in the donor language that do not fit into the system of the recipient language. For example, Russian lacks a front rounded vowel, so that French words like *résumé* [rezyme] ‘summary’ are problematic; and French words are either masculine or feminine, so that English inanimate genderless nouns are problematic.

In such situations of lack of fit, loanwords often undergo changes to make them fit better into the recipient language. These changes are generally called loanword adaptation.

Loanword adaptation is sometimes indispensable for the word to be usable in the recipient language. Languages with gender and inflection classes in particular need to assign each word to a gender and inflection class, so that it can occur in syntactic patterns which require gender agreement or certain inflected forms. Similarly,

loanwords from Arabic have to be adapted orthographically in English otherwise they would not be readable.

However, in many cases the degree of adaptation varies, depending on the age of a loanword, knowledge of the donor language by recipient language speakers, and their attitude toward the donor language.

The precise ways in which the adaptation process happens are often complex and a matter of ongoing debate. In phonological adaptation, the respective roles of phonetic constraints and phonological patterns are contentious. In gender assignment to loanwords, a multitude of factors seem to play a role (e.g. Stolz, 2009). The role of morphological adaptation in verb borrowing is explored by Wohlgemuth (2009, p.5 – 7).

Derivational and inflectional affixes. The various affixes that are applicable to the loanwords are discussed. Another area discussed was loanword compounding. An affix, according to O' Grady et al (1989, p. 94 - 95) 'is a bound morpheme not only must be bound, but must be bound in a particular position.' Furthermore, each affix attaches only to a particular lexical category. An affix that is attached to the front of a stem word is called a prefix while an affix that is attached to the end of a stem is a suffix. The less common type of affix, known as infix occurs within a word. Thus, the affix is not a stem nor it is a free morpheme it cannot stand on its own to have a meaning

Affixes also have their specific position in the word formation process. These positions are the front and the end of the stem. There is another position that an affix

occupies which less common in most languages, this type occurs within the morpheme called infix.

## **2.11 Theoretical Framework**

The theoretical framework that underpins this thesis is Dixon's (1997, 2010, 2012) Basic Linguistic Theory. Basic Linguistic Theory views linguistics as a natural science which involves the study and comparison of the grammatical patterns of individual languages. The theory, besides describing language patterns, also seeks to explain these patterns. According to Dixon, in order for one to master any scientific discipline (the study of language inclusive), that person must actively engage in it; setting out from the fundamentals. The data for this study is recorded texts from the native speakers of the language under consideration i.e. Anufo, through fieldwork exercise that are transcribed phonemically and analysed.

Basic Linguistic Theory provides four fundamental tasks for any scientific work, namely: description, explanation, prediction, and evaluation. The first task which is description basically has to do with the information about how a language is organized; the types of systems that a language has, the nature of those systems and the ways in which the systems fit into the overall grammatical framework. Dryer (2006), vouching for the basic linguistic theory, is of the view that the description of each language should be in its own terms, rather than imposing on individual languages, concepts whose primary motivation comes from other languages. This stance is in contrast to traditional grammar and many recent theoretical frameworks.

The next task is the carrying out of further enquiries into the organization of the systems in the language in order to get clarifications for the description. This is necessary because, besides describing typical language patterns are the explanation to



those patterns. Human beings are always asking why things are this way and not the other way.

Prediction deals with making forecasts on possible occurrence of systems within the language under study. With evaluation, Dixon proposes some questions that need to be thought about carefully or weighed. Among these are: “Might some languages be better than others, for certain purposes? Is one language easier to learn than another? Does one language provide a superior framework for deep discussion for any aspect of language?” (Dixon, 2010, p. 4). Basic linguistic theory believes that all languages are roughly equal in terms of overall complexity; but surely, they are not precisely of the same value.

This work adopts basic linguistic theory because contrary to the deductive stance of formal theories, basic linguistic theory is an inductive pursuit that provides a set of parameters which are suggestive but not restrictive (Dixon 2010). Every description of a language in terms of basic linguistic theory provides feedback to the theory, enabling it to be refined and extended. Basic linguistic theory provides an integrated scheme of what is found across all manner of natural languages. Nothing is absolutely required to be included, and anything is acceptable, so long as it is arrived at by a principled scientific analysis, supported by cogent argumentation. Another reason is that basic linguistic theory is a holistic study involving all branches of linguistics, and this thesis considers two of such branches (phonology and morphology). In addition, this work aims at explaining adequately the phonology and morphology of borrowed lexical items into Anufo. In doing so, the context and the situation of the borrowed word was considered holistically and described in its own terms, rather than imposing on the borrowed lexical item concepts whose primary motivation comes from other

languages. Finally, simple and basic terms were used in the description of the outcomes of the contact situation so that both linguists and non-linguists alike will understand the result of this study.

## **2.12 Conclusion**

Words that are loaned into another language have to go through repair strategies by the speakers of the target language. Structures of languages are not the same therefore when words are borrowed from a donor language to the target language, the speakers of the recipient language repair the constraints of those words and are therefore nativized. The strategies used to repair these constraints are influenced by the phonological features that the target language has. Some of these features are individual sound changes and syllable structure process such as vowel harmony, tone, nasalization and others. The source language also influences the structure of the borrowed words sometimes.

Languages borrow lexical items from other languages for reasons such as lexical needs, prestige, simplicity among the others. Words that are borrowed into a language are noted to be borrowed from specific domains such as technology, sports, education and others. English is one of the languages that most languages have borrowed from. Dixon's (1997). Basic Linguistics Theory is the theory that is used in the analysis of the data collected from the three Anufo communities. That is Kpelema, Nwane and Kwame Akura all in the Krachi East Municipality of Oti Region of Ghana.

## CHAPTER THREE

### METHODOLOGY

#### 3.0 Introduction

This is a study that investigated how loanwords are borrowed and adapted into Anufo. Anufo as a natural language is bound to borrow some number of lexical items from the other languages that it has contact with either directly or indirectly. The investigation is specifically on loanwords into Anufo. The loanwords are examined to see how they have been modified and adapted to fit into the structure of Anufo phonologically and morphologically.

#### 3.1 The Study Area

This study took place in three Anufo communities in the Krachi East Municipality in the Oti Region; Kpelema, Nwane and Kwame Akura. Recorded speeches of Anufo native speakers of these three above mentioned Anufo communities were transcribed to identify loanwords in Anufo as a whole. Restrictions were not made on any specific dialect of the Anufo language, though Anufo has a few dialects. This helped the researcher to get enough data for analysis.

Krachi East is located at the North-Western corner of the Oti Region of Ghana and is bounded on the South-West by Krachi-West District. Biakoye District to the South-East, Kadjebi District to the East and Nkwanta South Municipal to the North-East. This location places the district at a strategic position –the central point between the northern parts of the eastern corridor of Ghana. Being strategically located in the transitional zone, the municipality has the advantage of experiencing mix climatic conditions that have positive and adverse implication for its development. The District is drained by the river Oti and the Volta lake which form the boundary between the

municipality and Krachi West District. The topography does not allow for easy road development and most of the communities in the area are accessible only by foot paths through the high terrains and through water by boats. Streams become water-logged and pose difficulty to vehicular movements during rainy season making transportation almost impossible.

### **3.2 The Study Population**

A population is a group of individuals that have one or more characteristics in common and of an interest to the researcher (Best & Kahn, 2006). The participants for this research are all native speakers of Anufo and this therefore makes them suitable for this study.

This study used a total number of 30 participants. Ten (10) participants from each of the three selected communities were selected randomly and purposefully. This randomly selection of the participants was done by picking any native speaker from the three Anufo communities without having anybody in mind. On the other hand, the selection of the participants was done purposefully because the researcher targeted some artisans that he thinks will give him the words he needed as data. In order to ensure gender balance, 15 females and 15 males were considered for the study. The reason for the gender balance is that the male and female, the educated and the uneducated do not share the same social interest and so their ideas and speech characteristics may also differ.

### **3.3 Research Approach and Design**

The approach adopted for this study is qualitative. Denzin and Lincoln (1994, p. 2) posit that 'qualitative research is multi- method in focus, involving an imperative, naturalistic approach to its subject matter. This means qualitative researchers study

things in their natural setting.....[it] involves the studied used and collection of a variety of empirical materials-case study, personal experience, life story, interview, observational, historical, interactional and visual texts-that describe routine and problematic moments and meaning in individuals' lives'. The approach used for the study is qualitative and the research design is a case study. A case study is 'an in-depth analysis of one or more events, settings, programs, groups of one or individuals. Cases are restricted by time and activity' (Creswell, 2013).

### **3.4 Research site**

Three Anufo communities of Krachi East Municipality of the Oti Region of Ghana: Kpelema, Kwame Akura and Nwane are the areas selected for the study. Kpelema, Kwame Akura and Nwane were selected as the research area because those areas are easily accessible and more convenient to reach and are representative enough for all Anufo speaking areas such as Cheriponi, Wanjoka and others. Another reason for selecting these areas was that it is easier to get access to respondents for the interviews and the focus group discussions, because the researcher is a member of the speech community.

In addition to the above-mentioned reasons, Kpelema, Kwame Akura and Nwane are Anufo dominated communities where enough data could be obtained for the study. Apart from the Anufos there are other residents in these three areas who have moved there for either economic or marriage reasons. These other groups include Konkomba, Kabre, Nchumuru, Ewe, and Krachi among others.

### **3.5 Sources of Data Collection**

The data used for this research is basically primary. These primary data sources are recordings from focus group discussions and interviews of thirty speakers of Anufo.

Focus group discussions and interviews on topical issues were recorded, transcribed, and glossed. The borrowed words were then selected and analyzed phonologically and morphologically to constitute the data for analysis.

The topics covered were social, political and economic issues. These comprised farming of Yam, cassava and maize and sale of farm produce especially gari.

Political issues, living conditions and life style in Kpelema, Kwame Akura and Nwane were also discussed

People from specific occupations were also interviewed on their occupations. Those occupations included tailoring/seam stressing, carpentry, masonry, hairdressing, fitting/auto mechanics and welding. On sport, Ghanaian Premier League was chosen and the focus was the performance between West African Football Academy (WAFA) and Dream F.C all new teams in Ghana football. The other one which was chosen was Laliga matches between Real Madrid (the Galaticans) and Barcelona (the Catalans). The final phase of the interviews was on politics.

Such data are preferred because they are spoken and it would be easy for other linguistic (phonological) patterns to be obtained without any skewing. Another reason is that, the respondents would not be too conscious on such discussions (focus group) as compared to interviews, so, complementing it with the interviews will enhance the quality of the data and hence, the analysis.

### **3.6 Sample Size and Sampling Procedure**

In the sampling of the population for the study, convenient sampling of the non-random sampling approach was used. Convenience sampling is the procedure in which the sample is selected according to the convenience of the researcher. The

convenience may be in respect of availability of data, and accessibility of the elements. The population of participants was made up of thirty (30) people. They were selected for the focus group discussion and interviews. The thirty (30) respondents were selected from Kpelema, Kwame Akura, and Nwane in the Krachi East Municipality of the Oti Region of Ghana. There was equal gender representation. Fifteen (15) of the number are males and fifteen (15) also females. Among the thirty were also monolinguals and bilinguals. There were ten (10) monolinguals and twenty (20) bilinguals; there were twenty (20) educated and ten (10) uneducated, as well as ten (10) old and twenty (20) young native Anufo speakers. The age group of the participants is between seventeen (17) and sixty-five (65) years. The factors considered for or the reasons behind this selection is that, the old and the young, the male and female, the educated and the uneducated do not share the same social interest, and so their ideas and speech characteristics also differ.

The interviews and focus groups discussions comprised structured interview (that is formally prepared questions and all subjects are asked the same questions), the semi-structured (that is the type where the researcher has specific issues and topics to be covered in an outlined form) and unstructured (the type of interview where no predetermined question before the interview). The structured aspect included specific topics and sometimes intervening questions that were asked to express themselves on topics they were given. In this way they were asked to share their views on some topical issues

### **3.7 Data collection strategies.**

The study employed qualitative way of collecting data. The use of qualitative approach was to ensure that the researcher get more or all available information from

the respondents. According to Creswell (2013), qualitative research involves detailed verbal descriptions of characteristics case, and setting by using interviews, observations and documentations as the data collecting procedure.

To do a linguistic analysis of loanwords in Anufo, data were gathered in three phases. The first phase was focus group discussion and interview. In the discussion and interview, respondents were asked questions on issues that would bring about loanwords into Anufo. The interview and the discussion methods were also employed to find out from the participants what are the types of lexical items that are borrowed into Anufo, how the identified loanwords are adapted phonologically and morphologically in Anufo. As stated earlier thirty (30) respondents were selected from the three communities: Kpelema, Nwane, and Kwamwe Akura. Ten (10) people each from the communities were selected as respondents, half of the number being male and the other half also being female. Instruments that were employed to gather data from the respondents for the study included focus group discussion and interview, participant and non- participant observation and documentation.

### **3.7.1 Focus Group Discussion and interviews**

One of the tools used to gather information for the thesis is interview and focus group discussion. There were a number of topics that were used to generate data for the study.

The sub-topics for discussions were on politics that is 2020 presidential and parliamentary elections, facial recognition devices, biometric registration as well as steps taking to ensure peaceful conducting of parliamentary and presidential elections in 2020. There were also discussions on the living condition and lifestyle in Kpelema, Kwame Akura and Nwane. The discussion on the living condition and the lifestyle in



these three communities cut across areas of healthcare, education, employment, security, transportation among others. Another issue discussed was on cassava production and sale because, that is one of the main economic activities in the towns. Five women were interviewed on the above. All these interactions were recorded. Ten male youth were put in a focus group for them to discuss the local league teams, West African Football Academy (WAFA) and Dream F.C as to which one was a better as a new entrant in the local league. For the Laliga, the discussion was on matches between Real Madrid and Barcelona. They also mentioned names of football coaches, football officials and describe their specific role played on the field.

The final aspect of the interview was with different occupational groups namely; tailor (male), hairdresser (female), and carpenter (male), mobile money vendor (female). They were interviewed about their work in the area of the specific function they perform, the materials and products they use, the kind of customers they get and the amount of money they charge for services rendered. While the discussions were going on, an audio recorder was used to record the events, which were played and transcribed for analysis.

### **3.7.2 Observation**

Observation is the primary technique of collecting data on nonverbal behavior. It involves getting to the field; participants, organization etc. to collect data based on their behavior. It is often referred to as field work because it takes place in the field. Quantitatively, observation can be dichotomized into two based on the structure imposed by the researcher (Bailey 1987). Observation as a data collection technique was used due to its numerous advantages. Observation is very important in research because it helps collect data on nonverbal behaviors. It is also essential when one

wants to study in detail the behavior that occurs in a particular setting. Observation allows the researcher to understand and capture the setting. Again, observation makes the researcher open and adopts a discovery oriented in the study. In addition, it gives the researcher the opportunity to see things that are likely to elude people in the setting (Patton, 2002). Homes, shops (work places) of participants and lorry stations were visited for the collection of data. In visiting homes, the participant observation method was used. Conversation was always initiated and some questions were asked that did not arouse suspicion that, subjects were being used for a dubious project were elicited to direct them so that the observation will fall in line with the objectives of the study. The conversation bordered on a wide range of topics (such as those that have been raised earlier above).

### **3.8 Data Analyses**

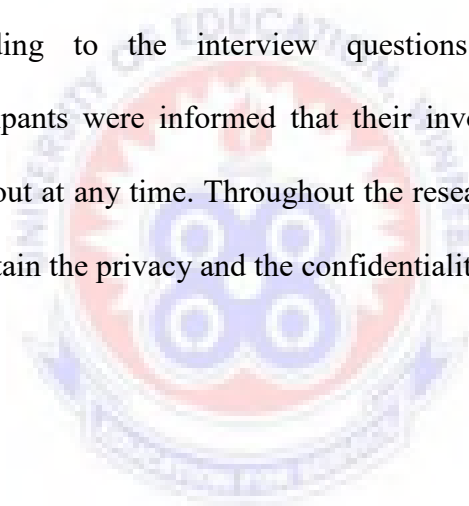
The analysis was based on the observations of the content of the transcribed data obtained from the recordings. This means that the phonological and morphological analyses were done based on the loanwords that were identified in the recorded transcribed data.

### **3.9 Ethical consideration**

Cohen et al (2017) point out that ethical considerations are more than just procedural as they permeate the entire research process and are important consideration in framing the research design because “one has to consider how the research purposes, contents, methods, reporting and outcomes abide ethical principles and practices” (p. 51). Therefore, while thinking about the research problem, its cost/benefit ratio was considered. There was very little risk involved for the participants. They were asked to find time to respond to interview questions and participate in the discussion. The

cost (time to participants) was weighed against the expected benefits of the research (the report adding to the existing literature in linguistics in general and in Anufo and exposing linguists to Anufo as a language) and the conclusion was that the study was of value as a step in the research process. Other considerations of ethical research, including inform content, privacy, anonymity, confidentiality, and decreasing risks to participants were also taken into account.

In terms of competence, all participants were able to make informed decisions about participation in the project on their own. Participation was voluntary and they were informed of the nature and purpose of the research at each phase of the data collection processes (responding to the interview questions and participating during discussions). Participants were informed that their involvement was voluntary and that they could opt out at any time. Throughout the research process, provisions were put in place to maintain the privacy and the confidentiality of all participants.



## CHAPTER FOUR

### RESULTS AND DISCUSSIONS

#### 4.0 Introduction

This chapter presents the results of the data analysis of loanwords in Anufo. The data analysis was done under three broad aspects namely: types or forms of words loaned into Anufo; the phonological nature of loanwords in Anufo; and the morphological aspect of loanwords in Anufo. Also, semantic/pragmatic aspect of loanwords was discussed.

The types or forms of loanwords section analyzes data on types of words that speakers of Anufo usually borrowed from other languages into Anufo lexicon. Data on the phonological structure of Anufo loanwords was analyzed by first of all discussing the phoneme inventory of Anufo and English languages and thereby looking at the syllable structure of Anufo and English languages.

Phonological processes such as: palatalization, phoneme addition, phoneme insertion, phoneme deletion, syllable substitution, syllable deletion, recasting of the loanwords, and extension of meaning of loanwords in Anufo are analyzed in this section. In addition, data on morphological processes such as inflectional and derivational morphemes in Anufo as well as compounding are analyzed in this chapter.

The chapter starts with an introduction of the section. This is followed by the analysis of the data gathered and also the findings of the research questions. Recasting of loanwords and extension of meaning of loanwords were also featured. The last thing that was looked at is the summary of the chapter.

#### 4.1 Categories of word classes borrowed into Anufo

Under this section we would try to find out the parts of speech that Anufo borrows its lexical items from. This will enable us know the most common types of words that speakers of Anufo borrow. Apart from nouns which are the most lexical items loaned into Anufo, there are other parts of speech from which speakers of Anufo borrow words into their lexicon.

##### 4.1.1 Verbs loaned into Anufo lexicon

The word class that Anufo has borrowed more of its lexical items from with the exception of a noun is the verb. The speakers of Anufo use borrowed verbs frequently in their daily interactions. Verbs which most of them being action words are borrowed into Anufo by practitioners of certain professions (such as carpentry, masonry welding and others) which mostly use these words which hitherto were not part of the Anufo culture. Table 1 shows some examples of verbs that are borrowed into Anufo.

**TABLE 3: Verbs loaned into Anufo**

Verbs	
Loaned word	Meanin in English Language
Twerε	write
Boro	borrow
Invayiti	invite
Pileni	plane
Mikisi	to mix
Kirediti	to credit
<b>Kyiti</b>	to cheat

During an interview session, one of the participants used the word [**boro**] ‘borrow’ in an attempt to answer a question posed to her as how she gets to her customers when she does not have call credit. Utterance 1 by participant C.S:

1. *Nziɛ n la ma kirediti de n koro boro fite MTN fɔm be.*

If 1SG have NEG credit FOC 1SG can borrow from MTN PL there

‘If I do not have call credit, I normally borrow from MTN people.’

In the same conversation other verbs from English were also used. Utterance 2 and 3 by participant C.S as follows:

2. *Mene de a fere m kɔngue na a jujɔ agaya n kaate u ɔ*

1SG FOC 2SG call 1SG night and 2SG talk plenty 1SG FUT cut you FOC

‘As for me when you call me in the night and you talk too much, I will cut you off’

3 *Makɔ ma fikuli de ama n shi tworɔ kanka*

1SG go NEG school FOC but 1SG know write small small

‘I did not go to school, but I can write a little bit’.

The above words were some of the verbs (loanwords) used by a participant (credit seller) when I called on her for an interview. The loanwords in (1-3) are *kirediti* ‘credit’, *kaate* ‘cut’ and *tworɔ* ‘write’ respectively. The words from 1 and 2 are English loanwords while the word in 3 is an Akan loanword. Other artisans visited for interviews also used some borrowed verbs especially from English. Verbs like **pilɛni** ‘to plain a wood’, **mikisi** ‘to mix something especially concrete or mortar’, **kɔnkɔnsa** ‘gossip’ and **invayiti** ‘to invite someone for an occasion or something’. These verbs are borrowed from other languages because they (verbs) are not in Anufo to explain certain concepts or ideas in the language.

An utterance 4 by participant W.W:

4. Yε **pileni** bakaam ɔ ka na yεfa yo biεm.

1PL plane woods FOC before 1PLuse make chairs.

‘We plane woods before we use them to produce chair.s’

Utterance 5 from participant B.L:

5. Fa **mikisi** iti dwεre ama sɔ ta ti ma kekere.

Sand mix PROG is problem but house build is NEG difficult.

‘Sand mixing is the problem but to build is not difficult’.

Utterance 6 from K.A:

6. A ɲa a di u bawu cheε de a **invayiti** u bengum

2SG want 1SG chop 2POSS birth COND ISG invite 2SG POSS friends

‘When you want to celebrate your birthday, you have to invite your friends’.

Utterance 7 by participant N.P:

7. Meneε mbem la **kɔnkɔnsa ka dekebe** ɔ

People some have gossip as something

‘Some people like gossiping like something’.

Participants in a focus group discussion made comments during one of our group discussions.

Utterance 8 by participant F.F:

8. *Referee m kyiti yεle m sanga kεre ma Basafɔ m*

Referee PL cheat HAB 3PLOBJ time all give Barcelona PL

‘Referees always cheat us (Real Madrid supporters) for Barcelona (a football club).

#### 4.1.2 Adjectives borrowed into Anufo

Adjectives are words that are also mostly borrowed into Anufo. These adjectives are borrowed because they are mostly used to describe certain concepts which Anufo as a language lacks. Anufo naturally has a limited number of some vocabularies for the expression of some concepts and ideas in areas like technology, education, commerce and others. For instance, adjectives of colour and shape.

**TABLE 4: Adjectives borrowed into Anufo**

Adjectives	
Loaned word	Meaning in English language
Buruu	'blue'
Yelo	'yellow'
Turuu	'true'
Redi	'red'

These adjectives in Table 4 are words that were captured during an interview section with some of the respondents. Below are some of the utterances (9&10) from which these words were uttered. Participant B.J:

9. Jese **buruu** fɔm hyi bɔɔlo bo paa

jersey blue PL know ball play well

'Those in blue jersey can play football very well.'

10. Anoma nza nti **diferɛn** ne nwuma dɛ ne

Yesterday drink was different and today own

'Yesterday's drink is different from today's.'



### 4.1.3 Adverbs loaned into Anufo

Adverbs as we know them are words used as modifiers of verbs or verb phrases to provide information about manner, place, time, frequency and others about an activity of a verb. Adverbs to provide such of the above concepts are in the lexicon of Anufo they still borrow from other languages like Twi and English. Table 3 shows some of the frequently borrowed adverbs into Anufo.

**TABLE 5: Adverbs borrowed into Anufo**

Adverbs		
Loaned word	Meaning in English Language	Meanin in E
no	no	
bɔkɔɔ	slow	
dabiaa	everyday	
paa	intensifier	

The following borrowed adverbs were identified in utterances made by some participants during the interview segments of the data collection period

Utterance 11 from participant A.M:

11. Durɔba mbem ka loori sɔ **bɔkɔɔ**

Driver PLsome drive lorry FOC slowly.

‘Some of the drivers drive so slowly’.

Utterance 12 from participant A.M:

12. **Noo** fɔm sunu tara **yɛɛse** fɔm fioou

No people more than yes people FOC

‘The people who are for no are more than the people who are for yes’.

#### 4.1.4 Loaned conjunctions into Anufo

Conjunctions are no exceptions of the parts of speech from which Anufo borrows its lexical items. Conjunctions unlike adverbs discussed earlier are words that join words or phrases together in utterances. Although Anufo have some conjunctions like those in English and other Ghanaian languages but native speakers of Anufo still borrow these words from other languages to express themselves in their daily activities. This is because conjunctions in Anufo are difficult in terms of pronunciation but Twi and English adverbs are easily pronounceable. Table 4 shows some conjunctions that are borrowed into Anufo.

**TABLE 6:** Conjunctions loaned into Anufo

<b>Conjunctions</b>	
<b>Loaned word</b>	<b>Meaning in English language</b>
anaa	or
ansa	before
enti	so
bekoso	because
aada	either
bate	but
soo	so

The words (conjunctions) in Table 6 are borrowed from two different languages (that is English and Akan (Twi) into Anufo. These words are borrowed into the Anufo language for some reasons. One of the reasons is that some of the borrowed vocabularies cannot be found in Anufo lexicon. For instance, the words **aada** ‘either’ and **soo** ‘so’ do not have their counterparts or their equivalents in Anufo language that could express the same concept or idea. Because of this limitation

Anufo speakers have no option than to borrow such words from languages that have them so that they (Anufo speakers) can express themselves well in new concepts.

Interjections are words or phrases that are used to express sudden emotions or feelings by the speaker. These words or expressions are used by speakers of every language to express themselves in utterances to function as pragmatic markers, initiating utterances and relating them to forgoing interaction. Table 5 contains loaned interjections from Twi.

**TABLE 7:** Interjections borrowed into Anufo

<b>Interjections</b>	
<b>Loaned word</b>	<b>Meaning in English language</b>
kuse	God forbid
agyee!	expression of pain/shock
tofiakwa	over my dead body/god forbid
tweaa	expression of a strong disapproval
aputoo	expression of disregarding a point

The borrowed interjections in the above Table 7 are borrowed because of the undermentioned reasons. The first reason why Anufo borrowed from these languages is that of prestige. This is because some of the words in other languages have become a cliché which everybody wants to use. There are words like ‘tofiakwa’, ‘tweaa’ and aputoo. Another reason for the borrowing of the interjections is the lack of its equivalent in the native language (Anufo). As a result of that speakers tend to borrow to fill the lexical gap.

## 4.2 Phonological processes that occur in Anufo loanwords

We shall now look at how the syllable structures of English, Akan and Likpakpan words loaned are altered to be accommodated in Anufo. In loanwords that do not conform with the Anufo syllable structure a syllable needs to be added; in some, a syllable is deleted while in others a syllable is replaced.

### 4.2.1 Syllable addition in Anufo loanwords

Some monosyllabic words loaned into Anufo from English become disyllabic words. This occurs especially if the original word ends in an obstruent. Table 10 shows examples of words in which monosyllabic words become disyllabic.

**Table 10: Monosyllabic words changed to disyllabic words in Anufo**

English	Pronunciation	Syllable	Anufo	Pronunciation	Syllable
court	[kɔ:t]	CV.C	kɔtu	[kɔ: tu]	CV.CV
judge	[dʒʌdʒ]	CVC	jɛɛji	[dʒɛ: dʒi]	CV.CV
bus	[bʌs]	CVC	baasi	[ba: si]	CV.CV
charge	[tʃɑdʒ]	CVC	chaaji	[tʃa:dʒi]	CV.CV

It would be observed from the examples that the English loanwords have consonants at the word final position which is a constraint in Anufo and so a vowel needs to be added to the consonant and that gives it another syllable. English words that end with obstruent rather than nasals have to take on vowels. This is because sonorants other than nasals do not end words in Anufo.

Table 11 provides us with examples of some monosyllabic English loanwords becoming trisyllabic words in Anufo.

**Table 11: Monosyllabic words become trisyllabic in Anufo**

English	Pronunciation		Anufo	
school	/sku:l/	CCVC	sikuuli	CV.CV.CV
belt	/belt/	CVCC	bɛləti	CV.CV.CV
milk	/milk/	CVCC	miliki	CV.CV.CV

The words in table 11 show examples of monosyllabic words in English becoming trisyllabic words in Anufo. This is so because Anufo does not have consonant clusters and so they have to be separated by inserting vowels in between them. The word /sku:l/ has the syllable type CCVC in English. Anufo inserts a vowel in between the ‘CC’ and then adds a vowel after the last consonant and it becomes ‘CV. CV. CV’ as in /**ʃ** ikuli/. In the word /belt/ which has a CVCC syllable type in English, Anufo maintains the first CV and breaks up the CC at the end of the word by inserting a vowel in between and adding a vowel after the last consonant to become CV.CV.CV as in /**b**ɛləti/.

#### 4.2.3 Palatalization of loanwords in Anufo

Palatalization is a phenomenon in English loanwords in Anufo. Anufo palatalizes /s/ when it is followed by a front high vowel. This occurs at word initial position.

**Table 12: Palatalization of /s/ in loanwords of English**

ENGLISH	PRONUNCIATION	ANUFO
<b>School</b>	[sku:l]	ʃiku:li
<b>Cigarette</b>	[sɪgəret]	ʃiga:li
<b>Cement</b>	[sɪment]	ʃimiti

Table 12 gives examples of words with the sound /s/ in English becoming palatalized in Anufo. The sounds /s / and /ʃ / are sounds that are in complementary distribution in

Anufo. When /s/ is followed by a high front vowel then it changes to /ʃ / sound at the word initial position. The word /ʃ ikuuli / is a loaned word from the English word /sku:l/. In Anufo the high front vowel /i/ is inserted between the /s/ and /k/ in order to break the consonant cluster. The sound /s/ is then palatalized and changed to /ʃ/. In cases where there are no consonant clusters but there is the high front vowel, speakers simply palatalize the /s/ sound.

#### 4.2.4 Phoneme substitution of loanwords in Anufo

Speakers change diphthongs in English to long vowels in Anufo in their daily conversations. The reason behind this is that Anufo does not have diphthongs so when diphthongs are encountered the vowels that begin the glides are lengthened.

**Table 13:** Phoneme Substitution: Changing of diphthongs to long vowels

ENGLISH	PRONUNCIATIO N	ANUFO
Pipe	[paɪp]	pa: pu
by day	[baɪ deɪ]	ba: de:
Tailor	[teɪlə]	te: la
Table	[teɪbl]	te: bulu
Mate	[meɪt]	me:ti
Station	[steɪʃən]	te:sa
Brake	[breɪk]	bre:ki
Radio	[reɪdɪəʊ]	la:diyo
Razor	[reɪzə]	le:za

The examples in Table 13 show that diphthongs like /aɪ/ and /eɪ/ in English are replaced by lengthened monophthongs in Anufo.

Phoneme substitution in English loanwords is not restricted to diphthongs alone as there are other phonemes that get substituted when borrowed into Anufo. Some of the common substitutions are /d/ to /r/, /l/ to /r/, /b/ to /p/ and /r/ to /l/ at word initial. Table (14a) provides examples of English loanwords with sounds that have been substituted in Anufo.

**Table 14 (a): Phoneme Substitution of Some Consonants in English Loanwords**

ENGLISH	PRONUNCIATION	ANUFO
Yard	[ja:d]	ja:ri
Socks	[sɒks]	sɔkiʃ i
border guard	[bɔ: də ga:d]	bɔda ga:ri
Conductor	[kɔndʌktə]	kɔnda:ta
cattle guard	[katl ga:d]	katirigari
Powder	[paʊdə]	pɔ:ra
school	[sku:l]	ʃiku:li
collector	[kɔlektə]	kɔrata
corporal	[kɔ:pərəl]	kɔpɔrɔ
hub	[hʌb]	hɔpu
Rubber	[rʌbə]	lɔ:ba
razor	[reizə]	le:za

As observed in Table (14a), in the word [ja:d] the sound /d/ changes to /r/ in Anufo. This usually occurs in English loanwords that end with the voiced plosive /d/. In the words [sku:l] and [pɔli:s] the /l/ sound is replaced by the sound /r/. In the word [hʌb] the sound /b/ is replaced by /p/ at word final position. The word [rʌbə] and [reizə] begin with the sound /r/, which does not occur at word initial position in Anufo. When a word is to begin with /r/ the natural replacement for an Anufo speaker is the /l/ sound. This is because both sounds /r/ and /l/ are liquids.

Table 14 (b) gives examples of Akan loanwords with sounds that have been substituted in Anufo. These sound are /d/ to /t/, /d/ to /l/, /m/ to /b/ and /p/ to /k/ at either word initial or medial position.

**Table 14 (b): Phoneme Substitution of consonants of Akan loanwords in Anufo**

AKAN	PRONUNCIATION	ANUFO
dadesen ‘iron pot’	[dadɪsɛn]	[talɪsɛn] ‘iron pot’
mankani ‘cocoyam’	[mæŋkæni]	[bankani] ‘cocoyam’
mpopaho ‘towel’	[mpopahɔ]	[papaku] ‘towel’

In the table it is noticed in the word **[dadɪsɛn]** that the sound /d/ changes to /t/. Though both sounds are from the same place of articulation (alveolar), the reason for this kind of substitution is that /d/ changes to /t/ when it occurs at word initial position. This happens in the environment of the low central open vowel /a/. In the same word **[dadɪsɛn]**, the alveolar plosive in the second syllable, the voiced alveolar plosive /d/, changes to alveolar lateral /l/. All the three sounds are from the same place of articulation and they are in free variation in Akan but that cannot be established in Anufo. In the word **[mæŋkæni]** the /m/ is replaced by /b/ sound. The /m/ which is a sonorant is replaced with /b/ which is an obstruent. Again, the /m/ and /b/ are bilabial sounds and also both are voiced. But /m/ is nasal while /b/ is plosive. Because of the sounds having the same place of articulation and also sharing voicing features, substituting one for the other is of no difficulty, hence the substitution. In the word **[mpopahɔ]** the voiceless glottal fricative /h/ is replaced by the voiceless velar plosive /k/.



**Table 15 (a)** gives examples of English vowels that are not in Anufo and have been substituted while **Table 15 (b)** deals with vowels in Akan loans substituted in Anufo. The English vowels replaced are /ʌ/, /æ/, and /ə/.

**Table 15 (a): Phoneme Substitution of English Vowels**

ENGLISH	PRONUNCIATION	ANUFO
commissioner	[kəmiʃənə]	[kɔmiʃina]
Contractor	[kəntræktə]	[kɔntirata]
Conductor	[kəndʌktə]	[kɔndata ]
Gutter	[gʌtə]	[gɔta]
Shovel	[ʃʌvəl]	[sofi]
Bus	[bʌs]	[bɔ:su]
veterinary	[vetərɪnəri]	[vatinari]
television	[telɪvɪʒn]	[talavisa]

In the **table 15 (a)** the vowel sound /ə/ in [kəmiʃənə] is changed to /ɔ/ in the environment of the nasals / m /and / n /. In the words [gʌtə] and [ʃʌvəl] the vowel sound /ʌ/ becomes /ɔ/ and /o/ in the environment of voiceless alveolar plosive / t / and voiceless labio-dental fricative / f / respectively in Anufo. In the words [vetərɪnəri] and [telɪvɪʒən] the vowel /ə/ is replaced by /a/ when in the environment of voiceless alveolar plosive /t/, voiceless labio-dental plosive, /v/ and voiced alveolar lateral /l/.

**Table 15 (b). Vowel Substitution in Akan loanwords in Anufo**

AKAN	PRONUCIATION	ANUFO
burɔdee ‘plantain’	[burɔdiɛ]	[buradiɛ]
kwadu ‘banana’	[kwædu]	[kɔɔdu]
konkonte ‘dried cassava’	[konkonte]	[kunkunte]
dɔkono ‘kenkey’	[dɔkɔnɔ]	[donkuni]
kwaku ‘a name’	[kwæku]	[kɔɔku]
kwabena ‘a name’	[kwabena]	[kɔɔna]

**Table 15 (b)** explains substitution of vowel sounds in some Akan loanwords that occur in Anufo. These vowels are /a/ substituted with /ɔ/, /ɔ/ with /a/, /o/ with /u/, and /ɔ/ with /o/. In the word **[kwadu]** the vowel /a/ changes to /ɔ/ in Anufo. The trigger for this is the presence of the approximant /w/. The second reason for this kind of substitution is that both sounds are –ATR. In the word **[burɔdiɛ]** the sound /ɔ/ changes to /a/ in Anufo in the environment of the voiced alveolar plosive /d/. (The same reason as above). In the word **[ɔkono]** the /ɔ/ changes to /o/ and /ʊ/ changes to /u/. The other reason assigned to these changes of the sound is that both /o/ and /u/ are advanced vowels, so it follows the vowels harmony rule which states: in any Akan word of two or more syllables only the vowel of one set may occur (Dolphyne, 1988).

In the word **[konkonte]**, the vowel /o/ changes to /u/. This occurs in the environment of alveolar nasal /n/. This is so because /o/ and /u/ are both advanced rounded back vowels and this makes it easy to be substituted. The reason may be that, the vowels are substituted so that during its production, it will sound Anufo-like.

#### **4.2.5 Addition of vowels to loanwords in Anufo**

Table 16 (a) provides us with examples of English loanwords that have the close syllable type which in Anufo is limited so vowels are added to make them open ended type of syllables.

**Table 16(a): Vowel Epenthesis in English Closed Syllabic Loanwords**

ENGLISH	PRONUNCIATION	ANUFO
Ship	[ʃɪp]	ʃɪpu
Cup	[kʌp]	kɔpu
Bribe	[brʌɪb]	Birabu
Tape	[teɪp]	Tepu
Mate	[meɪt]	Meeti
Ball	[bɔ:l]	bɔɔlu
charge	[tʃʌdʒ]	tʃaadʒi
bucket	[bʌkɪt]	Booti

Looking at what is in table (16 a) the vowel /u/ is added to words [ʃɪp], [kʌp] and [brʌɪb] to produce words like [ʃɪpu], [kɔpu] and [birabu] in Anufo. The vowel /i/ is also added to words like [meɪt], [tʃʌ:dʒ] and [bʌkɪt]. One notices that vowels like /u/ and /i/ have been added to the words to conform to the open-ended type of syllables in Anufo. Speakers of Anufo insert /u/ when the words end with the bilabial plosive /p, b/ or voiced alveolar lateral /l/. But they insert /i/ when the word ends with voiceless alveolar plosive /t/ or voiced palato-alveolar affricate /tʃ/. This occurred in the following borrowed words as observed in the Anufo data.

A lady lamented during an interview session with some of the selected women in Kwame Akura. This was when a question was asked about the prices of their goods.

Utterance 13 and 14 from participant K.A:

13. *Ahini pirishi m koro birabu tara bi yi m.*

3PL these police PL like bribe pass 3PL wife PL

‘These police officers like **bribe** more than their wives.’

14. *Dawa na kɔpu wo ma bɛɛ ne ye bita awa nu nzue a.*

Old FOC cup is NEG there DET 1PL hold calabash drink water COMP

‘Before the advent of a cup it was calabash we used in drinking water.’

An example of vowel addition of a loanword was done by an Anufo monolingual in a focus group discussion of a football match between Barcelona and Real Madrid. He used / **bɔɔlu**/ ‘ball’ to describe how some players are skillful when they are on the ball.

**Table 16 (b)** provides examples in **Likpakpanl** loanwords where there is addition of vowels to make the close syllables in Likpakpanl open in Anufo.

**Table 16 (b). Vowel addition in Likpakpanl loanwords**

LIKPAKPAŊL	PRONUNCIATION	ANUFO
Tasun ‘a name’	[Tasun]	[Tasuni]
Mpaton ‘a name’	[Mpaton]	[Patoni]
litindʒal ‘vergin land’	[litidʒal]	[tidʒali]
Bilikun ‘a name’	[Bilikun]	[Bilikuni]
Jabal ‘a name’	[dʒabal]	[dʒabali]
Tibɔŋjan ‘name’	[Tibɔŋjan]	[Tibɔŋani]
Pibal ‘a name’	[Pibal]	[Pibali]
Libanjawol ‘a nick name’	[Libandʒawali]	[Bandʒawoli]
Chapajuku ‘a name’	[tʃakpadʒuk]	[tʃakpadʒuku]
kikasak ‘a used land’	[kikasak]	[kpasaku]

Table 16 (b) provides examples in **Likpakpanl** loanwords where /i/ is added to the words [Tasun], [Mpaton] and [litindʒal] to produce words like [Tasuni], [Mpatoni] and [tindʒali] in Anufo. The vowel /u/ is also added to words like [tʃakpadʒuk] and [kikasak] to also get words like [tʃakpadʒuku] and [kpasaku] respectively in Anufo. The high front vowel /i/ is added in the environment of alveolar nasal /n/ and

alveolar lateral /l / while the high back ,vowel /u / is added in the environment of the velar plosive /k /. It is noted again that vowels /i/ and /u/ have been added to the words to repair the constraints of a closed syllable so that it would conform to the open-ended type of syllables in Anufo.

Some English words have consonant clusters at word initial and at word final positions. This process of onset clustering of consonants does not occur in Anufo and so the need to break up the clusters. Table 17 presents examples of vowel insertion in between the consonants in the cluster.

**Table 17. Vowel epenthesis in English Consonant Clustered loanwords**

ENGLISH	PRONUNCIATION	ANUFO
Milk	[milk]	miliki
Steamer	[sti:mə]	sitima
Belt	[belt]	bɛlɛti
Tractor	[traktə]	tarata
Driver	[draivə]	durɔba
Table	[teibl]	tebulu

In the words [milk], [sti:mə] and [sɛntri] the vowel /i/ is inserted to break up the consonant clusters so their Anufo counterparts are [**miliki**], (**sitima**) and (**santili**). The /i/ is inserted in the environments of voiceless velar plosive /k/ and voiceless alveolar plosive /t/. In the words [bɛlt] and [traktə] the vowels /ɛ/and /a/ are inserted between the consonants in the cluster to give these words [**bɛlɛti**] and [**tarata**] respectively. The vowel /ɛ/ is inserted in the environment of voiced alveolar lateral /l/ while the vowel /a/ is inserted in the environment of voiced alveolar trill /r/. The last two words in the table have /u/ inserted between the consonant clusters to break them up; these are [draivə]and [teibl], their Anufo counterparts are [**durɔba**] and [**tebulu**]. The

sound /u/ is inserted in the environments of voiced alveolar plosive /d/ and voiced bilabial plosive /b/.

**Table 18** gives us English loanwords that are sometimes broken up by inserting a syllabic consonant. Some syllabic consonants have been inserted in between some vowels and consonants in the loanwords. In Table 18 are examples of consonant insertion in words with consonant cluster.

**Table 18: Syllabic Consonant Epenthesis in English loanwords**

ENGLISH	PRONUNCIATION	ANUFO
Plate	[pleɪt]	[paranteɛ]
Wireless	[waɪələs]	[walansi]
Matches	[mætʃɪz]	[mantʃisi]

In the examples the consonant /n/ is inserted between [ei] and [t] in [pleɪt] to produce (**paranteɛ**) in Anufo. In the word [waɪələs] the consonant /l/ is moved in between the diphthong [ai] and /n/ and is inserted between /ə/ and /s/ to produce the word (**walansi**). In the case of [mætʃɪz] the consonant /n/ is inserted in between /a/ and /tʃ/ to make it [**mantʃisi**] in Anufo. It would be observed that the insertion process makes disyllabic words in English become polysyllabic words in Anufo. These adjustments have to be made to accommodate the words in the Anufo syllable structure without any problem

#### 4.2.6 Deletion of Consonants at word- final position of English Loanwords in

##### Anufo

Some consonants are deleted at word- final position of some words that are borrowed from English into Anufo. These consonants /l/, /n/ and /t/ that are deleted do not fit in the word structure of Anufo hence their deletion.

Table 19(a) and (b) give examples of words that have consonants in English and Likpakpaln which look redundant in Anufo so those consonants are deleted. The examples in Table 19 (a) show the process of consonant deletion in English loanwords in Anufo. These consonants that are redundant in Anufo and are subsequently deleted by the speakers of the language are those that occur at word final position.

**Table 19 (a): Word Final Consonant Deletion in English borrowed words in Anufo**

English	Pronunciation	Anufo
Corporal	[kɔ:pərəl]	[kɔpuru]
Handkerchief	[hæŋkətʃɪf]	[ankiti]
Petrol	[petrəl]	[paturo]
Station	[steɪʃən]	[teesa]
Summon	[sʌmən]	[sama]
Bobbin	[bɒbɪn]	[bobii]
Cement	[sɪmənt]	[ʃimiti]
Tractor	[traktə]	[tarata]

The English words corporal [kɔ:pərəl] and petrol [petrəl] are loaned into Anufo and to make them fit in the Anufo language structure, the consonant /l/ is deleted from the word final position. The /l/ at the word final position does not fit into the word structure of Anufo. This is so because Anufo does not accept closed syllables.

In the string of English words: station [steɪʃən], summon [sʌmən], bobbin [bɒbɪn], [sɪvɪljən] and [sɪmənt] the consonant /n/ at word final position is deleted to give us words like **(te:sa)**, **(sama)**, **(bo:bi)** and **(ʃimiti)**. The alveolar nasal sound /n/ occurs at

the coda position in English but because most Anufo words are of the open syllable type they prefer to have them deleted.

In the word [sɪgəret] the final consonant /t/ is deleted in Anufo when it is borrowed so we have **(jiga:ri)** as the word. The voiceless alveolar plosive /t/ in the word final position in English borrowed word is deleted by the speakers of Anufo. In the word [haŋkətʃɪf] the sounds /h/, and /f/ have been deleted while /tʃ / has been substituted. In Anufo very few words have /h/ at the onset so when a borrowed word has the voiceless glottal fricative in an onset position in an English loanword, it is deleted by the speakers of the language to make it sound Anufo-like **[ankiti]**. As explained earlier, Anufo does not accept a closed syllable and so the voiceless labio-dental fricative sound /f/ which occurs at word final position is deleted by the speakers of the language.

There are some consonants that are deleted in Likpakpaln loanwords. There are some consonants in Likpakpaln loanwords which look redundant in Anufo and therefore, those consonants are deleted.

**Table 19 (b): Word Final Consonant Deletion in Likpakpaln loanwords**

LIKPAKPALN	PRONUNCIATION	ANUFO
Tijotɔb ‘a name’	[tidʒotɔb]	[tidʒotɔ]
Kichakpajuk ‘a waist knife’	[kitʃakpadʒuk]	[tʃakpadʒu]
Nkuɲam ‘a name’	[nkuɲam]	[kuɲa]
Tibɔɲan ‘a name’	[tibɔɲan]	[tibɔɲa]

The examples in Table 19 (b) above of Likpakpaln loanwords [tidʒotɔb], [kitʃ akpadʒuku], [nkuɲam] and [tibɔɲan] the consonants /b/, /k/, /m/ and /n/ at word final position are deleted to give words like :[tidʒotɔb], [tʃ akpadʒu], [kuɲa] and



[tibɔna]. These sounds /b/, /k/, /m/ and /n/ occur at word final position but because most of Anufo words are of the open syllable type they prefer to have the syllables of the loanwords open in order to conform to the Anufo syllable structure hence the deletion.

#### 4.2.7 Substitution of Syllable(s) of English Loanwords in Anufo

One other interesting phonological phenomenon that is observed in English -Anufo loanwords is syllable substitution. Thus, in order for the English loanwords to be acceptable in Anufo, some of some syllable(s) of the English words may have to be replaced with native ones.

**Table 20. Syllable Substitution of /və/ of English loanwords to /ba/ in Anufo**

ENGLISH	PRONUNCIATION	ANUFO
Driver	[draɪvə]	[durɔba]
Silver	[sɪlvə]	[ʃiliba]
Operation	[ɒpəreɪʃən]	[opiresa]
Solution	[səlu:ʃən]	[salusa]
Partition	[pɑ:tiʃən]	[pateesa]
station	[steɪʃən]	[teesa]

Table 20 gives examples of how syllables of English loanwords are being replaced by others to be accommodated in Anufo. This is because there are syllable variants that are in both Anufo and English languages. The data shows that some syllables have been substituted in English loanwords in Anufo. In words like [draɪvə] and [sɪlvə] the syllable /və/ becomes /ba/ in Anufo. This occurs as a result of the voiced labio-dental fricative /v/ at the onset of the syllable /və/. The syllable /və/ is not a familiar syllable in Anufo hence the substitution for the familiar syllable /ba/.

In the words in English words [ɒpərəɪʃən], solution [səlu:ʃən] and partition [pa:tɪʃən] the syllable /ʃən/ becomes /sa/ in Anufo. In most cases the change came about due to the syllable being at the coda position. This syllable does not occur at word final position in Anufo and it is therefore substituted for a familiar one /sa/.

#### 4.2.8 Deletion of Syllable in English Loanwords in Anufo

Sometimes some syllables of English loanwords in Anufo are deleted because they are not familiar in Anufo syllable structure. Such syllables are constraints in Anufo and therefore, needs to be repaired before it could be accepted. It is not easy repairing such constraints and so they are deleted especially at word final position.

**Table 21 (a): Syllable Deletion of Word Final**

ENGLISH	PRONUNCIATION	ANUFO
Tobacco	[təb <u>əkəʊ</u> ]	[taba]
handkerchief	[hɑŋkətʃ <u>ɪf</u> ]	[aŋkiti]
Engineer	[ɛ <u>ndʒ</u> iniə]	[dʒiniya]

Table 21 (a) provides examples of syllables in English loanwords that are deleted in Anufo. The underlined syllable could be deleted in Anufo. The syllable deleted could be a final syllable as in the case of [təbəkəʊ].

The deleted syllable could also be the initial syllable of the word. An example of this is found as in the case of [ɛndʒniə]. The syllable /en/ does not occur at word initial in Anufo that is why it is deleted.

**Table 21 (b): Syllable deletion of word initial**

Sometimes some syllables in Likpakpanl loanwords are deleted. This is because, there are some syllables that are unfamiliar in Anufo hence their deletion.

**Table 21 (b): Syllable Deletion in Likpakpanl Loanwords**

LIKPAKPADL	PRONUNCIATION	ANUFO
kikasak ‘a used land’	[kikasak]	[kasaku]
libajawol ‘a name’	[libadzawol]	[badzawoli]
litinjal ‘virgin land’	[litindzal]	[tindzaali]
kichakpajuk ‘overused land’	[kitʃakpadʒuk]	[tʃakpadʒuku]
mbienimbi ‘a name’	[mbienimbi]	[mbiɛɛmbi]

Table 21 (b) gives us with examples of syllables in Likpakpanl loanwords that are deleted in Anufo. The syllables /li/ and /ki/ in the syllable initial position of words like **[libandʒawol]**, **[litindʒal]**, **[kitʃakpadʒuk]** and **[kikasak]** are deleted because they are not accepted at syllable initial in Anufo words. In the case of the word **[mbienimbi]** the medial syllable /ni/ is deleted to give a compensatory vowel hence the lengthening of the vowel /ɛ/ in Anufo word [mbiɛɛmbi].

Another interesting phenomenon is observed in Likpakpanl-Anufo loanwords. Vowels in Likpakpanl loanwords are lengthened when some vowels in these loanwords are deleted. When these words are loaned into Anufo, the word initial vowels are deleted because apart from the low central vowel /a/, no other vowel can occur in a word initial position in Anufo. When this happens, the deleted vowel is compensated by the lengthening of a vowel in some. Likpakpanl loanwords.

**Table 22. Vowel Lengthening in Likpakpanl**

LIKPAKPANL	PRONUNCIATION	ANUFO
Ujeyija ‘a name’	[udʒejidʒa]	[dʒeedʒa]
kikpasak ‘an overused land’	[kikpasak]	[kpasaaku]
Mpaton ‘a name’	[mpaton]	[paatoni]
Nkugjam ‘a name’	[nkugjam]	[kuuŋa]
Mbienimbi ‘a name’	[mbienimbi]	[mbiɛɛmbi]

Table 22 provides examples of vowel lengthening of Likpakpanl loanwords in Anufo. This lengthening of vowels comes about as a result of deletion of some sounds (vowels and consonant) of Likpakpanl loanword. In the word **[udʒejidʒa]**, the initial vowel /u/ is deleted because vowels with the exception of the low central open vowel /a/ normally do not begin a word in Anufo. The syllable /ji/ is also deleted. The deleted syllable therefore, is compensated with the lengthening of vowels in the resultant word in Anufo **[dʒeedʒa]**. In the words **[kikasak]** and **[mbienimbi]**, it is the syllables /ki/ and /ni/ respectively that are deleted.

In the words **[nkuɲam]** and **[mpaton]** the initial and final nasal consonants are deleted when they are borrowed into Anufo and the vowels that are closer to the deleted vowels are lengthened as a compensation to the deleted sounds.

#### 4.3 Recasting of Loanwords

In the course of nativizing English loanwords they go through some phonological processes such as deletion and addition of vowels. As a result, these words assume different shapes from the original words (Alhassan, 2006).

**Table 23: Recasting of Loanwords**

ENGLISH	PRONUNCIATION	ANUFO
Magistrate	[madʒistrət]	[piom]
Governor	[gʌvnə]	[gomna]
spade (playing cards)	[speid]	[supaa]
Plate	[pleIt]	[parantee]
Telegram	[telIgræm]	[taŋgrafo]
Handkerchief	[haŋkətʃif]	[ankiti]
Builder	[bildə]	[bigila]

Table 23 has examples of English loanwords that have been transformed in such a way that it is a little difficult to prove that their origin is English.

These words are words that have very little resemblance to their original English words in Anufo. Words like governor [gʌvnə], plate [pleit], spade [speide], telegram [teligram], and handkerchief [həŋkətʃif] borrowed into Anufo are rendered as **[gomna]**, **[paranteɛ]**, **[supaa]**, **[taŋgarafu]** and **[ankiti]** respectively. This process is what the researcher has termed as recasting of the English loanwords. The word [gʌvnə] for instance has an unfamiliar vowel /ə/ in the two syllables that formed it. The combination of the central vowel /ʌ/ with the voiced labio-dental fricative /v/ and also the same sound /ə/ in the last syllable of the words are not in Anufo. Therefore, the speakers of the language substituted the sound in the first syllable with the sound /o/ in the environment of voiced velar plosive /g/ and the short vowel /ə/ in the second syllable with the low central open vowel /a/ to form [gomna].

The words spade [speid] and plate [pleit] have diphthongs in them which are unfamiliar sounds in the target language (Anufo) and therefore need to be replaced by familiar sounds. Again, in the word [pleit] there is a consonant cluster and this needs to be broken up by inserting a vowel /a/ and this will make it conform to the syllable structure of Anufo. So also, is the word telegram [teligram] which has a cluster and so the vowel /a/ is inserted to break up the cluster and to also substitute the central vowel /ə/. Although the bilabial nasal /m/ occurs at word final position in Anufo it is deleted for it to be replaced by the syllable /fu/ which is a normal syllable type in the language. The word builder [bildər] is finally realized as **‘bigila’ [bigila]**.

The word ‘magistrate/judge’ becoming **‘piom’** looks like there was a word that was corrupted from the Akan word /piem/ for magistrate.

In discussing the phonological aspect of the English loanwords in Anufo, the following areas were looked at; phonemes palatalization, phoneme deletion, phoneme insertion, syllable substitution, syllable deletion, recasting of loanwords and meaning extension of loanwords.

#### **4.4 Morphological Processes that affect loanwords in Anufo**

In order for us to understand and follow the discussion on morphological processes in Anufo loanwords, there is the need to briefly introduce the morphology of the language.

There are phonological and morphological processes that affect loanwords. Some of the morphological processes that affect loanwords in Anufo are affixation and compounding. These processes are what are to be discussed here.

##### **4.4.1 Affixation in Anufo**

In discussing the morphological adaptation of loanwords from other languages especially English Loanwords in Anufo there is the need to discuss affixes briefly. In Anufo, there are three types of affixes: prefix, suffix and circumfix. This section discusses the affixes of Anufo that operate with loanwords. The suffix and the circumfix /m/ and /n/ in Anufo indicate plurality. Below are examples of affixes in Anufo.

##### **4.4.2 Prefixes in Anufo**

Some examples of prefixes are {**maa-**}, {**ma-**}, {**se-**}, {**bε-**}, {**n-**}, {**a-**}. These are found in the language as discussed in the following data. The prefix {**maa-**} gives the indication of negation which means ‘do not’. In a simple negative imperative clause (addressed to a singular person), the negative morpheme is realized as a prefix {**maa-**

}, as in (1 a-b), but is realized as suffix with a short vowel, {-ma}, as in (2 c-d), when used in a simple negative declarative clause. The /-m/ shows plurality in Anufo. The {se-} is a progressive marker while {bɛ-} is a future marker like {I-} is. The homorganic nasal {N-} is a plural marker. The {a-} is a nominalizer of some words from other word classes.



**Example 12. Prefix in Anufo**

a. <b>maa-</b> + <b>kɔ</b>	→	<b>maakɔ</b>	‘do not go’
b. <b>maa-</b> + <b>di</b>	→	<b>maadi</b>	‘don’t eat’
c. <b>m-</b> + <b>gbɛfɛnɛ</b>	→	<b>mgbɛfɛnɛm</b>	‘boys’
d. <b>n-</b> + <b>sunguru</b>	→	<b>nsungurum</b>	‘girls’
e. <b>be-</b> + <b>gɔ</b> ‘to dance’	→	<b>begɔ</b>	‘they will dance’
f. <b>I-</b> + <b>dɔ</b> ‘to weed’	→	<b>Idɔ</b>	‘she/he will weed’
g. <b>a-</b> + <b>gya</b> ‘to marry’	→	<b>agyaa</b>	‘marriage’

The suffixes used in Anufo include {-ma}, {-m}, {-li}, {-fɔm}, {-nie}, and {-a} and these are shown in words in example 2 below.

**Example 13. Suffixes in Anufo**

a. <b>nkɔ</b> + <b>ma</b> ‘negation’	→	<b>nkɔma</b>	‘I won’t go’
b. <b>nto</b> + <b>ma</b> ‘negation’	→	<b>ntoma</b>	‘I won’t buy’
c. <b>bakaa</b> + <b>m</b> ‘plural’	→	<b>bakaam</b>	‘trees’
d. <b>sɔɔ</b> + <b>m</b> ‘plural’	→	<b>sɔɔm</b>	‘rooms’
e. <b>ndi</b> + <b>li</b> ‘past’	→	<b>ndiili</b>	‘I ate’
f. <b>adi</b> + <b>li</b> ‘past’	→	<b>adiili</b>	‘did you eat?’
g. <b>awuru</b> + <b>fɔm</b> ‘plural’	→	<b>awurufɔm</b>	‘house people’
h. <b>akara</b> + <b>fɔm</b> ‘plural’	→	<b>akarafɔm</b>	‘Accra people’
i. <b>nasara</b> + <b>-nie</b> ‘singular’	→	<b>nasaraniɛ</b>	‘white man’
j. <b>anufo</b> + <b>nie</b> ‘singular’	→	<b>anufoniɛ</b>	‘an Anufo’



#### 4.4.3 Inflectional morphemes in Anufo

Inflectional affixes are morphemes that signal grammatical relationships as plural, tense and possession and do not change the grammatical class or meaning of the stem to which they are attached. In Anufo, the different forms of the word for ‘talk’, are /dʒudʒɔ/, /se dʒudʒɔ/, /dʒudʒɔli/ representing the simple present, progressive, and the past forms which are respectively marked by the affixes {se-}, and {-li}.

The plural morpheme in Anufo is either a suffix {-m}, as seen in example (14) below, or a circumfix {m-/n-...-m}, as seen in example (15) below.

##### Example 14.

- a. tʃaa + -m → tʃaam ‘dogs’  
 b. duwa + -m → duwam ‘mortars’  
 c. bakaa + -m → bakaam ‘trees’

##### Example 15.

- a. m- + buke + -m → mbukem ‘old ladies’  
 b. m- + buɛ + -m → mbuɛm ‘sheep (pl)’  
 c. m- + gbɛfɛnɛ + -m → mgbɛfɛnɛm ‘boys’  
 d. m- + betema + -m → mbetemam ‘children’  
 e. m- + pafɔ + -m → mpafɔm ‘labourers’  
 f. n- + sunguru + -m → nsungurum ‘girls’

The two allomorphs are used in the environment of the first sound of the word either a bilabial, or an alveolar. It is the first sound that determines the allomorph to be used.

Table 24 presents loanwords which are made plural in Anufo by attaching the plural morpheme marker [-m] to the noun. These words do not have singular markers that

have to be replaced by the plural markers, the plural markers are added to the loanwords.

**Table 24:** The suffix {-m}

Noun in Anufo	Affix	Words	English Meaning
looli	- m	<b>loolim</b>	lorries
pirishi	- m	<b>mpirishim</b>	police
kaade	- m	<b>kaadem</b>	cards
buuku	- m	<b>buukum</b>	books
sikuu	- m	<b>sikulim</b>	schools
tikiti	- m	<b>tikitim</b>	tickets
sooja	- m	<b>nsoodzam</b>	soldiers

To pluralise a word in Anufo one needs to add the plural morpheme (suffix) marker /-m / to the word. Words on the first column of Table 24 are all singular nouns and the plural morpheme /-m / is added to them for their plurals to be realized. However, there are other nouns in Anufo which need a prefix and a suffix plural morpheme (circumfix) in order to make them plurals. These ways of pluralizing words in Anufo apply to English loanwords too. All the words on Table 24 with the exception of [prisi] and [sodza] are made plurals by attaching the plural morpheme /-m / to them. The loanwords [prisi] and [sodza] need the plural prefix /m- / and the plural suffix /-m / (circumfix) for their plurality to be realized.

**In Table 25** below examples 16 and 17 , the suffix {-fɔ} is an agentive marker so when the morpheme {-fɔ} is added to **buka** ‘help’, an agentive nominal **buka-fɔ** ‘helper’ is derived. When {- fɔ} alone is used as the suffix attached to the noun it makes the noun singular. Example 16 bellow gives a set of words in which {fɔ} is used as an agentive nominal.

### Example 16

- a. **buka** ‘help’ + {-fɔ} → **bukafɔ** ‘a helper’
- b. **adɔaa** ‘marriage’ + {-fɔ} → **adɔaafɔ** ‘a married person’
- c. **ngua** ‘money’ + {-fɔ} → **nguafɔ** ‘rich person’
- d. **kɔrɔmɔtɔ** ‘gossip’ + {-fɔ} → **kɔrɔmɔtɔfɔ** ‘gossiper’
- e. **dwɛrɛ** ‘issue’ + {-fɔ} → **dwɛrɛfɔ** ‘case owner’
- f. **naani** ‘cattle’ + {-fɔ} → **naanifɔ** ‘cattle owner’

In the examples 16 (a-f) given in Anufo words, the syllable [fɔ] is an agentive marker that is first attached to the stem which is neuter to make it singular.

Just like any other noun in Anufo, if one wants to pluralize a noun like **buka-fɔ** you just attach the regular suffix **-m** to it to derive **buka-fɔm** ‘helpers’. Example 6 gives a set of words in which **-m** is used as a plural marker.

### Example 17

- a. **buka** ‘help’ + {-fɔ} → **bukafɔ** ‘helper’ + **-m** → **bukafɔm** ‘helpers’
- b. **adɔaa** ‘marriage’ + {-fɔ} → **adɔaafɔ** ‘a married person’ + **-m** → **adɔaafɔm** ‘a couple’
- c. **ngua** ‘money’ + {-fɔ} → **nguafɔ** ‘rich person’ + **-m** → **nguafɔm** ‘rich persons’
- d. **kɔrɔmɔtɔ** ‘gossip’ + {-fɔ} → **kɔrɔmɔtɔfɔ** ‘gossiper’ + **-m** → **kɔrɔmɔtɔfɔm** ‘gossipers’
- e. **dwɛrɛ** ‘issue’ + {-fɔ} → **dwɛrɛfɔ** ‘issue owner’ + **-m** → **dwɛrɛfɔm** ‘issue owners’
- f. **naani** ‘cattle’ + {-fɔ} → **naanifɔ** ‘cattle owner’ + **-m** → **naanifɔm** ‘cattle owners’



**Table 25. Agentive marker /-fɔ /**

ANUFO	AFFIX	WORD	MEANING
buka	-fɔ	bukafɔ	a helper
adɔaa	-fɔ	adɔaafɔ	a couple
kɔrɔmɔtɔ	-fɔ	kɔrɔmɔtɔfɔ	a gossip
nani	-fɔ	nanifɔ	cattle owner

On Table 25 the suffix /-fɔ / is added to the words buka ‘help’, adɔaa ‘marriage’, kɔrɔmɔtɔ ‘gossiping’ and nani ‘cattle’ for their agentive nominals bukafɔ, ‘helper’, adɔaafɔ ‘married couple’, kɔrɔmɔtɔfɔ ‘a gossip’ and nanifɔ ‘a cattle owner’ to be realized

Leiber (2010) indicates that, prefixes and suffixes usually have special requirements for the sort of bases they can attach to. Some of these requirements concern the phonology (sounds) of their bases and others concern the semantics (meaning) of their bases. Some of the semantic roles encoded in the noun phrase by the attachment of this -fɔ affix include Agentive nouns, Patience nouns, Nationality or Provenance nouns and Profession nouns.

Anufo, the target language which borrows words from other source languages has no overt morpheme for marking singular for most of its words. Singular is implied in the bare form of the noun. This is attested to in the Anufo words: **yɛbɔɛ** ‘stone’, **bakaa** ‘tree’, **ɟiri** ‘goat’, **kɛndɔɛ** ‘guinea fowl’ and **ayaba** ‘a bowl’. These nouns are in their bare forms so it implies that they are in the singular. Some of the nouns as the above ones do not need the morpheme[-fɔ] before the plural morpheme/-m/ is attached to make them plural.

**Table 26: the suffix - fɔ and – m**

Anufo	Affix	Word	English Meaning	Affix	Word	English meaning
adɔaa	- fɔ	adɔaafɔ	a married person	- m	adɔafɔm	a couple
Loori	- fɔ	loorifɔ	lorry owner	- m	loorifɔm	lorry owners
dɔɔdɔɔli	- fɔ	dɔɔdɔɔlifɔ	Talkative	- m	dɔɔdɔɔlifɔm	talkatives

The suffix /nɪɛ/ is an/a identity/membership singular morpheme which can be attached to only a nationality or a provenance noun and a few profession nouns like [**sodɔa**] ‘soldier’ and [**prisi**] ‘police’. In table 26 the suffix /– m/ is attached to nouns for us to see how it works as a plural morpheme (marker). These are some Anufo examples.

### Example 18

- a. **Yurɔbanɪɛ** + {-plural} → **Yurɔbam** (Yurobas)
- b. **Kurɔbɔnɪɛ** + {-plural} → **Kurɔbɔm** (Kurobos)
- c. **Ahɛnɪɛ** + {-plural} → **Ahɛm** (Akans)
- d. **Kotokolɪnɪɛ**+ {-plural} → **Kotokolim** (Kotokolis)

In the example 7 (a-d) given in Anufo words, the final syllable in the Anufo words, /nɪɛ/ is the singular marker and so for the words to take on a plural marker the words have to lose this singular suffix /nɪɛ/ to take on the plural suffix /m/. On table 27 it would be noticed that the singular suffix /nɪɛ / is always elided, the remaining part of the word is the stem of the word.

The part of the word that is elided is the singular morpheme marker in the word, just as occurs in a prototypical Anufo noun. On the table, the singular morpheme /nɪɛ/ can only be attached to a nationality or a provenance noun to indicate a member of that nation or province but not to be attached to any other noun.

**Table 27. The suffix /-niɛ/ + {plural}**

Anufo	Affix	Word	English Language
Ayigbeniɛ	- m	Ayigbem	Ayigbes (Ewes)
Nganganɛ	m	Ngangam	Konkombas
Gurumanɛ	- m	Dgurumam	Gurumas
Fantenɛ	- m	Mfantem	Fantes
Dagbanɛ	- m	Ndagbam	Dagombas
Karachiniɛ	- m	Karachim	Krachis

In Table 27 it could be seen that for the words in the first column of the table to be pluralized the singular morpheme /-niɛ / needs to be elided for the plural morpheme /-m / is then attached to the stem for the plural to be formed.

In table 28 the various loan verbs have the suffixes that are attached to them as in the case of Anufo words. In the table the stems of the words are attached and the affixes are added to them to reflect the tenses required. From the data one could predict the affix that can go with the stem depending on the tense you want. The verbal affix (-li) is a past tense marker in Anufo while the verbal affixes (a-) and (si-) are aspectuals in the language.

**Table 28. These Anufo verbal affixes (- li, a-, si-)**

Anufo	Affix	Word	English Meaning
sendi	-li	sendili	send (past)
kaati	-li	kaatili	cut (past)
fɔɔsi	-li	fɔɔsili	force (past)
juusi	li -	juusili	use (past)
fɔɔsi	si -	sifɔɔsi	force (progressive)
Juusi	si -	sijuusi	use (progressive)
sendi	si -	sisendi	send (progressive)
girisi	si -	sigirisi	grease (progressive)
kaati	si -	sikaati	cut (progressive)
tʃaadzi	si-	sitʃaadzi	charge (progressive)
Kaati	a-	akaati	cut (perfect)
sendi	a-	asendi	send (perfect)
Girisi	a-	agirisi	grease (perfect)

#### 4.5.4 Derivational Suffixes

Derivational affixes are so called because they are used to derive new words from already existing words or morphemes. The affix used for derivation in Anufo that are applicable to English loanwords is {-fɔ}. For the English loanwords it is only verbs that are applicable in derivational process in Anufo. Other word classes aside verbs are 'difficult' and cannot be derived.

These are examples of Anufo words with their derivational affixes.



**Example 19.**

Verb	Noun
a. <b>dweredi</b> ‘singing’	+ - <b>fɔ</b> → <b>dweredifo</b> (noun) (singer / composer)
b. <b>gɔdi</b> ‘marketing’	+ - <b>fɔ</b> → <b>gɔdifo</b> (marketer)
c. <b>sɔta</b> ‘to build’	+ - <b>fɔ</b> → <b>sɔtafɔ</b> (builder)
d. <b>bisa</b> ‘to ask’	+ - <b>fɔ</b> → <b>bisafɔ</b> (questioner)
e. <b>tuntu</b> ‘to cure’	+ - <b>fɔ</b> → <b>tuntufɔ</b> (curer)
f. <b>buka</b> ‘to help’	+ - <b>fɔ</b> → <b>bukafɔ</b> (helper)
g. <b>dʒudʒɔ</b> ‘to talk’	+ - <b>fɔ</b> → <b>dʒudʒɔfɔ</b> (talkative)
<b>ɲmati</b> ‘to run’	+ - <b>fɔ</b> → <b>ɲmatifo</b> (runner)
h. <b>kara</b> ‘to write’	+ - <b>fɔ</b> → <b>karafɔ</b> (a student)

Table 29 gives examples of derivational suffixes **-fɔ** for nominalization. In the table, affixes are added to the verbs nominalizing them in Anufo.

**Example 20**

a. **Bɔli paasifo ne hyi bɔli paasi**  
 Ball pass AGENT DET know ball passing

‘The passer of the ball knows how to pass it.’

b. **Foni kɔlifɔ ne hyi foni kɔ-li**  
 Phone caller DET know phone call-NOML

‘The phone caller knows phone calling/dialing.’

c. **Konkiriti misifo ne hyi mi-si**  
 Concrete mix- AGENT DET know mix- NOML

‘The one who mixes the concrete knows mixing.’

c. **Opirehyinfo ne hyi opirehyin yo**

Operation AGENT DET know operation do

‘The surgeon knows how to do operation.’

d. **Kireditifo ne hyi kirideti sɛn-di**

Kirediti AGENT DET know credit send-NOML

‘The credit owner knows how to send credit.’

e. **Dwere rapufɔ ne rapu nyaama**

Song rapper DET rap well

‘The song rapper knows rapping.’

f. **Dwere lankyifo ne a lankyi dwere fɔfɔɛ**

Song launcher DET PERF launch song new

‘The song launcher has launched a new song.’

g. **Sunguru kɔɔli katefɔ ne a kaate kɔɔli ne**

Girl call cutter DET PERF cut call DET

‘The girl who cuts calls has cut the call.’

**Table 29. Derivational affix /-fɔ/ for nominalizing English loaned verbs**

Anufo	Affix	Word	English Meaning
paasi (verb)	-fɔ	paasifo (noun)	the one who passes
kɔɔli (verb)	-fɔ	kɔɔlifɔ (noun)	the one who calls
misi (verb)	-fɔ	misifo (noun)	the one who mixes
pɔmpɪ (verb)	-fɔ	pɔmpifɔ (noun)	the one who pumps
juusi (verb)	-fɔ	juusifo (noun)	the one who uses
launkyi (verb)	-fɔ	launkyifo (noun)	the one who launches
rapu (verb)	-fɔ	rapufɔ (noun)	the one who raps
kaate (verb)	-fɔ	Kaatefɔ (noun)	the one who cuts

#### 4.4.5 Compounding

The other aspect of the morphological analysis discussed in the area of loanword is compounding. The word ‘compounding’ is the combination of two or more free morphemes to form one new word. This process is also known as derivational since new words are formed and new meanings are given (Thakur, 2010). Below are examples of compounds in Anufo.

Example 21

- |                         |   |                        |                                   |
|-------------------------|---|------------------------|-----------------------------------|
| a. <b>bara</b> (lady)   | + | <b>buke</b> (old)      | → <b>barabuke</b> (oldlady)       |
| b. <b>awuru</b> (house) | + | <b>dwɛrɛ</b> (issue)   | → <b>awurudwɛrɛ</b> (house issue) |
| c. <b>nani</b> (cattle) | + | <b>gbandi</b> (skin)   | → <b>nanɔgbandi</b> (cattle skin) |
| d. <b>dɔzara</b> (lion) | + | <b>bui</b> (claws)     | → <b>dɔzarabui</b> (mahogany)     |
| e. <b>aŋgoro</b> (sky)  | + | <b>le</b> (canoe)      | → <b>aŋgorole</b> (aeroplane)     |
| f. <b>sara</b> (moon)   | + | <b>mbam</b> (children) | → <b>asarambam</b> (stars)        |

This discussion is on compounding involving English loanwords only and Loanwords + Anufo words.

##### 4.4.5.1 The Use of English loanwords only

Under this heading nouns are looked at as how they combine with other nouns to form entire new words. This is N+N compounds in English loanwords in Anufo.

In Table 30 there are examples of loan compounds in Anufo. In the data complete words are put together during compounding of words. In Anufo words this process occurs; that is loan nouns compounding. These types of compounds involve only English loan nouns.

**Table 30. Loan Noun +Noun Compounding**

NOUN	NOUN	COMPOUND	ENGLISH
banki	manidza	bankimanidza	bank manger
Loori	meeti	lorimeeti	driver's mate
Loori	kɔba	loorikɔba	lorry tyre/ cover
Tii	kɔpu	tikɔpu	tea cup
paasindza	Loori	paasindzaloori	passenger lorry
ʃimiti	bɔlɔku	ʃimitibulɔku	cement block
ʃ ikuri	rɛdʒisita	ʃ ikurirɛdʒisita	school register
Latiriki	bɔɔbɔ	latirikibɔɔbɔ	electric bulb

The data in Table 30 are words that are borrowed from English only to form compounds that give different meanings from their individual words. The two loanword-compounds are all nouns that are combined to form new words. These loanwords are mostly words that do not have their counterparts in Anufo. This way of forming new words is one of the commonest ways of word formation processes in Anufo.

#### 4.4.5.2 English loans and Anufo words combined

In Table 31 examples of loanwords being compounded with Anufo words, the loanwords serve as the stems of the new words. These types of compounds are written as one word in Anufo but it is written either as a hyphenated word or two separate words.

**Table 31. English-Anufo compound**

LOANWORD	ANUFO WORD	COMPOUND	ENGLISH MEANING
tii 'tea'	+ kɔnɔ 'bread'	tikɔnɔ	tea bread
titʃa 'teacher'	+ bara 'woman'	titʃabara	lady teacher
turɔku 'truck'	+kɔba 'tyre/cover'	turɔku kɔba	truck cover/tyre
tii 'tea'	+ ʃiɛ 'pot'	tijɛ	tea pot

tii	‘tea’	+ nzue ‘water’	Tinzue	tea water
sini	‘cinema’	+ sɔɔ ‘room’	siniso	cinema / cinema hall

Table 31 gives examples of compounds which have Anufo words being the modifying component of the compound (i.e the loan nouns always come before the Anufo words) The resultant words give us new words and new meanings as well. This type of compounding (loanword+ Anufo word) is done to show that the modifiers are lexical items that exist in Anufo and therefore are combined with the loanwords to express some concepts in Anufo.

### Table 32: Anufo Noun and Loan Noun Compounds

These types of compounds Anufo nouns come before loan nouns, the loan nouns serve as modifiers to the Anufo nouns. The compounds formed are nouns rather than nouns and their modifiers.

### Table 32. Anufo Noun and Loan Noun Compounds

ANUFO	LOAN WORD	COMPOUND	ENGLISH	
bara	‘lady’	+ dɔɔte ‘doctor’	baradɔɔte	‘lady doctor’
nzuebie	‘bathing’	+lɔɔba ‘rubber’	nzuebielɔɔba	‘bathing rubber’

The data in Table 32 above are compounds that are formed with native. Anufo words and borrowed words. The Anufo words combine with the words that are borrowed from English to form new words. The Anufo words come first to the borrowed words in the compounds. These kinds of compounding are done to create new words hitherto do not exist in the vocabulary of the language (Anufo).

#### 4.4.5.3 Compounds made with English Nouns and Anufo Adjectives

Here are some of loanwords forming compounds with Anufo adjectives. The new words formed become nouns. It is noted that the inflectional affixes were more than

the derivational ones that would be attached to the words. In the area of compounding it was observed that noun + noun combination was more common than other types of combinations. The combination of the two words are compounds because Thakur (2010) describes compounds as “the combination of two or more free morphemes to form one new word.”

**Table 33. Nouns and Adjectives Compounds**

LOAN NOUN	ADJECTIVE	COMPOUND	ENGLISH
tarata ‘tractor’	+ dawa ‘old’	Taratadawa	old tractor
tʃitʃa ‘teacher’	+ kpiɛ ‘older’	tʃitʃakpiɛ	senior teacher
loori ‘lorry’	+ fɔfɔɛ ‘new’	loorifɔfɔɛ	new lorry
ʃukuri ‘school’	+ dawa ‘old’	ʃukuridawa	old school
ʃiriba ‘silver’	+ kãã ‘small’	ʃiribakãã	small silver

English loan nouns and Anufo adjectives compounds and affixation (that is prefix, suffix and circumfix) were the morphological aspect of borrowing that were looked at.

#### 4.5 Other features of loanwords

Some interesting phenomena in loanwords that are observed in English-Anufo loanwords are semantic/pragmatic features. Some of these English loanwords assume additional meanings of their original words.

##### 4.5.1 Extension of Meaning of Loanwords

Some English loanwords in Anufo assume additional meanings in the recipient language (Anufo). The discussion in Table 24 are examples of such loanwords that have meaning extensions. Native speakers of Anufo extend the meaning of certain English loanwords.

**Table 34: Extension of Meaning of Loanwords**

ENGLISH WORD	ANUFO WORD	EXTENDED MEANING
Doctor	dɔɔtɛ	an institution / a health facility (hospital)
Tailor	teela	a sewing machine, seamstress.
Dance	danse	an instrument/ensembles for spinning
cold store	koosutɔɔ	a deep freezer(s)
Referee	lafiri	a whistle
nankwasi	nankɔsi	a butcher

For instance, the word ‘**dɔɔtɛ**’ which means doctor, a person who practices medicine as their profession assumes additional meaning, a health facility (an institution) where medical practitioners pride their trade. An utterance by participant F.A:

11. **Dambai fɛ yɛlama dɔɔtɛ bambaka bo sɔnɔ da tikpaki kekere na afa yi kɔ. Nka afa imi kɔ dɔɔtɛ bambaka nu ɔ. Bafama imi akɔma Worawora de nka Nkwanta a.**

‘We don’t have a bigger hospital here in Dambai. If somebody falls sick seriously, they have to send the person to a bigger hospital, they will either send the person to Worawora or Nkwanta’.

The word **teela** ‘tailor’ which means a male person whose occupation is making clothing or other items for people now has an extension of meaning referring to **sewing machine** and also **females who sew cloths or garments (a seamstress)**. An utterance by participant M.W:

12. **Anoma nkɔɔli gɔ ne ye ntooli teela mbaa la. Kesa teelam gɔ ayo kekere atara dawa ni.** ‘It was yesterday when I went to the market that I bought the sewing machine. This time prices of sewing machines have gone up.’

A word that was also captured in my recordings during observation is **danse** ‘dance’. This word is either a verb or a noun. The **instruments /ensembles** use to perform a dance (an ensemble) now assumes additional meaning. An utterance by participant B.B:

13. **Barabuke nshie yooli fle ka dekebe ɔ. Iwa nla ngua ka mva ɔ. Nza kaakili nzue dɔ a. Danse bo iwa mfa baali ne n-nya ɲuma be. Nzie danse nsibo ɔ na sɔnɔ dwodwɔ wo be muɔ ɔ atima ku.**

‘The old lady’s funeral was very interesting. Her son has money like something. Drinks became like water over there. The dance they brought I’ve never seen some of its kind.’

The word **koosutɔɔ** ‘coldstore’ a large refrigerated room for preserving food at very low temperatures has assume the meaning of one of the items that are frozen in this facility; that is either fish or meat. It is not uncommon to hear people making statements like I’m going to buy ‘coldstore’ to prepare my soup. The utterance below is from participant C.S:

14. **Ahini lenyɔ nnu akɔ nzuenɔ muɔ ɔ anyama dzombaa na ato. Iyo sɔ ɔ koosutɔɔ ye yeto to toro a.**

‘These days when you go to the lakeside/riverside you won’t even get fish to buy. It is the frozen fish/meat that we buy to prepare our soup.’

Another interesting word you hear from people especially the youth is **lafiri** ‘referee.’ This word came up during one of the focus group discussions around the issues of soccer when I went round to collect data for this project. A participant S.R:



15. **Nlafiri** ne amini. Maniniε aniniε afie, maŋu mε. Nziε makalima be ɔ, Mɔnεkyiε nnyama be na mfa di ye maakye ne.

‘My whistle is missing. I’ve searched, searched and got tired, I didn’t see it. If I don’t send for one, I can’t get any for our match on Sunday.’

. There was this Akan (Twi) word which came from a contributor of our focus group discussion sessions. The word is **nankwase** ‘a butcher’. The utterance below is from participant M.S:

16. **Nshibee** bara mbaale anoma nasɔ. Manyama akɔ aku ama mε. Nkɔ kutooli **nankɔse** beyooli toro maali a.

‘My mother in-law came yesterday in the evening. I couldn’t get a fowl to kill for her.

I therefore went and bought meat from the butchery to prepare soup for her’.

There may be varied reasons that can be accounted for the meaning extensions of loanwords. One of the reasons is that, most of the words whose meaning are extended were/are not in Anufo and so the speakers use the superordinates of those words as the words themselves. Another reason is that the speakers misconstrue the meaning of the loanwords. They use the ‘container’ for ‘what is in the container’. An example is ‘cold store’ for chicken/beef hence their meaning extension.

#### 4.6 Summary

This chapter presented the results of the analysis of the data that had been gathered. The results of the analysis have been done at four levels; namely word classes or parts of speech, on phonological level, on morphological level and also on extension of meaning of loanwords. Under the word class level, we identified and discussed the types of word classes or grammatical categories of Anufo loanwords. Word classes from which

Anufo borrowed words are nouns, verbs, adjectives, and adverbs. Others are conjunctions and interjections. Under phonological aspects these major areas were looked at; palatalization of sounds, phoneme substitution, phoneme insertion, phoneme addition, and phoneme deletion. Others are syllable substitution and syllable deletion. The morphological aspect was on the inflectional and derivational morphemes that are applicable to English loanwords in Anufo as well as compounding. In addition to cases where the compounds are wholly borrowed from English (or donor language) such that both /all the compound members are English words, there are cases, too, where the compound members are a combination of both English and Anufo words. Under semantic/pragmatic level, meaning extension of loanwords was also looked at. The major languages Anufo has borrowed from are English, Twi and Likpakpanl (Konkomba).



## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATION

#### 5.0 Introduction

This thesis is a research on loanwords study in Anufo. The major objectives were to find out the types or forms of words that are borrowed into Anufo and also to present the phonological and morphological changes that borrowed stems from other languages (specifically English, Akan and Likpakpanl) into Anufo undergo. The study has also made discussions on meaning extensions of loanwords and pedagogical implications. What follows next is a discussion of the findings. I then conclude the thesis, and finally give some recommendations for future research. The study used qualitative method design to explore loanwords in Anufo. Using purposive sampling technique, the study sampled 30 participants from the three selected communities to respond to interviews and discussions making a total of 10 participants from each of the selected communities. Data collected through the interview, observation and documents were analyzed and presented qualitatively.

#### 5.1 Summary of Findings

The findings have been categorized based on the three research questions that sought to find out the category of words that are borrowed into Anufo, the phonological processes that affect Anufo loanwords as well as the morphological processes that affect loanwords in Anufo. As regards the significance of the study, the motivation for the study of loanwords in Anufo and the study of Anufo as a language in general is high. The study will also serve as the source of literature for the study of loanwords in Anufo.

In this thesis, it has shown that Anufo has borrowed from the major and minor word classes such as nouns, verbs, adjectives, adverbs, conjunctions and interjections. It has also shown that Anufo borrowed words undergo phonological and morphological nativisation strategies because the structure of Anufo and the source languages are not the same. For instance, no vowel with the exception of the low central vowel / a / can occur at word-initial position in Anufo. Again, English and Likpakpaln have consonants at their word -final position while Anufo does not. Owing to that, any word that is borrowed from these languages first have to go through some repair strategies in order to be nativized. Also, there are other findings that show that the sounds (vowels and consonants) systems of both the source languages (English and Likpakpaln) and the target language language (Anufo) are not the same. The English language for instance, has some vowels which Anufo does not while Anufo also have some consonants that are not in the English alphabet.

## **5.2. The category of words borrowed into Anufo**

One of the findings of this study is that aside the lexical items which are commonly known to be the categories that languages borrow from, there are also borrowing of words from grammatical categories into Anufo. The lexical categories that were found from the data include: nouns, verbs, and adjectives. The non – lexical ones comprise conjunctions and interjections.

One major finding of this study is that Anufo has borrowed more lexical items from the English Language (the official language of Ghana). It has also borrowed some sizable amount of words from likpakpaln and Akan, both Gur and Kwa languages respectively. This is because out of the numerous borrowed words that were gathered from the field, a smaller percentage is confirmed to have Likpakpanl and Akan as

their source languages. The heavily borrowings of lexical items from English language could be accounted for because of the influx of the media (especially, the electronic media; radio, and television) in the lives of Ghanaians and Anufo speakers, specifically. Again, English language as a lingua franca and also as an official language in Ghana and Anufo inclusive accounted for the heavy borrowing from it.

For the domain of borrowing, it was found that Anufo has borrowed words from education, governance, sport, politics, religion, agriculture, health and other specialized fields such as sewing, dressmaking, carpentry, hairdressing, fitting (auto mechanic) among others.

The motivations for borrowing of lexical items from the source languages into Anufo as observed in the thesis are need, simplicity and prestige.

### **5.3 Phonological processes that affect Anufo loanwords**

The study discussed the syllable structures of both languages (English and Anufo). It was noted that English has consonant cluster at word initial and at word final positions while Anufo does not. It came to light that English language and Likpakpaln have syllable coda while Anufo has no syllable coda that is restricted to only nasal consonants. This means that English words being borrowed into Anufo would be constrained since the structure of the English words are different from that of Anufo. As a result, English words have to undergo phonological processes in order to be accommodated. Anufo has almost all of its syllable types being open while English language is the opposite. Most of the closed syllable words that came into Anufo had to be modified. This means that all loanwords from English language came into Anufo will end with a vowel. In some cases, certain sounds had to go through assimilatory processes especially nasal assimilation. Some syllables are deleted while

others are replaced. Where English loanwords in Anufo have consonant clusters, which are constraints in Anufo, the clusters are therefore repaired for the word to be nativized to avoid it being marked.

#### **5.4 Morphological processes that affect loanwords in Anufo**

At morphological level discussion of loanwords, the affix /- m / which is a plural marker in Anufo is attached to loanwords to form the plurals. Affixes that showed the tenses of the few verbs were also noted. A few of the inflectional and derivational affixes could be attached to the loanwords.

Word compounding was also dealt with under the morphological aspect. It was noted that there was noun + noun combination that was combination of English loanwords and Anufo indigenous words. It was noted that in compounding of loan + loan the process of elision of sounds and syllables did not occur but in the combination of Anufo word + loanword, elision occurred in some cases.

#### **5.5 Semantic/Pragmatic Findings**

At semantic/pragmatic level discussion of loanwords, some English and Akan (Twi) loanwords assume additional meanings in their usage in daily conversations. The loanwords get meanings other than their denotational meanings. Loanwords such as *dɔɔtɛ* ‘doctor’, *teela* ‘tailor’, *danse* ‘dance’, *koosutɔɔ* ‘cold store’ and *lafiri* ‘referee’ are English loanwords that assume additional meanings. Akan (Twi) loanwords that also have meaning extension is **nankwase** ‘butcher’. The word *nankwase* which means ‘a butcher’ in Twi has now assume the meaning of meat that is sold by a butcher by speakers of Anufo.

### **5.6 Pedagogical implications of the study**

The pedagogical implications are that teachers should be mindful of loanwords found within students' native languages and seek to apply this in the learning process for positive transfer. Focus on implementing loanword approach should turn to investigating the efficacy behind the deployment of the approach coupled with a multimedia-based curriculum grounded on culturally constructed methods of teaching and learning. Another pedagogical implication is that language teachers must be cautious when using loanwords to build vocabulary. This is because loanwords are culturally relative depending on the proximity of languages. Language teachers should as a matter of urgency incorporate loanword into their lesson delivery as this will enhance students understanding in the classroom. Language teachers especially should be mindful of the principles and rules of writing a language. Rules of writing one language is quite different from the other. This is because for instance plural and negation markers have their specific place of attachment. While some of these markers serve as prefixes and suffixes others also serve as infixes. If care is not taken one would be tempted to assume that once English has its plural marker as a suffix any borrowed word can be pluralized by attaching the plural marker as English does. A linguistic knowledge of learners has a great impact on their academic performance and on their whole live after school. For this reason, language teachers should select good and appropriate language teaching techniques and methods that will create an enabling environment that will motivate learners to learn.

### **5.7 Conclusion**

The objectives of the research were to find out what category of words are borrowed into Anufo and also to determine what phonological and morphological processes these loanwords go through to be nativised. It has come to light that it is not only



lexical items that were borrowed by Anufo but grammatical ones were also loaned into Anufo. These lexical and grammatical items that have been borrowed into Anufo are nouns, verbs, adjectives, conjunctions, adverbs as well as interjections. These words were borrowed for some reasons; to fill lexical gap, for prestige and need.

In phonological analysis of loanwords, the phoneme inventories of English and Anufo were looked at. It was observed that the phoneme inventories are not the same. For example, Anufo has double articulated consonants which are not in English language while English language also have some vowel phonemes which Anufo do not have. Because of these differences in the phoneme inventory any English loanword in Anufo which has unfamiliar sounds need to be modified in order to be integrated.

There are some morphological processes that affect loanwords in Anufo. Loanwords in Anufo have to go through some morphological processes before they are nativised, because morphemes have their specific place of attachment; that is either as a prefix, a suffix or a circumfix. So, when a word is borrowed into Anufo it must be conformed to Anufo language system.

The theoretical framework that underpinned this study was the Basic Linguistic Theory by Dixon (1997). The descriptive survey method was used to collect the data. The results of the analysis confirmed that lexical items from other word classes apart from nouns were borrowed. Again, the analysis confirmed that any loanword from English or Likpakpaln that has a coda will have to be modified by adding a vowel at the end of the syllable or that consonant be deleted. In addition, any loanword from English and any language that has consonant cluster in it will be modified by inserting

vowels between the clusters to break them up. More so, any loanword that has unfamiliar phoneme sound has to be replaced by familiar ones.

This study will be very useful to researchers who want to adapt scientific and technological words for use in Anufo.

### **5.8 Recommendations**

I recommend the following for future research by other researchers. It was observed that, there were semantic changes of some of the words that are borrowed from the source languages to the target language (Anufo). Because of that, I recommend a semantic study of Anufo loanwords. This will inform us to know whether there is meaning narrowing, broadening or both in the borrowed words.

Secondly, the scope of the study targeted the Anufo language in totality with no specification on a particular dialect, but limitation in time led to the selection of a smaller area for data collection. Because of this, not much was obtained from the various dialects of Anufo language. I therefore recommend the same research in a broader area for data to be collected; this could be in the various regions and districts where the Anufo language is spoken so that a representative number constituting the Anufo language will be obtained.

Finally, there are other Ghanaian languages that have had contact with other languages and so are likely to borrow words from those languages; nothing has been done in the area of loanwords. And even with those on which research has been done in the area of loanwords, new trends might have sprung up.

I recommend loanword study in these languages so that a comparative study will be made possible to find out the differences and similarities of loanwords adaptation in Ghanaian languages.



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## APPENDIX

### ANUFO LOANWORD LIST

#### ENGLISH LOANWORDS

English	Anufo
Blue	[buruu]
Invite	[invayiti]
Mix	[mikisi]
Credit	[kirediti]
Either	[aada]
Because	[bekɔso]
But	[bate]
Court	[kɔɔtu]
Judge	[jɛɛji]
Bus	[baasi]
Charge	[chaaji]
School	[sikuuli]
Belt	[bɛlɛti]
Milk	[miliki]
Cigarette	[figa:li]
Cement	[fimiti]
Operation	[Opelasa]
Solution	[Salusa]
Shovel	[Sofi]
Partition	[pate:sa]
Station	[te:sa]
Pipe	[pa: pu]
By day	[ba: de:]
Tailor	[te: la]
Table	[te: bulu]
Mate	[me:ti]
Station	[te:sa]
Brake	[bre:ki]
Radio	[la:diyo]

Razor	[le:za]
Yard	[ja:ri]
Socks	[sɔkisi]
border guard	[bɔda ga:ri]
Conductor	[kɔnda:ta]
Cattle guard	[katirigari]
Powder	[pɔ:ra]
School	[fiku:li]
Collector	[kɔrata]
Corporal	[kɔpɔrɔ]
Hub	[hɔpu]
Rubber	[bɔ:ba]
Razor	[le:za]
Commissioner	[kɔmɪfina]
Contractor	[kɔntirata]
Conductor	[kɔndata ]
Gutter	[gɔta]
Shovel	[sofi]
Bus	[bɔ:su]
Veterinary	[vatinari]
Television	[talavisa]
Ship	[fipu]
Cup	[kɔpu]
Bribe	[birabu]
Tape	[tepu]
Mate	[Meeti]
Ball	[bɔɔlu]
Charge	[tʃaadzi]
Bucket	[Booti]
Steam	[Sitiima]
Tractor	[Tarata]
Driver	[dɔrɔba]
Table	[Teebulu]
Plate	[Paranteɛ]

Wireless	[Walansi]
Matches	[mantfisi]
Corporal	[kɔpuru]
Handkerchief	[Ankiti]
Petrol	[Paturɔ]
Station	[Paturɔ]
Summon	[Sama]
Bobbin	[Bobii]
Cement	[fimiti]
Tractor	[Tarata]
Driver	[durɔba]
Silver	[filiba]
Operation	[Opiresa]
Solution	[Salusa]
Partition	[Pateesa]
Station	[Teesa]
Tobacco	[Taba]
Civilian	[sivili]
Engineer	[dziniya]
Lory	[loli]
Police	[Pirishi]
Card	[Kaade]
Book	[Buuku]
School	[ʃ ikuu]
Ticket	[Tikiti]
Soldier	[Sooja]
Send	[sɛndi]
Cut	[kaati]
Charge	[tʃaadʒi]
Use	[juusi]



### TWI LOANWORDS

<b>Twi</b>	<b>Anufo</b>	<b>Gloss</b>
<b>Twerɛ</b>	[twerɛ]	‘write’
<b>Anaa</b>	[anaa]	‘or’
<b>Paa</b>	[paa]	‘very well’(intensifier)
<b>Dabiaa</b>	[dabiaa]	‘everyday’
<b>Bɔkɔɔ</b>	[bɔkɔɔ]	‘slow’
<b>Dadesɛn</b>	[talɪsɛn]	‘iron pot’
<b>Mankani</b>	[bankani]	‘cocoa yam’
<b>Mpopaho</b>	[papaku]	‘towel’
<b>Burɔdɛɛ</b>	[buradiɛ]	‘plantain’
<b>Kwadu</b>	[kɔɔdu]	‘banana’
<b>Konkonte</b>	[kunkunte]	‘dried cassava’
<b>Dɔkono</b>	[donkuni]	‘kenkey’
<b>Kwaku</b>	[kɔɔku ]	‘Tuesday born(male)
<b>Kwabena</b>	[kɔɔna]	‘Wednesday born(male)

## LIKPAKPAALN LOANWORDS

Likpakpaaln	Anufo	Gloss
Tasun	[Tasuni]	‘a name’
Mpaton	[Patoni]	‘a name’
Litindzal	[tidzali]	‘a virgin land’
Bilikun	[Bilikuni]	a ‘name’
Jabal	[dzabali]	‘a a name’
Tibɔŋan	[Tibɔŋani]	‘a name’
Pibal	[Pibali]	‘a name’
Libanjawol	[bandzawoli]	‘a name’
Chapajuku	[tsakpadzuku]	a ‘name’
Kikasak	[kpasaku]	‘a used land’

