



World Scientific News

An International Scientific Journal

WSN 124(2) (2019) 292-303

EISSN 2392-2192

Weight Sensitive Factor in the English Syllabic Consonants of Educated Edo (Nigerian) English as Reflection of Non-Native English

Julianah Akindede

Department of English, Ikire Campus, Osun State University, Osogbo, Nigeria

E-mail address: julianah.akindele@uniosun.edu.ng

ABSTRACT

Nigerian English (NE) has been observed to have a major area of deviation from Standard English (SE) especially in its spoken form. In SE also, it is an established phonological phenomenon that a vowel in an unstressed syllable position get totally elided at word boundaries, or is replaced by syllabic consonants. Earlier studies on Edo English phonology, a sub-variety of NE have been on word stress and variable stress. Studies on English syllabic consonants have been rare. Therefore, this study sets to affirm Educated Edo English (EEE) speakers' level of conformity to this established phenomenon in SE. Two Standard English speakers were used as Native Baseline while three hundred final year university undergraduates were purposively sampled from South West Nigeria. Each of the respondents was made to produce 20 English prepared items on the subject matter into a Speech Filing System (SFS), version 1.41. This was subjected to auditory and instrumental analysis. Auditory analysis revealed that EEE speakers' could not alternate stressed and unstressed syllables of the English words with syllabic consonants appropriately as findings revealed 4.2% overall performance for EEE speakers, with males performance at 2% and females 2.2%. Native baselines' alternation established 100% performance as a result of their native intuition. The perceptual and instrumental analyses revealed that EEE speakers rendered the syllables with syllabic consonants as peaks, showing quantity weight due to the inability to alternate between stressed and unstressed syllables of words with syllabic peaks. Perceived instances for EEE speakers are 'kɒmfəteɪ[bʊl]/ 'comfortable' impeachable/ɪm'pi:tʃeɪ[bʊl]/ responsible/rɪ'spɒnsɪ[bʊl]/. Results confirm the non-conformity of EEE speakers in the use of syllabic consonants, which is a major phonological phenomenon in SE pronunciation. This further re-confirms the weight sensitive nature of Nigerian English speakers, showing an outer cycle form of English.

Keywords: syllabic consonant, weight sensitive, stressed and unstressed syllable alternation, educated Edo English speakers, Standard English

1. INTRODUCTION

Nigeria is known for its multi-ethnic and multi-linguistic diversity. Over 522 living languages, including English has been noticed as spoken in Nigeria (Taiwo, 2009; Akindele, 2017). Contact of these languages with English over the years has brought a variety known as Nigerian English (NigE). Previous investigations on Nigeria English (NigE) phonology have confirmed that NigE differs significantly from Standard English. Specifically, studies on NigE stress and rhythm (Atoye, 1989; Eka, 1993; Akinjobi, 2006; Sunday, 2008) have shown this marked difference. Nigerian English itself has been observed to have sub-varieties reflecting its multilingual environment. Some of these sub-varieties are Yoruba, Igbo and Hausa Englishes, which constitute the three major languages in Nigeria, have been vigorously researched (Akere, 1980; Jowitt, 1991; Udofot, 2003; Akinjobi, 2006) while others especially syllabic consonants of Educated Edo English Speakers - a minority group, have not been exhaustive in the literature. Though, results from Educated Yoruba English Syllabic consonants (Akinjobi, 2009:54), a majority language group in Nigeria affirmed marked distinction in syllabic consonants of the group compared to Standard English; which is supposed to be the norm for pronunciation in second language (SE) context such as Nigeria. However, Akinjobi (2009) cannot be used to generalise for NE phonology; considering the fact that over 250 ethnic groups and 522 living languages have been attested for Nigeria (Akindele, 2017).

Hence, more phonological investigations from other sub-varieties need to be explored in order to make a concrete claim for NigE phonology. In addition, investigations from other minority group like Edo English speakers in Nigeria will allow linguists to explore areas of convergence and divergence. This study, therefore, becomes relevant because it will help to contribute to the current debate on the need for the standardisation and codification of NigE among world Englishes. Using a geo-ethnic approach therefore, the study examines whether or not Educated Edo English syllabic consonants pattern conform to earlier description of other NigE varieties and the implication for NigE description among world Englishes.

The following research questions guided the study:

Does Educated Edo English Speakers alternate between stressed and unstressed syllables in English syllabic consonants or not?

Does any significant difference exists or not in the conformity of Edo males' and females' in the alternation of English syllabic consonants?

Do Educated Edo English acoustic measurement of syllabic consonants conform to earlier description of other Nigerian English sub-varieties as weight sensitive or not?

2. THE CONCEPT OF WORLD ENGLISHES

Bolton (2005) noted that the term 'world Englishes' implies a range of meanings and interpretations. The concept have also been viewed as an umbrella label, which refers to a wide

range of differing approaches to the description and analysis of English(es) worldwide; the ‘new Englishes’ found in the Caribbean and in West African and East African societies, Asian Englishes etc. Kachru (1991) categorised world Englishes into three circles model: the Inner Circle countries (the USA, the UK, New Zealand, Australia, and Canada), which are primarily places where the traditional monolingual native speakers of English are located. The Outer Circle, which comprises countries with a history of colonialism by English-speaking countries (Singapore, Malaysia, and India, Ghana, Nigeria), where the language has been retained to serve various institutionalized functions even after independence. English in the Outer Circle, then, typically has an official status, and is the mother tongue of many speakers, though the variety spoken often shows varying degrees of influence from contact with local languages.

The Expanding Circle countries (South Korea, Japan, and China) are the ones where English has no restricted official status and is used mainly for international communication instead of having major domestic functions (Kachru, 1985, 1991, 2008; Kachru & Nelson, 1996; Sung-Yul Park & Wee, 2009). Studies have also suggest that there were (in 2001) an estimated 375 million users of English in Inner-Circle societies, 375 million in Outer-Circle (ESL) societies, and 750-1,000 million in the Expanding (EFL) Circle (McArthur, 2006). Below is a graphic representation of Kachru’s (1991): three model cycle:

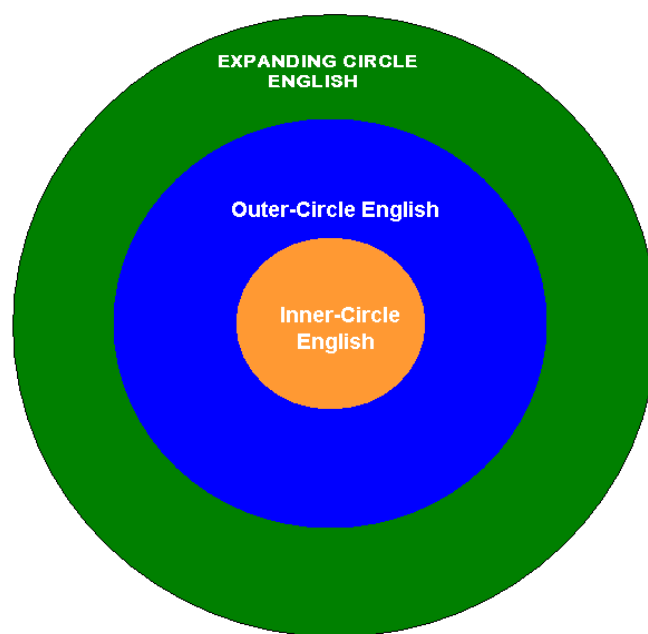


Fig. 1. Kachru’s 1991 three model cycle

2. 1. Nigerian English

Nigerian English has been stratified along various climes. Some varieties have been identified along regional bases while others are based on educational and social status. Along regional status, are Yoruba English, Hausa English, Igbo English, Edo English, Educated Nigerian English; Pidgin English etc (see Jibril, 1986; Udofot, 2003; Akinjobi 2009). Several investigations (grammar, lexis, semantics, discourse and phonology) in Nigerian English have established marked differences in Nigerian English from Standard English (Akere, 1980;

Adegbija, 1989; Atoye, 1989; Akinjobi & Akindele, 2012). Jibril (1986) stratifies Nigerian English using a 'geo-tribal' dichotomous approach. He employed terms such as Hausa English, Southern English which he further stratifies into two as Yoruba and Igbo English (which he discusses as if they were sub-varieties of Southern English). He goes further to employ social terms such as Basic Hausa English and Sophisticated Hausa English, Southern and sophisticated Southern English, and even Southern-Influenced Hausa English. Educated Edo English as used in this investigation is viewed as a sub-variety of Educated Nigerian English (See Akindele, 2018).

2. 2. English Syllabic Consonants and Nigerian English Phonology

Syllabic Consonant oftentimes replaces the vowel [ə] in a syllable in Standard English. They make it possible to make some short syllables shorter and simpler. A syllabic consonant may be analysed phonologically either as just the consonant, or as consisting of an underlying schwa followed by the consonant. Sometimes, a syllabic consonant behaves as the rhyme. The usual way of representing syllabic consonants relies on their functional status; since they behave like vowels, and they are found in nuclei positions of a word (Akinjobi, 2009). Akinjobi (2009) further describes English syllabic consonants as syllables that have no vowels but rather have syllabic consonants as their peaks (student /stju:dnt/, 'apple' /æpl/, 'people' /pI:pl/, 'hospital' /'hɒspItl/) and are usually located at word final boundaries in Standard English.

This phenomenon, however, may not be true for non-native speakers of English like Nigerians. Some researchers (Ufomata, 1990:15; Udofot, 2003; Akinjobi, 2006) claim NigE is syllable-timed as a result of the absence or minimal use of vowel reduction which occurs in unstressed position in Standard British English, and which is rarely used in NigE phonology. Akinjobi (2006) also opines that a major area of deviation of NigE phonology from Standard English usage for Nigerian speakers of English is in the realization of vowels and syllables that occur in unstressed positions.

Eka (1993), Gut (2005), Aziza (2008) and Jolayemi (2008) have also note that NigE phonology is characterised by the influence of mother tongue of NigE speakers which makes it systematically different from SE. This study therefore sets to confirm the level of conformity of EEES on the articulation of English syllabic consonants. Having realised that NigE has been adjured on regional barriers and diversities, therefore, claims from Educated Yoruba English (Akinjobi, 2009) cannot be exhaustive to affirm NigE phonology for syllabic consonants; hence, the consideration for Educated Edo English speakers, another regional variety of NigE.

2. 3. Participants

Three hundred participants (150 males and 150 females), who are native speakers of Edo, a minority language group in South West Nigeria, and who use English as a second language (L2) as confirmed through oral interview were purposively sampled. These university undergraduates were purposively sampled from a Federal and State Universities in South West Nigeria. The participants were preferred because of their length of training and exposure in the university education; as they are in their final year of university training. Also, they are assumed to have passed the hurdles of higher education screening in Nigeria, where English is made a compulsory subject to study any course in any university in Nigeria. In addition, they are assumed to have both written and spoken proficiency. Two native base lines, who are also university undergraduates in Britain, were used as control

3. METHOD

Three hundred participants were purposively sampled to produce twenty English items of final syllabic consonants. Production of each of the participants was elicited into a Speech Filing System (SFS), version 1.41 installed on ‘Hp 250’ computer laptop. This was played back and transcribed with the milliseconds of each of the participants adequately tracked and cropped for analysis. Acoustic measures of each of the EEES articulation on the segmented syllables in the produced three items were entered on a table and the overall derived. Simple percentage statistical method was used to analyse the participant’s production and two native base lines, baselines who served as control was tracked, using milliseconds.

3. 1. Analysis

Table 1. Educated Edo English Speakers’ and Native Baselines alternation of stressed and unstressed syllable in English words with syllabic consonants.

S/N	English Syllabic Consonants	Participants	Instances of appropriate use of syllabic consonants	% of the instances of appropriate use of syllabic consonants	Syllables/vowels substituted
Native baseline 1			100	100%	-
Native baseline 2			100	100%	-
1.	comfortable/'kʌmf[tə[b]]/	300	15	5%	/bu/
2.	impeachable/,ɪm'pi:tʃə[bəl]/	300	10	3.3%	/bu/
3.	endurable /ɪn'dju:rə[b]/	300	10	3.3%	/bu/
4.	approachable/ə'prəʊtʃə[b]/	300	10	3.3%	/bu/
5.	controllable /kən'trəʊl[əb]/	300	10	3.3%	/bu/
6.	referable /rɪ'fɜ:rə[b]/	300	10	3.3%	/bu/
7.	responsible/rɪ'spɒnsə[b]/	300	10	3.3%	/bu/
8.	profitable /'prɒfɪt[ə[b]]/	300	10	3.3%	/bu/
9.	avoidable /ə'vɔɪ[də[b]]/	300	15	5%	/bu/
10.	predictable//prɪ'dɪktə[b]/	300	10	3.3%	/bu/
11.	credible /'kredɪtəbəl/	300	17	5.7%	/bu/
12.	readable /ri:də[b]/	300	14	0%	/bu/

13.	dependable /diˈpendəbəl/	300	12	4%	/bu/
14.	respectable /rɪˈspektəbəl/	300	10	3.3%	/bu/
15.	retractable /riˈtræktəbəl/	300	15	5%	/bu/
15.	indomitable /inˈdɒmətəbəl/	300	15	5%	/bu/
17.	admirable /ədˈmɪərəbəl/	300	10	3.3%	/bu/
18.	amicable /əˈmɪkəbəl/	300	17	5.7%	/bu/
19.	agreeable /əˈɡriːəbəl/	300	15	5%	/bu/
20.	amiable /əˈmiəbəl/	300	15	5%	/bu/
Total		6000	250	4.2%	

Table 1 illustrates the performance of Educated Edo English Speakers and native baselines in the alternation of stressed and unstressed syllable in English words with syllabic consonants. Out of six thousand over all expected instances of occurrence of alternation of stressed and unstressed syllables in English words with syllabic consonants, EEES performance on tested items revealed 4.2% alternations while the native baselines alternated stressed and unstressed syllable in 100% instances. The performances of EEES and the native baselines are further represented graphically overleaf:

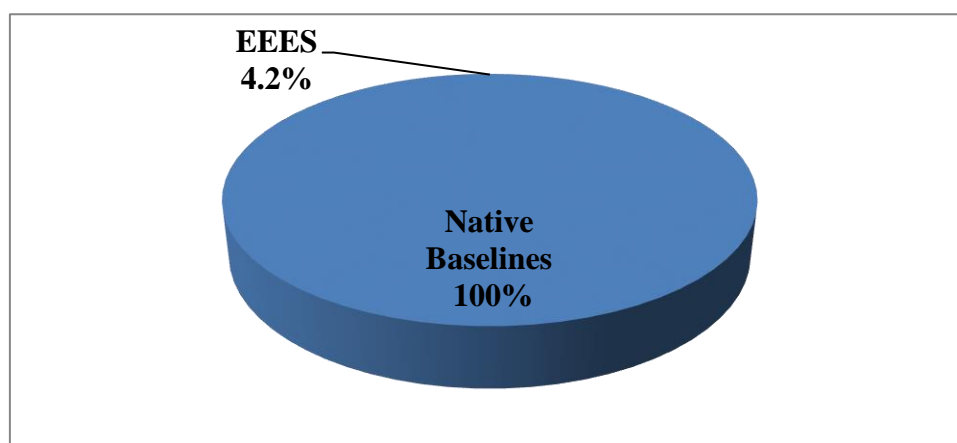


Fig. 1. Educated Edo English Speakers' and Native Baselines' alternation of stressed and unstressed syllables in English words with syllabic consonants

The graphic above further reveals the native baselines alternations of stressed and unstressed syllables in English syllabic words at 100%. For the EEES however, only a negligible percent could alternate stress appropriately on the English syllabic consonants, bringing their performance to 4.2%.

Table 2. Educated Edo English Males and Females alternation of stressed and unstressed syllable in English words with syllabic consonants

S/N	English Syllabic Consonants	Participants		Instances of appropriate use of syllabic consonants				Syllables/vowels /substituted	
		M	F	M	%	F	%	M	F
1.	comfortable/'kʌmf[tə[b]]/	150	150	8	5.3	7	4.6	/bu/	/bu/
2.	impeachable/,im'pi:tʃə[bəl]/	150	150	5	3.3	5	3.3	/bu/	/bu/
3.	endurable /m'dju:rə[b]]/	150	150	5	3.3	5	3.3	/bu/	/bu/
4.	approachable/ə'prəʊtʃə[b]]/	150	150	5	3.3	5	3.3	/bu/	/bu/
5.	controllable/kən'trəʊl[əb]]/	150	150	5	3.3	5	3.3	/bu/	/bu/
6.	referable /rɪ'fɜ:rə[b]]/	150	150	5	3.3	5	3.3	/bu/	/bu/
7.	responsible/rɪ'spɒnsə[b]]/	150	150	5	3.3	5	3.3	/bu/	/bu/
8.	profitable /'prɒfɪt[ə[b]]/	150	150	5	3.3	5	3.3	/bu/	/bu/
9.	avoidable /ə'vɔɪ[də[b]]/	150	150	8	5.3	7	4.6	/bu/	/bu/
10.	predictable/'prɪ'dɪktə[b]]/	150	150	5	3.3	5	3.3	/bu/	/bu/
11.	creditable /'kredətəbəl/	150	150	8	5.3	9	6	/bu/	/bu/
12.	readable /ri:də[b]]/	150	150	7	4.7	7	4.6	/bu/	/bu/
13.	dependable /di'pendəbəl/	150	150	6	4	6	4	/bu/	/bu/
14.	respectable /rɪ'spektəbəl/	150	150	5	3.3	5	3.3	/bu/	/bu/
15.	retractable /rɪ'træktəbəl/	150	150	8	5.3	7	4.6	/bu/	/bu/
15.	indomitable /ɪn'dɒmətə[bəl]/	150	150	8	5.3	7	4.6	/bu/	/bu/
17.	admirable/ 'ædmərə[bəl]\	150	150	4	2.7	6	4	/bu/	/bu/
18.	amicable /'æmikə[b]]/	150	150	8	5.3	9	6	/bu/	/bu/
19.	agreeable /ə'gri:ə[bəl]/	150	150	5	3.3	10	6.7	/bu/	/bu/
20.	amiable /'eɪmiə[bəl]/	150	150	5	3.3	10	6.7	/bu/	/bu/
Total		3000	3000	120	2%	130	2.2%		

Table 2 shows that Educated Edo English Speakers' (males and females) could not alternate between unstressed syllables of the English words with syllabic consonants appropriately. Instead, all stressed and unstressed syllables of the English words with syllabic consonants were produced with nearly same prominence. The statistical analysis of the female participants was 2.2% in the alternation of stressed and unstressed syllables of the English words with syllabic consonants while of the males had 2%; which is not in conformity with the Standard English form.

Table 3. Educated Edo English Speakers and Native Baselines duration in English syllabic consonants.

Syllable	/'kʌm ftə [b]/'				/ɪm'pi:tʃə[bəl]/					/ə'prəʊtʃə[b]/'				
	1 st	2 nd	3 rd	Length difference	1 st	2 nd	3 rd	4 th	Length difference	1 st	2 nd	3 rd	4 th	Length difference
NB 1	0.071	0.011	0.007	0.075	0.019	0.061	0.012	0.017	0.075	0.006	0.071	0.007	0.009	0.065
NB 1	0.077	0.014	0.009	0.082	0.021	0.066	0.010	0.014	0.083	0.008	0.077	0.009	0.011	0.073
Total	0.148	0.025	*0.016	*1.57	0.040	0.127	0.022	*0.031	*0.158	0.014	0.148	0.016	*0.020	*0.138
EEES 1	0.208	0.302	0.690	0.018	0.282	0.289	0.291	0.869	0.007	0.219	0.219	0.229	0.700	0.033
EEES 2	0.445	0.440	0.899	0.014	0.226	0.231	0.233	0.731	0.041	0.213	0.231	0.231	0.785	0.011
EEES 3	0.470	0.472	0.990	0.048	0.229	0.229	0.252	0.729	0.019	0.229	0.229	0.232	0.672	0.018
EEES 4	0.351	0.355	0.750	0.044	0.202	0.213	0.263	0.699	0.021	0.283	0.277	0.263	0.851	0.028
EEES 5	0.420	0.428	0.910	0.062	0.212	0.217	0.219	0.674	0.026	0.270	0.290	0.274	0.821	0.013
EEES 6	0.369	0.356	0.756	0.031	0.219	0.223	0.214	0.684	0.028	0.244	0.254	0.249	0.769	0.022
EEES 7	0.345	0.349	0.778	0.084	0.216	0.224	0.224	0.672	0.008	0.224	0.226	0.228	0.687	0.009
EEES 8	0.354	0.365	0.785	0.066	0.207	0.223	0.223	0.691	0.038	0.212	0.223	0.223	0.654	0.004
EEES 9	0.242	0.202	0.502	0.058	0.204	0.216	0.226	0.678	0.032	0.226	0.216	0.216	0.642	0.016
EEES 10	0.207	0.314	0.567	0.046	0.215	0.224	0.224	0.672	0.009	0.224	0.229	0.282	0.707	0.028
EEES 11	0.341	0.352	0.652	0.041	0.242	0.255	0.275	0.785	0.013	0.175	0.175	0.175	0.541	0.016
EES 12	0.315	0.325	0.695	0.055	0.233	0.257	0.276	0.799	0.033	0.226	0.276	0.376	0.915	0.037
EEES 13	0.368	0.378	0.804	0.058	0.207	0.216	0.286	0.756	0.047	0.246	0.296	0.296	0.887	0.049
EEES 14	0.381	0.398	0.790	0.011	0.248	0.221	0.241	0.721	0.011	0.221	0.227	0.321	0.781	0.012
EEES 15	0.225	0.370	0.670	0.075	0.217	0.257	0.260	0.757	0.023	0.257	0.275	0.277	0.825	0.016
EEES 16	0.232	0.278	0.578	0.025	0.210	0.234	0.254	0.746	0.039	0.224	0.244	0.244	0.723	0.011
EEES 17	0.228	0.321	0.598	0.049	0.231	0.237	0.259	0.731	0.004	0.231	0.263	0.339	0.861	0.028
EEES 18	0.310	0.363	0.733	0.057	0.234	0.238	0.241	0.728	0.015	0.258	0.250	0.215	0.710	0.013
EEES 19	0.317	0.384	0.784	0.083	0.216	0.220	0.279	0.740	0.025	0.209	0.220	0.210	0.617	0.022
EEES 20	0.338	0.351	0.751	0.062	0.215	0.200	0.270	0.700	0.015	0.200	0.210	0.221	0.658	0.027
Total MSC	6.466	7.381	14.682	0.987	4.465	4.624	5.01	15.229	0.544	4.591	4.83	5.101	14.806	0.413

Table 3 reveals the length patterns of twenty EEES sampled participants and two native English speakers who served as control in the articulation of 3 selected test items with syllabic consonants. Native baselines production affirmed elasticity in length. The alternation between stressed and unstressed syllables revealed differences in length - [b/] of 'kʌm ftə [b/]' measured 0.007 - 0.009 msc (0.16) showing weakening and length difference of 1.57 msc. The same applies for /ɪm'pi:tʃə[bəl]/ and /ə'prəʊtʃə[b/]/. The native baselines articulation measured 0.017 - 0.014 msc; 0.009 - 0.011 msc with 0.031 and 0.020 msc respectively and length difference of 0.158 msc and 0.138msc. EEES, length difference between stressed and unstressed syllables as tracked showed inelasticity. Syllabic consonants which are supposed to be weakened as affirmed in SE were made more prominent, ranging between 0.502-0.899msc and with a weight difference of 0.987 msc. For /ɪm'pi:tʃə[bəl]/ and /ə'prəʊtʃə[b/]/, 0.674 msc - 0.869 msc (15.229 msc) and 0.617 msc - 0.915 msc (14. 806msc) was measured for EEES participants respectively.

3. RESULTS AND DISCUSSIONS

The performance of Educated Edo English Speakers and native baselines in the alternation of stressed and unstressed syllables in English words with syllabic consonants showed marked difference. Out of six thousand over all expected instances of occurrence of alternation of stressed and unstressed syllables in English words with syllabic consonants, EEES performance on tested items revealed 4.2% alternations while the native baselines alternated stressed and unstressed syllable in 100% instances. The 100% performance of the native baselines who served as control was expected because as native speakers, they have the intuition and this could account for their excellent performance. This further re-confirms Akinjobi's (2009) claims that Nigerian English speakers do not weaken vowels in syllabic consonants as affirmed in Standard English form. Educated Edo English Speakers non-conformity in the articulation of syllabic consonants could be a result of the fact that stress alternation is not a phonological feature in Edo language. Also, majority of the participants came in contact with English in the classroom. This was discovered through oral interview. Hence, Nigerians generally have a tendency of making all syllables prominent in a word. Apart, Edo language itself is a tone language while English is a stress timed language.

Educated Edo English Speakers' (males and females) could not alternate between unstressed syllables of the English words with syllabic consonants appropriately. Instead, all stressed and unstressed syllables of the English words with syllabic consonants were produced with same weight relatively. The statistical analysis of the female participants was 2.2% in the alternation of stressed and unstressed syllables of the English words with syllabic consonants while that of males was 2%; which is not in conformity with the Standard English form.

Length patterns of twenty EEES and two native English speakers who served as control in the articulation of 3 selected test items with syllabic consonants showed that native baselines production affirmed length elasticity. The alternation between stressed and unstressed syllables revealed differences in length - [b/] of 'kʌm ftə [b/]' measured 0.007-0.009msc (0.16) showing weakening and length difference of 1.57msc. The same applies for [bəl] of /ɪm'pi:tʃə[bəl]/ and /ə'prəʊtʃə[b/]/. The native baselines articulation measured 0.017- 0.014msc; 0.009-0.011msc with 0.031 and 0.020msc respectively and length difference of 0.158msc and 0.138msc. EEES, length difference between stressed and unstressed syllables as tracked showed inelasticity.

Syllabic consonants [bəl] that are supposed to be made less prominent as affirmed in SE were made more prominent, ranging between 0.502 - 0.899 msc and with a weight difference of 0.987 msc. For [bəl] of /ɪm'pi:tʃə[bəl]/ and /ə'prəʊtʃə[bəl]/, 0.674 msc - 0.869 msc (15. 229 msc) and 0.617 msc - 0.915 msc (14. 806 msc) was adequately tracked for EEES participants respectively, revealing length articulation of [bəl] of the three tested items of English syllabic consonants.

4. CONCLUSIONS

Statistical and acoustic measures of Educated Edo English Speakers English syllabic consonants show non conformity to Standard English form. The participants like other ESL users could not alternate between stressed and unstressed syllables of English syllabic consonants. They as well rendered all the syllables of the English syllabic words quantitatively, especially the syllabic consonants, which is as a result of the affirmed tendency of the progressive stress pattern on English words of NigE users (Atoye, 1989; Akinjobi & Akindele, 2012). The acoustic measures of the participants further affirm the quantity weight factor of EEES alternation. This phonological phenomenon confirms the non-conformity of EEES English syllabic consonant to SE form. It was obviously perceived and noticed that EEES inserted vowel /u/ between the syllabic consonant ([bu] for [bəl]) during the syllable articulation. This could also account for the sensitive weight factor on the syllabic consonants. The native baseline observed the rule as expected in SE, by weakening the syllabic consonants. Though, a few cases of vowel substitution for the syllabic consonants were articulated by EEES but the percentage was insignificant (4.2%). In these few instances however, the vowels inserted were often strong and quantitative [bu]. The control is found neither to have inserted a vowel between the syllabic consonant and the preceding sound nor substitute a vowel for the syllabic consonant. Results re-confirm Akinjobi (2009) claims for Educated Yoruba English, a sub variety of NigE. This could therefore, account for one of the major factors responsible for the intelligibility problem encountered when Nigerians communicate with native English speakers. However, researchers, linguists, language experts, curriculum planners, applied linguists etc. should note that majority of Nigerians do not weaken syllabic consonants and do not alternate between stressed and unstressed syllables of syllabic consonants. Since this phonological phenomenon was discovered for Educated Edo English speakers, another sub variety of NigE, it shows variation of world Englishes, an outer cycle form of English; which is a transfer of the environmental norms on the language use.

References

- [1] Adegbija, E.E. (1989). Lexico semantic variation in Nigerian English. *World Englishes*. Great Britain: Pergamon Press. 8 (2), 165-177
- [2] Akere, F. (1980). Evaluation criteria for a model of English pronunciation: an experimental study of attitudes to the accents of English used by Africans. *Lagos Review of English Studies* 19-39.

- [3] Akindele, J.A. (2018). The Rhythm Ratio of Educated Edo (Nigerian) English Speakers' Duration: An Acoustic Investigation. *University of Uyo Journal of Humanities*. Vol. 22, No. 1: 27-41
- [4] Akindele, J.A. (2017). Stressed and unstressed syllable alternation in Educated Edo (Nigerian) English. *Journal of Language and Education* 3 (4) 52-59.
- [5] Akinjobi A.A. (2006). Vowel Reduction and Suffixation in Nigeria: An Analysis of the Educated Usage of Speakers of Yoruba English. *English Today* 85. 22.1: 10-17
- [6] Akinjobi, A.A. (2009) English syllabic consonants and quantity factor in Educated Yoruba Nigerian English. *African Research Review* Vol. 3 (2), 45- 5
- [7] Akinjobi, A. A & Akindele J. A. (2012). Variable word stress in Edo English variety of Nigerian English. *Tennessee Foreign Language Teaching Association* 3, 49-61
- [8] Atoye, R.O. (1989). Progressive stress shift in Nigerian spoken English ODU: A *Journal of West African Studies* 35: 39-51
- [9] Atoye, R.O (1991). Word-Stress in Nigerian English. *World Englishes* 10.1: 1- 6
- [10] Aziza, R.O. 2008. Neutralisation of contrast in the vowel system of Urhobo. *Studies in African Linguistics* 37:1, pp. 1-19.
- [11] Eka, D. (1993). Timing in educated spoken Nigerian English. *Journal of Humanities* 3:1-11.
- [12] Gut, U. (2005). Nigerian English prosody. *English World-Wide*, 26(2), 153-177.
- [13] Jibril, M. (1986). Sociolinguistic variation in Nigerian English. *English World-wide* 7: 147-174
- [14] Jolayemi, D. (2008). Acoustic analysis of tone and stress: An illustration with varieties of English spoken in Nigeria. In Wolf, Hans-Georg; Lothar Peter & Frank Polzenhagen (Eds.), *Focus on English: Linguistic structure, language variation and discursive use. Studies in honour of Peter Lucko*, Leipzig: Universitaetsverlag. 105-119.
- [15] Jowitt, D. (1991). *Nigerian English Usage: An Introduction*. Ibadan: Longman.
- [16] Jowitt D. (2000). Patterns of Nigerian English. *English World Wide* 21.1: 63-80
- [17] Kachru, B. (1985). 'Standards, Codification, and Sociolinguistic Realism: The English Language in the Outer Circle' in R. Quirk and H. G. Widdowson (Eds.): *English in the World: Teaching and Learning the Language and Literatures*. Cambridge University Press, pp. 11–30.
- [18] Kachru, B. (1991). Liberation Linguistics and the Quirk Concern. *English Today* 25: 3–13
- [19] Kachru, B. (2008). The first step: the Smith paradigm for intelligibility in world Englishes. *World Englishes* 27. 3-4, 2.
- [20] Kachru, B. and C. Nelson. (1996). 'World Englishes' in S. McKay and N. Hornberger (eds): *Sociolinguistics in Language Teaching*. Cambridge University Press, pp. 71-102

- [21] McArthur, T. (2006). Twenty years on Tom McArthur. A 1980s interview re-visited and up-dated. *English Today* 86. 22.2: 62- 64
- [22] Sunday, B, (2008). Compound stress in educated Yoruba English. *Papers in English and Linguistics*. R.O Atoye. Ed. Ibadan: Linguistic Association, Obafemi Awolowo University. 9: 40-58.
- [23] Sung-Yul Park, J. & Wee, L. (2009). The Three Circles Redux: A Market–Theoretic Perspective on World Englishes. *Applied Linguistics*. Oxford University Press. 30/3: 389-406
- [24] Udofot, I. (2003) .Stress and rhythm in the Nigerian accent of English, *English World-Wide* 24:2: 201-220.
- [25] Ufomata, T. (1990). Thoughts in Spoken Nigerian Englis. *Journal of Nigeria English Studies Association* Vol. 10. No 2: 13-20