Educated Ikwerre English (EIE) Speakers' Stress Assignment on English Words Whose Syllable(S) Require Re-Assignment Of Stress Because Of Additional Suffixes

By

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Abstract

Stress is vital to comprehension of English speeches, nationally and internationally. Previous works of researchers have shown that attention is directed towards researching major Nigerian languages while little or no attention is paid to carrying out works on Nigerian minor languages. On this premise, this study is set to find out the patterns of Ikwerre English stress with a view to determining whether it conforms to standard British English stress patterns or not. Liberman and Prince's (1977) Metrical Phonology was used as the theoretical framework for this research work. One hundred and four (104) Ikwerre speakers of English were randomly selected for the study. Ten (10) variable items were used for the collection of the data. The Ikwerre participants read the items into a computerised laboratory-SFS/WASP. The participants' responses were scored and subjected to statistical, metrical and acoustic analyses. The result of English words without additional suffixes showed total of five hundred and two (520). For incorrect production, there were 473 (91.0%), but the correct production was 47 (9.0%). The score of the English words with additional suffixes revealed one hundred and one (101) (19.4%) for the correct production, while the wrong

pronunciation showed four hundred and nineteen was (419) (80.6%). This shows that the EIES' assignment of stress does not conform to the standard British English stress, though there was a sort of improved performance in words without additional affixes but this would not be used as a yardstick to claiming that EIE speakers' spoken English is conformed to the Standard British English stress. The acoustic display indicated that there is an apparent contrast between EIE speakers' waves and contours and those of the native baseline in the read words. Ikwerre English speakers' English stress patterns, based on the account above, do not conform to Standard English stress patterns since there is a contrast between their patterns and that of Standard British English speakers' stress patterns.

Key words: **Ikwerre English, Standard English, Nigerian English, Stress, Metrical Phonology**

1.1 Background to the study

Sociolinguists and Phonologists' research outcomes have proven the existence of Nigerian English, showing its uniqueness, especially in the aspect of phonology, from that of the Standard English. Their works further add that the phonology of Nigerian English is uniquely different from the Standard English Phonology. These disparities are apparently pronounced in phonology of English (Bamgbose, 1971; Kujore, 1985; Sunday,2004 /2010; Akinjobi, 2005; 2009, 2012; Jowitt 1991; Akindele 2008; Osisanwo, 2013; Akinjobi and Aina, 2014; Adeniyi (2016), Udofot, 2004;Jowitt , 2000; Akindele, 2015 and Oladipupo, 2016). Researchers, in the past, had focused on the major Nigerian languages (Yoruba, Hausa and Igbo) but there are fewer or no literature on the minor languages of the minority in Nigeria that might add to the body of knowledge that already exists towards the standardisation of the Nigerian English Edema (2015), Akinkuolie (2016) and Oyatokun (2017). However, researchers have re-

focused and re-directed their passion on some of these minor languages (Isoko, Ikwerre, Urhobo, etc) to prove whether they are standard or not. Several of their findings indicated that they are not but they are regarded as the sub-types of the Nigerian English. In a bid to further add to the body of knowledge in standardising the Nigerian English and description the features of Nigerian English stress patterns, the present research focuses on one of the minor languages spoken in the south-south part of Nigeria and the topic is entitled: 'Educated Ikwerre English Speakers' (EIES) Assignment of Stress in English Words Whose Syllable(s) Require Re-assignment of Stress as a result of Additional Affixes'.

1.2 Statement of the problem

Nigerian English Phonology (NPE) is being regarded as non-standard owing to its distinct features which are remarkably different from that of Standard English Phonology. Standard English Phonology is primarily divided into: segmental and non-segmental. The distinction between the Nigerian English Phonology and that of the Standard English Phonology shows itself more in the aspect of the non-segmental and in some aspects of the segments, especially the sounds that are not found in the L2 indigenous languages. There is a confirmation from researchers' empirical studies that several Nigerians do not assign and re-assign stress to English words and word groups suitably as done in the Standard English. Thus, there have existed many researches on the phonology of Nigeria English with little or no such focus on the development of the minor languages of the minority people in Nigeria. In consequence, this present study therefore sets out with a view to investigating the assignment of stress in Educated Ikwerre English (EIE) speakers' assignment of stress in English words whose syllable(s) require re-assignment of Stress as a result of additional affixes' in order to add to the body of knowledge that already exists in the quest for the standardisation of the Nigerian English. In addition, the study would aid in the description of Nigerian stress patterned features

1.3 Research Questions

The research sets out to answer the following questions:

1. Do Educated Ikwerre English (EIE) speakers assign stress appropriately to words without additional affixes?

2. Do the Educated Ikwerre English (EIE) speakers re- assign stress to words with additional affixes appropriately?

1.4 The Ikwerre: geographical location and language description

The classification of Ikwerre, as an Igbo dialect, is a subject of controversy among some in the Ikwerre community. Most publications classify it as an Igboid language. Based on lexicostatistical analysis, Kay Williamson originally asserted that the Ikwerre, Ekpeye, Ogba, Etche and Igbo languages belonged to the same language cluster, but were not dialects. Subsequent studies by both Williamson and Roger Blench concluded that Igbo, Ikwerre, Ogba and their sister languages apart from Ekpeye form a "language cluster" and that they are somewhat mutually intelligible. There are indications that the Ikwerre society was bilingual even in the pre-colonial Nigeria, with people speaking other Igbo dialects and Ikwerre. Ikwerre is a tonal language. The Christian missionaries played a vital role as harbingers of the British Conquest of parts of Southern Nigeria and this conquest of Southern Nigeria was economically motivated. In other words, the British conquest of Southern Nigeria were serious traders among the Delta States of which Ikwerre forms an integral part and it was as a result of the contact with the Missionaries and trade, that English Language came into Ikwerre Land. This means that at the arrival of colonialism, the Ikwerre, like other people in other parts of the country) were exposed to English Language and special English (Sunday, O.L. 1993 & Owhoeli, 2011).

1.5 The British Standard English non-segmental

There are many aspects of the English language which include Phonetics, Phonology, Syntax , Morphology, and Semantics. It is therefore pertinent to discuss phonology in English as the study of the organisation of speech sounds to form meaningful units. It is the study of sound patterns that occur within languages (Osisanwo, 2008). Ekundare (1993) adds that the suprasegmental features of language are features other than individual sound unit (that is, phonemes) which are super-imposed on the phonemes. Non-segmental phonology is concerned with speech features (in a larger domain) with more than one segment and is often regarded as supra-segmental (Egbe 1978; Kujore, 1985; Lehiste, 1970). Finally, and in a more precise manner, the suprasegmental (prosodic) phonology features include stress, intonation and rhythm.

1.6 Nigerian English phonology

Nigerian English prosodic structure is remarkably different from that of the native speakers' language. In Nigerian English stress, stressed syllables are associated with a high tone and unstressed syllables with a low tone (Adetugbo, 1978 & Bamgbose, 1982). Onike (2009) asserts that this phonological problem difference of second language speakers/learners of the English language might be because of phonic interference. He further describes this as the transfer of the rules guiding the production of speech sound of a dominant language in a speech community to the sounds system of a subordinate or target language. Dazie and Awonusi (2009) add that the phonological systems of the various indigenous languages are different from those of English and because English is an adaptation of indigenous phonological systems for English speech sounds and patterns rather than indigenous phonological systems for English speech sounds and patterns rather than an attempt to manage two phonological systems separately.

According to Adetugbo (2009), ' RP syllable structure is defined as (C0-3 V C0-4). That is, the syllable in RP can have zero to three consonant cluster

onset, an obligatory vowel nucleus and from none to four consonant cluster coda'. Roach (1997) in Osisanwo (2009), supports this when he says that the structure of the English syllable has been stratified to include: the onset, the peak/nucleus and the coda.

Adelabu (2001) notes that English Phonology has word and sentence stress. The stress occurs in syllable at regular interval. The placement of stress distinguishes the difference in class of some words with similar orthography. For instance, 'increase (N) - in'crease (V), 'absent (adj.) - ab'sent (v). Dunstan (1969), Banjo (1970), Kujore (1991) and Onuigbo (1996) note that 'there is a fair agreement on the notion that stress and other suprasegmentals of pitch as important features of spoken English language are problematic for Nigerian users of English'. The most striking characteristics are the delayed primary stress, a feature that seems to betray the influence of local languages with a rising rhythm as opposed to the falling rhythm of Standard English.

1.7 English Morphemes

The morpheme is the smallest meaningful unit of grammar. It is a unit that is indivisible into smaller units without destroying the meaning of the component morphemes. A morpheme can have one or two letters. As single letters, a morpheme can be –s or –d for plural or past tense markers respectively. It can also have more letters that could include -in, -un, -ly, -ness, -able, -ful, -dis, -il, -en, -co, -less, -some, -a, -ex, -re, -ante, - pre, -post, to name just few. The morphemes can be described along two parameters, namely: one, the meaning-based description which provides us with differentiation between free and bond morphemes. Two, the structure-based description which draws a line of difference between roots and affixes. (See, Lamidi, 2012).

The meaning-based description of morphemes can be divided into two classes of morphemes, viz: free and bound morphemes. Free morphemes

can stand alone in a word and sentence (connected speeches). Examples of such morphemes include:

> Slow, firm, mat, cat, lad, slim, ship, sharp, shrink, that, them, then, do, dry, late, land, lake, loot, lame, much, meat, milk, mine, boy, girl, late, to mention just few.

The second one is bound morphemes, which are otherwise known as additive morphemes because the bound morphemes cannot stand alone and be meaningful until they are added to free morphemes for meaning and completeness. Every bound morpheme has specific meaning but it can be realised fully unless it is added to the free morphemes. Examples of bound morphemes include:

> -s, -in, -un, -ly, -ness, -able, -ful, -dis, -il, -en, -co, -less, -some, -a, -ex, -re, -ante, - pre, -post, -ish, -es, -self, -ful, -ise,-care, -cul, -ture, -or, -ion, -ed, -ment, -ous, -n, -al, -ity, -ing, -dis, -less, among others.

Following the examples above, a free morpheme can be combined with one or more bound morphemes to form new words. The free morpheme can come before or follow the bound morpheme. Examples include:

Free Morphemes	**Bound Morphemes**	**New Formed Words**
Form	-er	former
Tail	-or	tailor
Pot	-ter	potter
Man	-ly	manly
Shoe	-s	shoes
Right	-ful	rightful
Man	-ly	manly
Speech	-less	speechless
Hero	-ine	heroine

Bound morphemes can be added to the free morphemes to form complete new words. Examples include:

Bound morphemes	**Free morphemes**	**New formed words**
Dis-	courage	discourage
Dis-	mantle	dismantle
il-	legal	illegal
Pre-	face	preface
Ante-	natal	ante-natal

1.7.1 The Base/Root Morpheme

The base morpheme is the original form of the morpheme before any other morpheme is attached to it. The root morpheme, on the other hand, is the base form of the morpheme or a morpheme to which another morpheme has been added, but to which we may still attach additional morpheme. The word '**teach'** is a root or stem morpheme which can serve as bound morpheme to a bound morpheme '**er**', becoming '**teacher**'.

1.7.2 Affixes in English

With specific regard to the structure-based description, the morpheme can also be described as being composed of roots and affixes. In fact, the root morphemes are the free morphemes, while the affixes are the bound morphemes which are combined with other words /morphemes to form new words. Affixes are not truly meaningful until they are attached to the root morphemes. Some of the functions of affixes include:

i. The affixes are subordinate part of free morphemes.
ii. They perform grammatical functions.
iii. They are optionally used as they do not determine the meaning of any words.
iv. Affixes change primarily the class of words in English.
v. Two affixes can be attached to a free morpheme at the same time.

vi. Affixes have the propensity to function as prefix (come before) and suffix (come after the stem word).
vii. They are not independently meaningful until they are attached to another word (free morpheme).
viii. Affixes have regimented positions within the free morphemes. That is, they can traditionally appear at either the beginning or middle, or end of a given free morpheme.
ix. They are smallest grammatical units.

Affixes are divided, traditionally, into three (3), namely: infixes, prefixes and suffixes.

1. **Prefixes:** These are morphemes that occur before the roots. Examples are pointed out as follows:
   i. il- + legal = illegal
   ii. un- + happy = unhappy
   iii. in- + put = input
   iv. dis- + belief = disbelief
   v. un- + known = unknown
   vi. mis- +manage = mismanage
   vii. mis- +quote = misquote
   viii. co- +tenant = cotenant
   ix. un- +belief = unbelief
   x. dis- +charge = discharge

2. **Infixes:** These morphemes are inserted in-between two morphemes in a word. The common examples are '-o' and '-s' in therm-o-meter, morph-o-logy and cup-s-ful.
3. **Suffixes:** These morphemes are added to the end of root/free morphemes.
   Examples include:

i. Endure + -ance = endurance
ii. Tail + -or = tailor
iii. Teach + -er = teacher
iv. Love + -ly = lovely
v. Attent + -ion = attention
vi. Attend + -ing = attending

For the purpose of this study, when added the morphemes to the root words, there is the tendency for the change of the syllable to take a re-assigned stress.

1.8 Theoretical Framework

Liberman and Prince' (1977) Metrical Theory (MP) constitute the main theoretical framework for this study. They initiated metrical phonology (MP) as an alternative approach to stress description due to the dissatisfaction with generative phonology (GP).MP does not consider stress as a feature (like nasality) that could be described as [+stress] or [-stress] using the binary approach of G P. Hayes (1988) notes that metrical theory holds that unlike other phonological properties, stress are not a feature but rather the hierarchical rhythmic organization of utterances. Cruttenden (2001) adds that in MP, prominence relations are captured using metrical trees and grids, reflecting the constituents involved. Metrical phonology does not use the numbering of stress levels and indefinite lowering of syllables found in GP but tree structure and their nodes which are divided into S (strong) and W (weak) in relational values. Here, labelling captures the relationship and culminative properties of stress; the content words have at least one stressed syllable. It claims stress is hierarchical and delimitative in languages such as English where stressed and unstressed syllables alternate and where clashes (adjacent stresses) are avoided (Kager, 1995).

1.9 Research Methodology

The participants for this study were one hundred and four (104)

Educated Ikwerre English (EIE) speakers. A passage with five (5) Standard English words without additional affixes alongside five (5) words with additional affixes which required re-assignment of stress, giving a total of number of ten (10) words were given to one hundred and four (104) participants to read into Huckvales's (2007) computerised speech laboratory, WASP/SFS version 1.41. The software was developed in University of London. The data was scored and the total marks were converted to simple percentage. The features of stress that were tested in Ikwerre English were later subjected to statistical and for each word, the higher percentage of correct was taken as the norm. The outcomes were subjected to metrical and acoustic analyses. The acoustic analysis was carried out to compare the production of the EIE speakers with that of the native baseline. Pie/bar charts were used to graphically show the extent of correct and wrong stress assignment of the Educated Ikwerre English (EIE) speakers.

1.10. Data Presentation and Analyses

Research question 1: Do EIE speakers re-assign stress correctly in English words whose syllable(s) require re-assignment of stress because of additional suffixes?

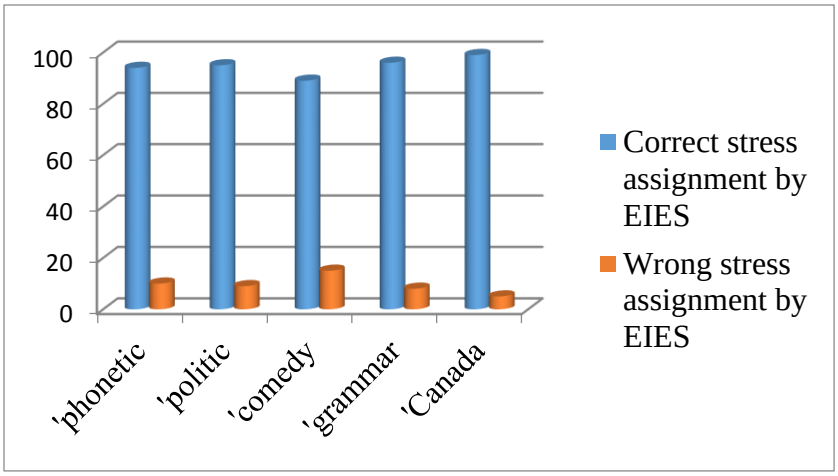
Table 1: EIES' performance of stress assignment in words without additional suffixes

S/N	English Words	Potential Score	Correct Pronunciation	Wrong Pronunciation	% Correct	% Wrong
1	' phonetic	104	10	94	9.6	90.4
2	'politic	104	9	95	8.7	91.3
3	'comedy	104	15	89	14.4	85.6
4	'grammar	104	8	96	7.7	92.3
5	'Canada	104	5	99	4.8	95.2
	TOTAL	**520**	**47**	**473**	**9.0**	**91.0**

Table 1 shows forty seven (47) correct pronunciations, giving 9.0%, while four hundred and seventy three (473) incorrect pronunciations were shown

on the table above, giving 9.0%. The incorrect rendition suggest that the EIE respondents are not certain of the appropriate syllables that should be stressed. The result of the t-test further reveals a p-value of 0.000. This shows there is a significant difference between the correct and incorrect pronunciation of the Ikwerres at 0.05 level of significance.

Bar Chart 1: EIES' stress assignment in words without additional suffixes



Pie Chart 1: Stress assignment of EIE participants' in words without additional suffixes

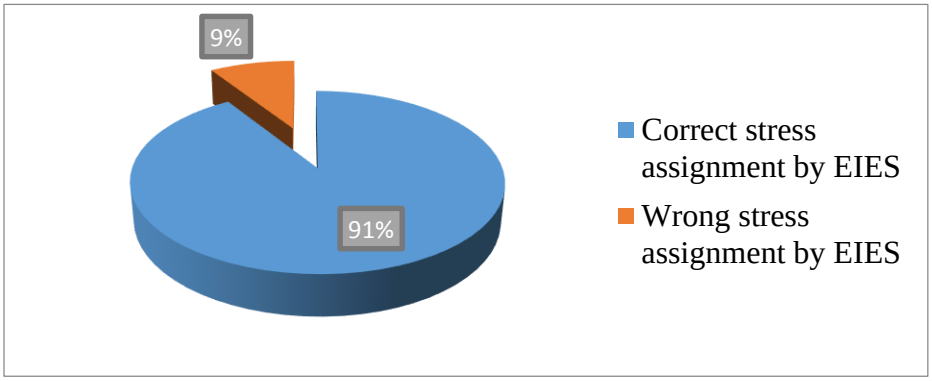
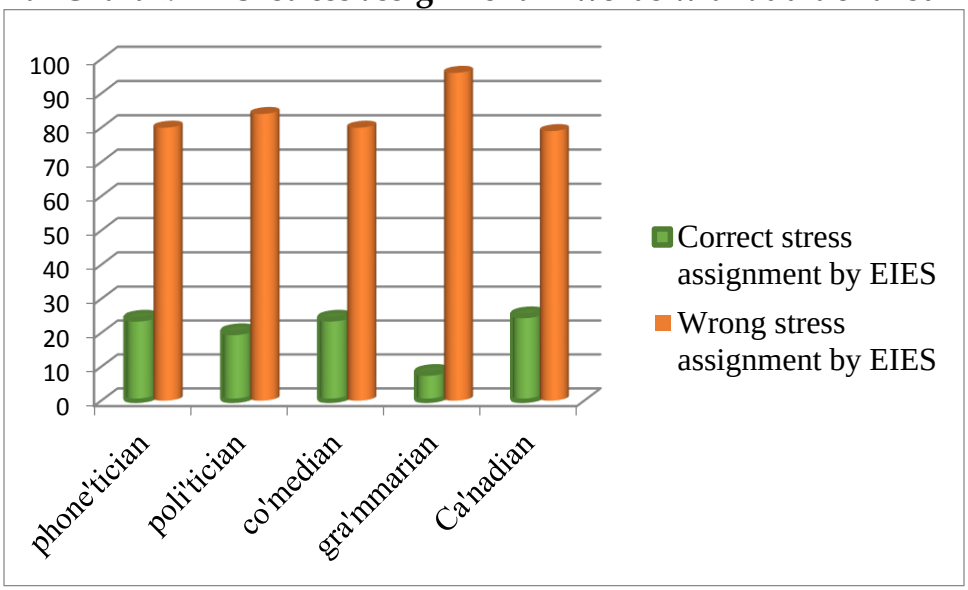


Table 2: EIES' performance in stress assignment in words with additional suffixes

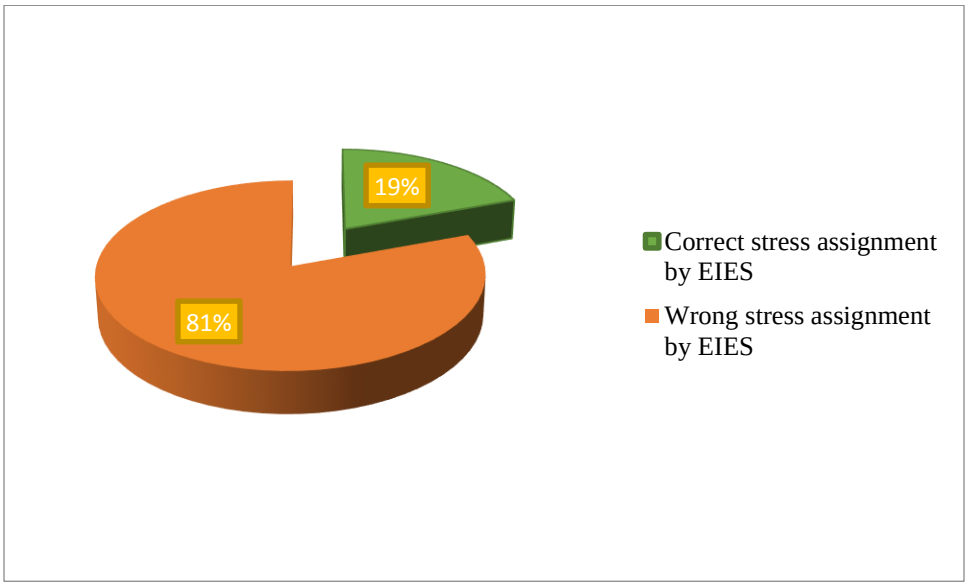
S/N	English Words	Potential Score	Correct Pronunciation	Wrong Pronunciation	% Correct	% Wrong
1	phone'tician	104	24	80	23.1	76.9
2	poli'tician	104	20	84	19.2	80.8
3	co'median	104	24	80	23.1	76.9
4	gra'mmarian	104	8	96	7.7	92.3
5	ca'nadian	104	25	79	24.0	75.9
	TOTAL	**520**	**101**	**419**	**19.4**	**80.6**

The rendition resultant performance of the EIES in stress assignment in Table 2 above could be termed a negligible one and it portrays a poor mastery of the stress rules that guide certain words with additional suffixes that require stress re-assignment. The results 101 (19.4%) and 419 (80.6%) of the correct and wrong rendition respectively attest to this assertion. This indicates the respondents had little or no knowledge when it comes to assigning stress again and again when affixes (-pre and –post) are added. A p-value of 0.000 is attained. There is therefore a significant distinction between appropriate and inappropriate realisation of the words in question at 0.05 level of significance.

Bar Chart 2: EIES' stress assignment in words with additional suffixes



Pie Chart 2: Stress assignment of EIE participants' performance in words with additional suffixes



1.10.1 Metrical analysis of words with and without additional suffixes

In the use of Metrical Analysis (MA) for appropriate stress assignment in English words, word group, clauses and sentence, many linguists and phonologists come to the fore – Cruttenden (1986), Prince (1986), Liberman and Prince (1977), Selkirk (1984), Hayes (1990), Akinjobi (2004), Akindele (2010), among others. These scholars have argued that Metrical Analysis (MA) is a part of language timing and rhythmicity. For instance, Akinjobi (2004) has emphasised the previous scholars, that metrical tree analysis is an approach that considers the analysis of data via the use of trees that divide binaturally into S (Strong) and W (weak) notes. This is an absolute departure from Chomsky's and Halle's sound pattern of English which makes use of the numbering and lowering of stress pattern whenever a stress is noticed. Metrical analysis makes use of two rules to assign stress to nodes which, according to Cruttenden (1986), are the Lexica1 ll Category Prominence (LCPR) and the Nuclear Stress Rule (NSR). In a crystal manner, LCPR apportions stress to all categories of words and compound, NSR without mincing words takes care of phrases clauses and sentences when it comes to stress assignment. The metrical analysis is done as revealed by the Statistical analysis in the previous chapters in this study.

1. SBE:	'phonetic		phone'tician
Native :		S W W	W W S W
Participants:	i.	S S S	S S S S
	ii.	S S W	W S S W
	iii	S S S	S S S S
	iv.	S S S	S S S S

(SBE) recognises words with additional suffixes like the one above such as words require a re-assignment of stress whenever the word class changes.

Following the above therefore, and from the outcomes of the statistical analysis, almost all the EIES' respondents find it uneasy to re-assign stress accurately in 'phonetic – phone'tician. This is why the Native Baseline shows an S/W/W and W/W/S/W relationship as opposed to SS/SSS EIES' rendition.

2. SBE:		'politic	poli'tician
Native:		S W W	W W S W
Participants:	i.	S S S	S S S S
	ii.	S W W	S S S S
	iii.	S S S	S S S S
	iv.	S W W	W W S W

In Standard BE, 'Politic is stressed on the first syllable but a stress re-assignment occurs when a suffix –ian is added to the stem word, thereby results into a stress shift to the third syllable – politician as shown by the control. But, the reverse is the case here with regards to EIES' production, except participants ii/iv in politic and iv in politician that got them right.

3. SBE:		'comedy	co'median
Native:		S W W	W S W W
Participants	i.	S W W	S S S S
	ii.	S S S	S S S S
	iii.	S W S	S S S S
	iv.	S S S	S S S S

In 'comedy', the stress is on the third to the last syllable, counting from the right–hand to the left–hand (ante-penultimate), while the stress is to be re-assigned when a suffix '–ian' is added. The control portrays this. Thus, we

have S/W/W and W/S/W/W as 'comedy and co'median respectively. In correct assignment of stress by EIES, it is only participants 'i' that observes the rule. However, others inappropriately assign the stress on both the stem and the one that carries the additional suffix.

4. SBE:	'grammar	gra'mmarian
Native :	S W	W S W W
Participants : i.	S W	S S S S
ii.	S S	S S S S
iii.	S W	S S S S
iv.	S S	S S S S

The control observes the S/W relation by showing the assignment of primary stress in the first syllable of the word 'grammar but re-assigns in gra'mmarian because of the addition of the suffix '–ian' to the stem word – grammar. From the result, it is clear that EIE respondents do not maintain the control except subject i/iii who fairly attempts it. In consequence, some accord equal prominence (S/S, S/S,/S/S) to the syllables in the words respectively.

5. SBE:	'canada	ca'nadian
Native:	S W W	W S W W
Participants i.	S W W	S S S S
ii.	S S S	S S S S
iii.	S S S	S S S S
iv.	S W W	S S S S

With regard to SBE, the addition of a suffix, most times, yields stress shift to avoid stress clash, thereby, resulting into a re-assignment of stress. Looking at 'Canada and Ca'nadian, it is only subject i and iv that gets the assignment of stress in the stem word, but none is correct in the re-assignment of stress after the suffix has been added. They either stress on more than one syllable or shift the stress inappropriately.

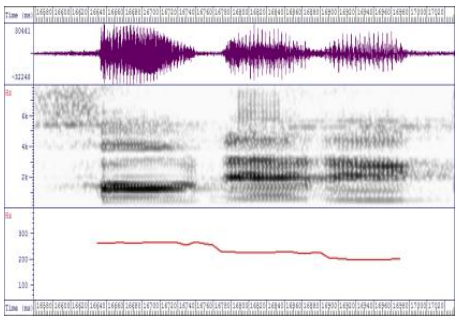
1.10.2 Acoustic Analyses

One of the participants' productions were randomly selected for acoustic description by using Speech Filling System/WASP version 1.41 to display in graphic terms the pitch contours of the EIE speakers and these are compared to that of the native baseline. This endeavour would, nevertheless, giving a qualitative description and explanation of Educated Ikwerre English Speakers' stress assignment in English words with and without affixes.

The captions below, as can be seen from the waves formats and the pitch contours, the output of the participants are quite flat compare to what we have in the native baseline. This further confirms the fact that the pronunciation of the Educated Ikwerre English (EIE) speakers is not approximated to that of the Standard British English.

Diagram 1: 'phonetic

Native Baseline **EIES**



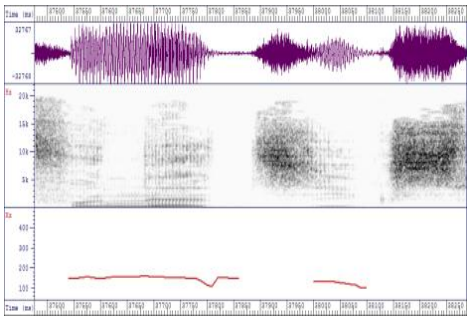
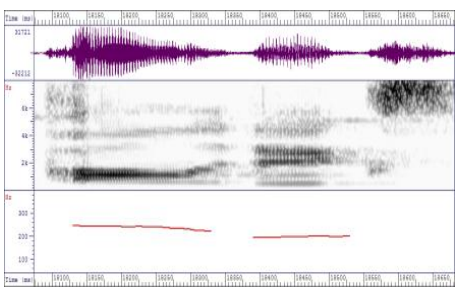


Diagram 2: 'politic

Native Baseline **EIES**



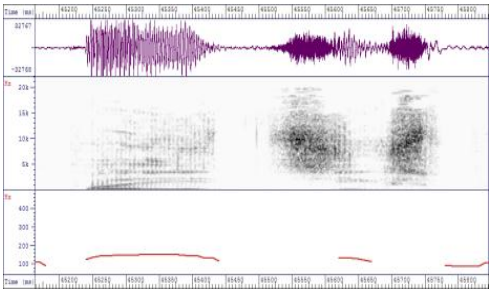
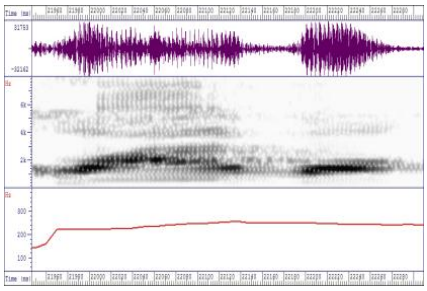


Diagram 3: 'grammar

Native Baseline **EIES**



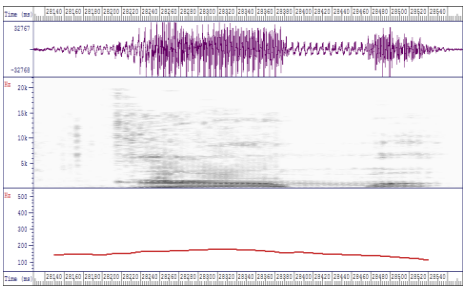
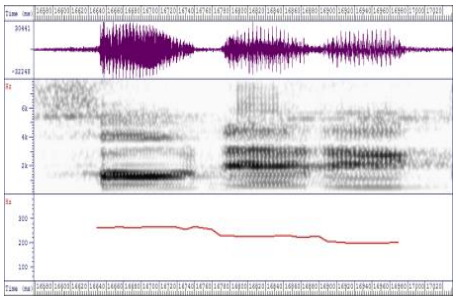


Diagram 4: 'phonetic

Native Baseline **EIES**



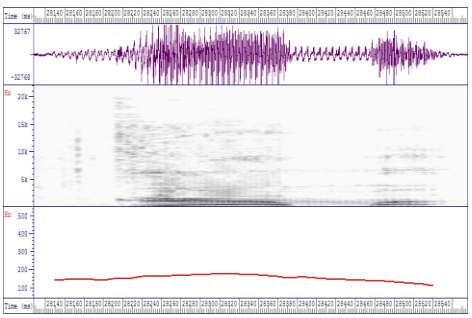
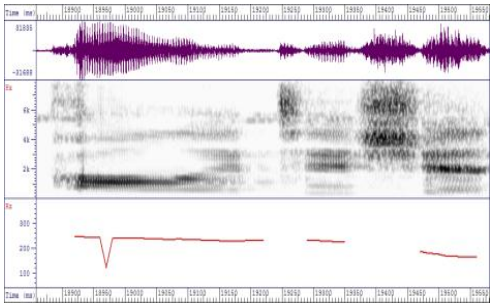
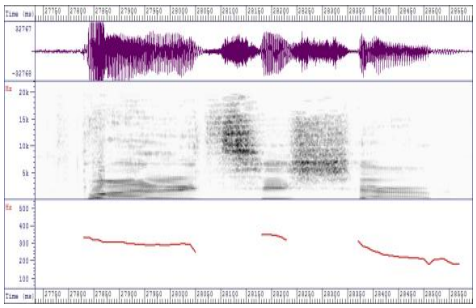


Diagram 5: Poli'tician:

Native Baseline **EIES**





1.11 Discussion of research findings

The research work tests how the Educated Ikwerre English speakers assign and re-assign stress in English words with or without suffixes. They are statistically represented on Tables 1 and 2. Table one's incorrect pronunciation result therefore shows a total of four hundred and seventy three (473), giving 91.0%, while forty seven (47), giving 9.0% representing the correct pronunciation of the words.

All the words in Table 2 have additional suffixes. Hence, they require stress re-assignment, thereby resulting into stress shift. This is unnecessary in the first set of words I n Table 1 and this is unlike the ones in Table 2 where a re-assignment of stress is required. Take for instance; words like Phone'tician, Poli'tician, Co'median have suffixes. However, the outcome of the EIE speakers' production of the words regarding the correct production is far below average. This is estimated as forty eight (48), giving 46.1% out of five hundred and twenty (520) potential scores. Thus, the wrong production is rated four hundred and seventy two (472), giving a percentage of 53.9%. These statistical results here conform to the Udofot's (2002) research findings as well as Akinjobi' research results (2004) that show that their respondents' productions have preponderant syllables.

1.12 Conclusion and summary

The essence of this study is to examine how EIE speakers correctly assign and re-assign stress in English words where necessary. Having analysed the results through the statistical analysis with the results represented on the tabular form and further placed the results on bar and pie charts, using metrical grid as well as acoustic analysis to display the results. It is clear from the study that the EIE speakers who are also Nigerians might have only been learning the English without paying a particular attention to pronunciation. This shows that the type of English spoken by the participants is not the standard model of pronunciation.

Therefore, the EIE speakers' assignment of stress is not approximated to the standard form of British pronunciation. This readily supports the works of scholars like Kujore (1985, 1991), being emphasised by Akinjobi(2004), that the phonological aspect of the Standard English is an hurdle which virtually second language learners/speakers have found difficult to cross.

1.13 Recommendation

The EIE speakers should cultivate the habit of listening to foreign speeches. This can be achieved by watching cartoons and movies. It can also be achieved by listening to foreign songs (videos and audios), watching TV stations such as BBC, VOA, DSTV, among others.

In addition, they could make use of the available relevant textbooks, foreign-recorded materials like audio-CD, tapes, DVD, books enclosed with tapes at cheaper prices.

1.14 Further studies

Nigerian English and Ikwerre English as sub-types of the Standard English exist today. This present study made use of ten (10) variable items on just one hundred and four (104) Ikwerre people who cannot be used to conclude on the general use of the phonology of English by the EIE speakers. Hence, it is advised and recommended that further researches should be carried

out on Ikwerre English, covering other areas of stress because this present study only concentrates on word stress.

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APPENDIX

TEST A

1. Pho'netic
2. 'Politic
3. 'Comedy
4. 'Grammar
5. 'Canada

TEST B

1. Phone'tician
2. Poli'tician
3. Co'median
4. Ca'nadian
5. Co'median