Sociolinguistic Analysis of Loanwords Use by Gurene Speakers

Joseph Ayamga*

Department of Languages, St. John Bosco College of Education

P.O. Box 11, Navrongo, Upper East Region, Ghana

(0248403545 /0209373093)

Email: Jayamga69@gmail.com

Abstract

This paper examines the phenomenon in which Gurene speakers use loanwords which has the native vocabulary equivalence. Though the use of loanwords is beneficial and ubiquitous to all languages which have insufficient vocabulary, substituting a language's original vocabulary with loanwords in speech as in the case of Gurene speakers is detrimental to language development. This may constitute vocabulary reduction in a language rather than vocabulary expansion which is the pivot of borrowing words from foreign languages. The Labovian's approach is applied in data collection where three age groups which comprised the children, the young adults and the adults were interviewed orally based on how they use loanwords either consciously or unconsciously as against the native equivalence of the loanwords. The main theory adapted for this study is the Sociolinguistic Theory. The paper showed that all the age groups use loanwords unconsciously than the native vocabulary equivalence, and those loanwords are often pronounced differently from the source language pronunciation. It also revealed that different age groups have varied knowledge in consciously using the native equivalence of the loanwords. The children's group is the least while the adults being the highest. Generally, the native speakers prefer replacing loanwords to the native words in speech. This phenomenon has adverse effects to children learning some essential vocabulary of their native language. Also, it makes both the young adults and the adults lose some essential vocabulary of their native language. It is clear that this problem will eventually not only result to vocabulary reduction but also a mix-language, hence the paper recommends that only loanwords that lack the native words equivalence should be used because it is inappropriate for one to loan words to replace words that already exist in the native language.

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* Corresponding author.

1. Introduction

Loanwords play significant role in all languages that exist in the world. Loanwords are found in all human languages hence, no language can claim to be pure [1]. Some of the dominant and the prestigious languages that are currently the source languages for borrowing have huge number of loanwords from other languages. An obvious example is the English language which derived many of its loanwords from Latin and French. English words such as "*pork, beef, people, nation* and *clergy*" are loanwords from French [2, 3]. The phenomenon of borrowing words across languages is crucial because of technological advancement in which speakers of some languages invent some concepts, ideas, and items that are introduced to speakers of different languages that lack vocabulary equivalence for expressing those inventions [1, 3, 4, 5]. Languages that lack words for expressing new inventions are obliged to borrow words in order to be able to express those inventions in the native language.

 The Gurene language is one of the major dialects of the Frafra language which is classified under the Gur languages' group of West African languages spoken in northern Ghana and across the southern border communities of Bukina Faso. Gurene has mutual intelligibility with all the Gur languages spoken in Ghana such as Dagbani, Mampuri, Dagare, Kusal, Buli, and the Moore language spoken in Burkina Faso. The author [6] classified these languages as *Mabia* languages which mean "blood relation" languages because of their closed relations. This paper aims at examining how Gurene speakers use loanwords, focusing on the use of loanwords that have the native vocabulary equivalence. Though loanwords play crucial role in all languages, replacing the original native words with loanwords by native speakers is a phenomenon that requires the attention of sociolinguistic researchers. Gurene speakers from different speech communities may differ in replacing their native vocabulary with loanwords as the author [7] points out that speech variation exist in different communities. Variations may be emanated from different generations of speakers within the same speech community in terms of using loanwords to replace native words, a phenomenon which is worrisome.

Many researchers use the terms "loanwords" and "borrowing" interchangeably. This shows that the two words are synonymous. The author in [1:2] states that "borrowing is the process of importing linguistic items from one linguistic system into another, a process that occurs anytime two cultures are in contact over a period of time." Also, author [8:209] is of the view that "a loanword or borrowing is a word adopted from a source language and incorporated into a recipient language without translation." Loanwords are words that are borrowed from other languages or other cultures to a different language or a different culture in order to explain some concepts, ideas and items that a language or a culture lacks words. This assertion of loanwords is substantiated by author [4] assertion that lack of words to express new concepts that are introduced to a culture necessitates borrowing. This connotation is contrary to Gurene speakers who often replace loanwords to native words. Each and every language borrows words from other languages; hence no language exists without loanwords. Author [5] observes that any language which proscribed borrowing without constantly inventing new words is misguided, and may lack behind in technology and science. It is clear that some states or cultures shun the use of loanwords

in religious celebrations. However, these moves are not meant to ensure linguistic purism, but to maintain appropriate vocabulary level that would be used for religious expression [9].

The dominant languages in the world that serve as the source languages for borrowing had many of their words borrowed from other languages in the past. Author [2] argues that 75% of English words are loanwords from Latin, French and Arabic, citing examples that words such as "*people, nation*" and "*clergy*" are loanwords from French, while words like "*cheese*" and "*table*" are loanwords from Latin. However, author [8] argues that English borrowed a large number of its words from French, Latin, Greek, German, Italian, Russian, Chinese, Japanese, Spanish, and Arabic. According to author [8], "English words derived from each language is 29% from Latin, 29% from French, 26% from German, 6% from Greek, the rest accounting for 6%" [8:209]. It is difficult to distinguish loanwords from the original English words because most of the loanwords have been adapted as English original words. It is based on this that author [8] argues that English create new loanwords from their original loanwords by substituting local roots or affixes to the original loanwords. Authors [3] argue that the words "*pork*" and "*beef*" are not English original words, but loanwords from French. This phenomenon exists in Gurene where some Akan, Hausa and English loanwords have been adapted as the original Gurene words.

Japanese borrowed some words from English, while English also borrowed some words from Spanish. The author in [1] claims that many of the English loanwords from Spanish are derived from some Mexico restaurants that produce certain food and give names to them. This attests to the fact that speakers may resort to borrowing words from foreign food that are introduced to a culture that has no such food. All the foreign food found in Gurene speaking areas constitutes loanwords. Some vegetables and fruits from foreign sources are loanwords in the Gurene language which constitutes vocabulary expansion. According to author [1], Spanish also borrowed some Celtic words from the Romans that might have carried those words across Spain. Again, author [5:56) states that some Japanese's words are loanwords from Chinese language which was "a language of the court and written in Japan in the 607 AD."

Many of the languages also adapted their loanwords from foreign languages in that they cannot easily be identified as loanwords. Authors in [10] argue that loanwords from French and Latin have been adapted to Dutch in which they become impossible to recognize as loanwords. Author [11] also says that any Yoruba loanword is always adapted to the syllable structure of a Yoruba word. Gurene, like Yoruba, always adapts borrowed words to conform to its CVCV syllable structure by inserting vowels between consonant clusters of the loanwords. It is based on this that author [12] asserts that loanwords are easily incorporated into a language.

Though loanwords are not circumscribed to one particular word class, it is generally perceived that loanwords are dominated by nouns. This is probably because new inventions and ideas are mostly nouns than verbs and adjectives. The author in [13] is of the view that Navajo speakers borrow English nouns but rather create new verbs than borrowing. Also, authors [10] made a hasty generalization that most of the loanwords from all languages are nouns. Lexical borrowing and code switching may have some loanwords that are not mostly nouns. However, author [12] affirms that loanwords in Japanese are mostly nouns. Loanwords use in the Gurene language constitutes nouns and adjectives than verbs and adverbs.

There are various sources in which some languages derive their loanwords. One of these sources emanates from language contact situation. When two or more languages come into contact, borrowing is optimistic as authors in [3] point out that a contact between cultures promotes borrowing of words. Author [2] also states that the contact between languages normally results to lexical borrowing. Additionally, author [14] asserts that a contact-induced borrowing can occur between dialects. In this contact situation, it is conceivable that the minority dialects borrow from the dominant or the prestigious dialects. Language and culture contact may occur as a result of political and socio-economic factors which include colonialism and trade.

Another source of borrowing is originated from the technologically advanced languages. Languages which speakers and cultures are technologically advanced serve as source languages for borrowing words. These languages invent some concepts and items which are introduced to other languages. The languages in which these inventions are being introduced are obliged to borrow words from them in order to express these inventions [1, 3, 4, and 5]. This confirms author's [2] claim that Japanese had an influx of English loanwords between the nineteenth century and the early twentieth century because they needed modernization in the domains of science, technology and higher learning. Japan is currently advanced in technology, and hence has become one of the source languages for borrowing words. Words such as "*Honda*, *Yamaha*, and *Suzuki*" motors are loanwords from Japanese. Many of the African languages have to borrow words like "computer, phone, television and internet" from the technological advanced nations in order to expand their vocabulary. Other sources in which loanwords may be derived from include the electronic media and the mass media. Radios, televisions, newspapers, film shows and adverts are sources for borrowing words [1, 2]. Conceivably, Gurene speakers may encounter some of their loanwords from some of these sources. Loanwords that have no native vocabulary equivalence are useful to any language than those with native vocabulary equivalence as in the case of the Gurene language.

2. Methodology

2.1 Population Sampling

Sampling plays a crucial role in every research hence; appropriate sampling ensures proper data collection resulting to authentic research. Unlike some studies that have large samples which may not all be used, sociolinguistics samples are quite minimal. According to the authors in [15:25], William Labov's final samples for his New York City research were 88 speakers, and "Trudgill's in Norwich on 60." I have adopted the Variationist Method in which 90 speakers were sampled for the study. The population was sampled based on different generations of Gurene speakers in terms of age variations. Three generations of the native speakers were sampled. They were children between the ages of six to twelve years, young adults between the ages of twenty to thirty-five years, and adults between the ages of forty to seventy years. Thirty speakers of each of these speech communities were randomly sampled. The random sampling eschewed bias on the part of the researcher. It also offered equal opportunities to all the participants who were selected based on no apparent criterion. The random sampling was carried out at different locations and at different places.

The children's group that was sampled in schools came from different communities. Similarly, the young adults

and the adults that were sampled at the market places, games and conversation centers were from different towns and villages within Gurene speaking areas. The sample population comprised heterogeneous sexes which were not based on quota sampling. The sampling procedure used in the paper is similar to author's [16] sampling method in which "he compared speakers of three generations aged 20-29, 40-49, and 70-79" [16:35]. I have compared samples derived from the three generations of Gurene speakers aged 6-12, 20-35, and 40- 70. The sample procedure is also similar to author's [17] Detroit study in which he selected 48 black informants and divided them into three age groups of twelve informants each.

2.2 Data Collection Procedure

I employed the Labovian fieldwork method for data elicitation in this paper. This method is considered appropriate in sociolinguistic research of this nature because it circumvents observer effects when interviewing and recording speech samples. The fieldwork method also allows the researcher to directly observe the language use [16]. The main tool that I took to the field was a smart phone which contained exhibits of pictures of objects and actions that could be interpreted in both loanwords and native words. The phone set also had a good recording device in which the photograph pictures were simultaneously displayed to respondents during the interview while their responses recorded. I used both unconscious and conscious survey during the data elicitation. The interview questions were asked in the native language, and the responses were expected to be in the native language. The interviewees were asked to identify the photo objects of the exhibits that were displayed on the smart phone, and the respondents unconsciously mentioned the exhibits displayed either by using loanwords or the native words. While the interviewees focused on the ability to correctly identify the exhibits, my data were focused on their language use. The interviewees were given the second chance to consciously mention the exhibits displayed in the native language. With the permission of the interviewees, their responses were all recorded, listened and transcribed as data used in the research. The transcription and the scoring were focused on whether each of the respondents mentioned loanwords or native words unconsciously and whether they could consciously mention the native equivalence for each photograph pictures of the exhibits displayed. Tally cards were prepared in order to derive the various scores for each speech community. I also took notice of the type of loanwords mentioned: English, Akan, Hausa or Dagbani loanwords. The interviews of the participants took place at different locations and at different times, targeting each speech community at a time. Either one or two subjects were interviewed at one location. The children's group was interviewed at different schools and either to and fro to school. Some children were also interviewed at their homes. Only the primary school pupils or children within the primary school age were interviewed. The young-adults were interviewed at places where they play games such as '*oware*,' cards and football. Some were also interviewed at their work places, conversation centers, and at the market places. The adults' group was mostly interviewed at the market places, lorry stations and at their homes. Some adults were interviewed at similar places where the young adults were interviewed. The study was not without few challenges with regard to the data collection and sampling from the three groups of speakers. I used different weeks for field work in order to gather separate data from each of the three groups of participants. This difficult task was carried out to ensure that the data would not be mixed up in audio recorder. As camera and videos were not used, the participants had no problem with the audio recorder and also enthused to participate in looking at the pictures of the exhibits. This made the sampling a challenge during the field work. At certain locations, many speakers showed interest to part of sampled group

when I needed to sample only one or two. I had to spend some time in order to allow few speakers to have a look at the pictures after the interview. Besides, playing the audio and listening to each of the interviewees' responses and scoring the responses on the tally cards for three groups of speakers were not an easy task.

2.3. Theoretical Framework

The sociolinguistic theory constitutes the amalgamation of the linguistic theory and the sociology theory which aims at addressing some issues regarding language and society that the two theories failed to address. Author [18] asserts that the linguistic theory studies language without a society that uses the language, while the sociology theory studies society without paying much attention to the language that the society uses. However, she argues that the sociolinguistic theory focuses on descriptive research in which the theory's methods are mostly empirical and focus on observable speech behaviour in a society.The main theory that is applied in this paper is the sociolinguistic theory in which my focus is on the Labovian's approach. Though the paper adapted the Labovian approach as the main theory framework, the variationist methods are also applied in the paper. The authors in [15] posit that author [19] developed the first methods that are more reliable in investigating the interpersonal and intrapersonal linguistic variations that exist in every community. The variationist theory places variation as the pivot of a research in which the theory analyses are grounded on observable data. I have adapted some of the principles of the Labovian's approach for sampling population, eliciting data, and analyzing data. One of the essential ingredients of the Labovian's approach is the field method which is devoid of observer effects in data elicitation. Though the Labovian principles stipulate that the researcher must sample sufficient population, sociolinguistic samples are not large as compared to some scientific research samples. However, sociolinguistic samples must be relevant and effective in ensuring authentic data. According to author [15:29], a sample of 128 is "larger than many sociolinguistic samples." The philosophy of the Labovian principle of "accountability" advocates quantitative method of data analysis. This principle is applied in the paper for data analysis.

2.4. Data Analysis Procedure

The Variationist Theory was adopted for analyzing the data. The transcribed and scored data were organized into different variables based on the three speech communities which were sampled according to age variations. The Labovian's principle of accountability and the Variationist Theory proposed a quantitative method for analyzing data; hence I adopted these principles in collaboration with the qualitative method for our data analysis. I also adopted the quantitative method which is similar to that of the authors in [16, 17] methods for data analysis. The data obtained from the three age groups are presented on tables and figures and vividly discussed in the next section of the paper.

3. Results

The data gathered from the fieldwork are organized into three age groups, which consist of children between the ages of 6 - 12, young adults between the ages of 20 – 35, and adults between the ages of 40 -70. The data which comprise both qualitative and quantitative information are compared and discussed below:

3.1 The Children's Speech Results

The results of the children's speeches which were recorded, listened to, transcribed and scored are presented and analyzed. Each and every individual participant's responses were scored based on the number of respondents that were unconsciously mentioned the loanwords, and the number of respondents that were able to consciously mentioned the native vocabulary equivalence. The results show that many of the children use loanwords unconsciously than the native words equivalence of the loanwords. The results are shown in the tables below:

Table 1: Children who unconsciously mentioned loanwords from the exhibits.

Exhibits	Number of respondents who mentioned native words	Number of respondents who mentioned loanwords	Number of respondents who could not identify the exhibits	Total respondents
(1) milk	-	**30**	-	30
(2) fufu	10	**17**	03	30
(3) hospital	-	**30**	-	30
(4) police	-	**25**	05	30
(5) yam	19	**10**	01	30
(6) fertilizer	-	**02**	28	30
(7) bread	-	**30**	-	30
(8) light	-	**29**	01	30
(9) socks	-	**29**	01	30
(10) bottle	15	**14**	01	30
(11) towel	08	**22**	-	30
(12) spectacles	-	**30**	-	30
(13) mosquito net	02	**28**	-	30
(14) faeces	-	**30**	-	30
(15) belt	-	**30**	-	30
(16) bag	02	**28**	-	30
(17) motor-bike	-	**30**	-	30
(18) bicycle	-	**30**	-	30
(19) book	-	**28**	02	30
(20) sugar	04	**26**	-	30
Total	**58**	**498**	**44**	**600**
Percentage	**9.7%**	**83%**	**7. 3%**	**100**

The above table shows that none of the respondents mentioned the native words equivalence of the loanwords for the exhibits '**milk, hospital, police, bread, light, socks, spectacles, faeces, belt, bag, motor-bike, bicycle** and **book.'** The respondents unconsciously mentioned all these words as English loanwords, except few respondents who mentioned the Akan loanwords such as *paano* '**bread'** and *bino* '**faeces.**' Ten participants mentioned the Akan loanword *fufu* instead of the native equivalence *sakɔra,* nineteen participants mentioned the native word for the exhibit **'yam,'** as *nyua*, and fifteen participants mentioned the native version of the exhibit **'bottle'** as *kobele/tɔa*. Only 8, 2, and 4 participants mentioned the native equivalence of the exhibits '**towel, mosquito-net** and **sugar***'* respectively. Also, only two of subjects were able to identify the photograph picture of the exhibit '**fertilizer.**' However, none of them mentioned its native word equivalence which is *bulego*. The

table indicates that only 9.7% of the respondents mentioned the native version of the exhibits, while 83% of them unconsciously mentioned loanwords. 7. 3% of the subjects could not identify the pictures of the exhibits; hence they could not mention either loanwords or native equivalence. Many of the subjects adapted Gurene language pronunciation of the loanwords. They pronounced the loanwords in the form of Gurene CVCV syllable structure. For instance, **'milk'** was pronounced as *miliki*, **'police'** was pronounced as *pulisi,* and **'bag'** was pronounced as *baagi.* Some speakers used the loanwords because of lack of knowledge in the native equivalence of the loanwords, while other speakers used the loanwords because they preferred the loanwords to the native words. This is shown in Table 2 below.

Table 2: Children who consciously mentioned native words from the exhibits.

Exhibits	Number of respondents who mentioned native words	Number of respondents who mentioned loanwords	Total respondents	
(1) milk	-	30	30	
(2) fufu	**24**	06	30	
(3) hospital	**01**	29	30	
(4) police	-	30	30	
(5) yam	**24**	06	30	
(6) fertilizer	**01**	29	30	
(7) bread	**12**	18	30	
(8) light	**04**	26	30	
(9) socks	**02**	28	30	
(10 bottle	**22**	08	30	
(11) towel	**15**	15	30	
(12) spectacles	**09**	21	30	
(13) mosquito net	**02**	28	30	
(14) faeces	-	30	30	
(15) belt	**05**	25	30	
(16) bag	**04**	26	30	
(17) motor-bike	**02**	28	30	
(18) bicycle	**16**	14	30	
(19) book	**10**	20	30	
(20) sugar	**12**	18	30	
Total	**165**	**435**	**600**	
Percentage	**27.5**	**72.5**	**100**	

The Table 2 above indicates that many of the subjects could not consciously mention the native words equivalence of the loanwords for the exhibits '**milk, hospital, police, lights, socks, mosquito-net, faeces, belt, bag, motor-bike** and **book**.' It shows that only 27.5% of the children's group could consciously mention the native equivalence of the loanwords, while 72.5% of them could not mention the native equivalence of the loanwords. An increase from 9.7% in Table 1 to 27.5% in Table 2 of respondents who mentioned the native words equivalence of the loanwords shows that 17.8% of the respondents have knowledge in using the native words but prefer replacing the native words with the loanwords. This phenomenon may be caused by imitation of adults who often replace loanwords to the native words in speech.

3.2 Young Adults Speech Results

The data obtained from the young adults that were interviewed are presented for analysis and discussion. The respondents' responses are scored quantitatively on the bases of the number of participants who mentioned loanwords unconsciously, and the number of those who consciously mentioned native words equivalence of the loanwords. The results show that many of the young adults prefer using loanwords to the native words as shown in the tables bellow:

Table 3: Young Adults who unconsciously mentioned loanwords from the exhibits.

Exhibits	Number of respondents who mentioned native words	Number of respondents who mentioned loanwords	Number of respondents who could not identify the exhibits	Total respondents
(1) milk	-	**30**	-	30
(2) fufu	10	**18**	02	30
(3) hospital	-	**30**	-	30
(4) police	-	**28**	02	30
(5) yam	20	**10**	-	30
(6) fertilizer	06	**20**	13	30
(7) bread	04	**26**	-	30
(8) light	01	**29**	-	30
(9) socks	01	**27**	02	30
(10) bottle	10	**20**	-	30
(11) towel	06	**24**	-	30
(12) spectacles	02	**28**	-	30
(13) mosquito net	-	**30**	-	30
(14) faeces	03	**27**	-	30
(15) belt	02	**27**	01	30
(16) bag	01	**29**	-	30
(17) motor-bike	-	**30**	-	30
(18) bicycle	05	**25**	-	30
(19) book	01	**29**	-	30
(20) sugar	02	**27**	01	30
Total	**74**	**505**	**21**	**600**
Percentage	**12.3%**	**84.2%**	**3.5%**	**100**

In Table 3, it shows that none of the respondents mentioned the native words for the exhibits **'milk, hospital, mosquito-net, police and a motor-bike.'** Ten respondents out of thirty mentioned the native equivalence of the Akan loanword *fufu,* while twenty out of thirty **'bottle,'** respondents mentioned native equivalent of the loanword '**yam.**' Apart from the exhibit less than ten respondents mentioned the native words equivalence of the loanwords for the exhibits: '**fertilizer, bread, light, socks, towel, spectacle, faeces, belt, bag, bicycle, book and sugar.**' It shows that only 12.3% of the young-adults' speakers unconsciously mentioned the native words, while 84.2% of these speakers mentioned loanwords unconsciously. Also, 3.5% of the young adults could not identify and mention some of the exhibits. However, some of the respondents consciously mentioned the native

words which were equivalent of the loanwords, while others could not mention these words as shown in Table 4 below:

Table 4: Young Adults who consciously mentioned the native words from the exhibits.

Exhibits	Number of respondents who mentioned native words	Number of respondents who mentioned loanwords	Total respondents
(1) milk	**09**	21	30
(2) fufu	**27**	03	30
(3) hospital	**09**	21	30
(4) police	**30**	-	30
(5) yam	**29**	01	30
(6) fertilizer	**27**	03	30
(7) bread	**18**	12	30
(8) light	**13**	17	30
(9) socks	**09**	21	30
(10 bottle	**29**	01	30
(11) towel	**19**	11	30
(12) spectacles	**27**	03	30
(13) mosquito net	**15**	15	30
(14) faeces	**06**	24	30
(15) belt	**23**	07	30
(16) bag	**29**	01	30
(17) motor-bike	**16**	14	30
(18) bicycle	**26**	04	30
(19) book	**28**	02	30
(20) sugar	**27**	03	30
Total	**375**	**225**	**600**
Percentage	**62.5%**	**37.5%**	**100**

It is observed from Table 4 that none of the speakers of the young-adults age group remembered the native word equivalence of the loanword for the exhibit '**police'** which is *lengima*. Less than ten respondents consciously mentioned the native equivalence of the loanwords for the exhibits '**milk, hospital, socks** and **faeces.'** However, many of the respondents were able to consciously mention the native words which were equivalent of the loanwords for the exhibits '**fufu, yam, fertilizer, bread, light, bottle, towel, spectacle, mosquito-net, belt, bag, motor-bike, bicycle, book** and **sugar.'** Those who could not mention these words expressed disappointments for having forgotten the native language version of the words. Some respondents also mentioned loanwords from other languages such as Akan and Hausa as the original Gurene words. For instance, **'bread'** was mentioned as *paano* which is Akan loanword instead of the native word *boribori*. Others also mentioned a **'towel'** as *booduba* which is also derived from Akan instead of *papa'afɔ* which is the original native word. The results show that 62.5% of the young-adults' group of the respondents consciously mentioned the native vocabulary equivalence of the loanwords while 37.5% could not consciously mention the native words for the loanwords that they used. An increase from 12.3% in Table 3 to 62.5% in Table 4 of respondents who consciously mentioned the native equivalence of the loanwords shows that 49.8% of the respondents have knowledge in using the native words but prefer the replacement of loanwords to the native words. Some of the young-adults' inability to consciously mention the native equivalence of the loanwords can be attributed to forgetfulness caused by the attitude of replacing native words with loanwords in speech.

3.3 The Adults' Speech Results

The data obtained from the interview of the adult respondents are presented for analyses and discussions. The adults' age group consists of speakers between the ages of 40- 70. This group of speakers seems to have more knowledge in the use of the native equivalence of the loanwords than the children and the young adults' speakers. The responses of this group of speakers were scored based on the respondents who mentioned the loanwords unconsciously, and those who mentioned the native words consciously. The results are indicated in the table below:

Table 5: Adults who unconsciously mentioned loanwords from the exhibits.

Exhibits	Number of respondents who mentioned native words	Number of respondents who mentioned loanwords	Number of respondents who could not identify the exhibits	Total respondents
(1) milk	-	**30**	-	30
(2) fufu	19	**10**	01	30
(3) hospital	-	**30**	-	30
(4) police	02	**27**	01	30
(5) yam	18	**12**	-	30
(6) fertilizer	12	**13**	05	30
(7) bread	04	**26**	-	30
(8) light	02	**28**	-	30
(9) socks	02	**28**	-	30
(10) bottle	08	**22**	-	30
(11) towel	04	**26**	-	30
(12) spectacles	06	**24**	-	30
(13) mosquito net	02	**28**	-	30
(14) faeces	-	**27**	03	30
(15) belt	02	**28**	-	30
(16) bag	03	**27**	-	30
(17) motor-bike	-	**30**	-	30
(18) bicycle	05	**25**	-	30
(19) book	-	**29**	01	30
(20) sugar	07	**21**	03	30
Total	**96**	**490**	**14**	**600**
Percentage	**16%**	**82%**	**2%**	**100**

The results from Table 5 indicate that all the respondents of the adults' age group unconsciously mentioned the loanwords for the exhibits: '**milk, hospital** and **motor-bike**.' It shows that many of the respondents

unconsciously mentioned loanwords as compared to fewer respondents that mentioned the native words which are equivalent to the loanwords. Apart from 19, 18 and 12 respondents who unconsciously mentioned the native words for the exhibits *fufu* which is **'sakɔra,'** yam **'nyua'** and fertilizer **'buligo***'* respectively, less than 10 respondents mentioned the native equivalence of each of the remaining loanwords which encompassed '**bread, bottle, towel, spectacle, bag, bicycle and sugar.'**   Only two respondents each were able to unconsciously mention the native equivalence of the loanwords for the exhibits **'police, light, socks, mosquito-net** and **belt'** respectively.   There were few respondents who could not identify the pictures of some exhibits; hence they could not mention the words. From the table, it indicates that 82% of the adults' age group unconsciously mentioned loanwords, while 16% of them mentioned the native words equivalence of the loanwords. However, 2% of the respondents could not identify and mention the pictures of the exhibits. Though this speech community mentioned loanwords than the native words, majority of them have knowledge in using the native words equivalence of the loanwords as illustrated in Table 6 below.

Table 6: Adults who consciously mentioned native words from the exhibits.

Exhibits	Number of respondents who mentioned native words	Number of respondents who mentioned loanwords	Total respondents
(1) milk	**09**	21	30
(2) fufu	**29**	01	30
(3) hospital	**10**	20	30
(4) police	**02**	28	30
(5) yam	**29**	01	30
(6) fertilizer	**30**	-	30
(7) bread	**26**	04	30
(8) light	**23**	07	30
(9) socks	**14**	16	30
(10 bottle	**28**	02	30
(11) towel	**25**	05	30
(12) spectacles	**29**	01	30
(13) mosquito net	**11**	19	30
(14) faeces	**05**	25	30
(15) belt	**26**	04	30
(16) bag	**26**	04	30
(17) motor-bike	**20**	10	30
(18) bicycle	**24**	06	30
(19) book	**28**	02	30
(20) sugar	**29**	01	30
Total	**423**	**178**	**600**
Percentage	**70.5%**	**29.5%**	**100**

The above table shows that only 2 subjects of the adults' age group were able to consciously mention the native word for the exhibit '**police'** which is *lengima*. Also, only 5 respondents mentioned the native words for the exhibits '**faeces'** *wɛɛsi* consciously and 9 respondents mentioned native equivalence of the loanword for the exhibit '**milk'** consciously as *iilum*. Apart from these, it is observed that ten and above respondents were able to consciously mention the native words for each of the remaining exhibits. The results show that 70.5% of the adults' age group consciously mentioned the native equivalence of the loanwords, while only 29.5% of them mentioned the loanwords. This showed a tremendous increase from 16% in Table 5 to 70.5% in Table 6 of the

respondents who unconsciously mentioned the native words and that of those who consciously mentioned the native words that were equivalent to the loanwords. This revealed that the native speakers have substantial knowledge in using the original native words but prefer replacing the native words with loanwords. However, the failure of some respondents to consciously mention some native words that were equivalent to the loanwords could be attributed to forgetfulness as a result of their frequent replacements of loanwords to the native words. This was confirmed by majority of the adults who openly expressed their disappointments of having forgotten some of the native version of the loanwords during the interview conducted.

3.4 Summary of Results

The results of the three age groups which encompassed children between the ages of 6 to 12 years, young-adults between the ages of 20 to 35 years, and the adults' group between the ages of 40 to 70 years were compared and discussed. The results are summarized in Figures (1) below.
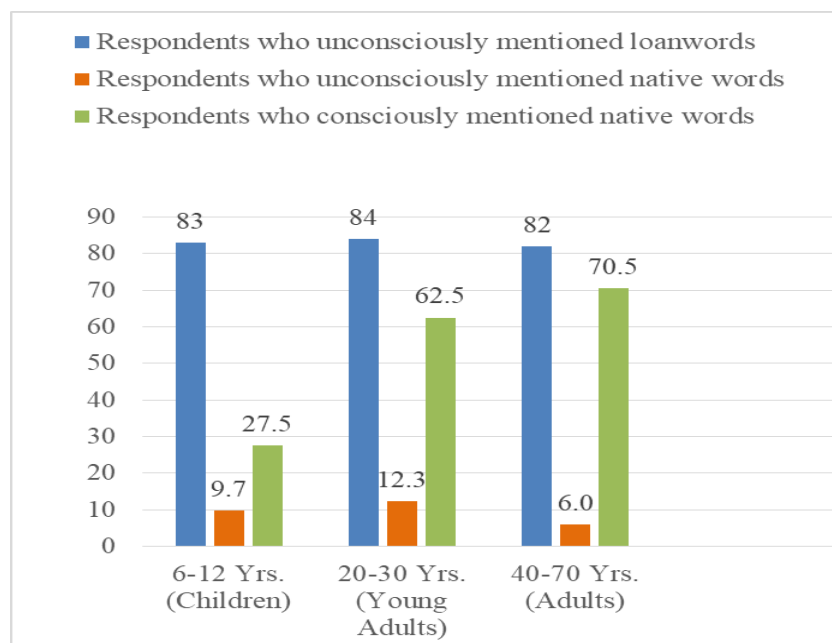
Figure 1: Respondents who unconsciously mentioned loanwords, native words and could consciously mention the native equivalence.

In Figure **(1),** the analysis of the use of loanwords in contrast with the use of the native vocabulary equivalence of the loanwords by the three age groups shows that the young-adults within 20-35 years use more loanwords than the children within 6 – 12 years and the adults within 40-70 years. However, the adults demonstrated sufficient knowledge in using the native words consciously than the young-adults and the children as the results showed 70.5% as compared to 62.5% and 27.5% respectively for the young-adults and the children. It also indicates that 84.2% of the young-adults use loanwords unconsciously as compared to 83% of the children and 82% of the adults. The results from the analysis of the data seem to be a reflection of the author in [20] claim that the lower middle class of Labov's New York City research used the **r**-pronunciation more than the next highest class. Similarly, the young-adult speakers who represent the middle class used more of the loanwords

unconsciously than the adult speakers who are the next highest class in this research. The young adults constitute the social class that may be more interested in using loanwords from the prestigious languages.

However, further analysis of this research data contradicts the author in [20] assertion that "people below the age of 20 also used more **r**-pronunciation than people between the ages of 20-40" [20:166]. On the contrary, Gurene speakers between the ages of 20 – 35 rather used more loanwords than speakers between the ages of 6 – 12 who are below 20 years. The data also proved that the adult speakers between the ages of 40 – 70 had more conscious knowledge in the use of the native equivalence of the loanwords than the young adults and the children's groups and this is contrary to the author in [20] assertion. The study showed a significant increase between respondents who mentioned the native equivalence of the loanwords unconsciously and that of those who mentioned the native words equivalence consciously as shown in Figure 1 where the children's group increased from 9.7% to 27.5%, the young adults' group from16% to 70.5% and the adults' group increased from 12.3% to 62.5%. This proves that all the age groups have varied knowledge in using the native words but prefer replacing loanwords. This phenomenon may be attributed to the speakers' pride in using loanwords from the prestigious languages such as English, Hausa and Akan that come into contact with their culture.

3.5. Discussions

Borrowing words from foreign languages cannot be effectively proscribed by any state or group of speakers because of the many benefits that are derived from borrowing. Languages that shun borrowing of words must constantly create new words as the French Academy did in order not to remain backward in technology since rich vocabulary underpins technological advancement. It is a clear manifestation that languages that borrow many words from foreign languages are technological culminated. Clear examples include English and Japanese that have about 70% to 80% of their words borrowed from other languages [2, 8, and 12]. Some languages cannot have adequate vocabulary without loanwords. Generally, African languages have no vocabulary for some scientific , technical and technological words such as computers, projectors, tablets, internet, scanner, software, mobile phone, ATM, E-mail, network, speakers, browser, virus, Bluetooth, machine, modem etc. Hence, loanwords help many languages to be able to elucidate some foreign ideas, concepts, items and actions that are introduced to them. Some of the loanwords are often incorporated into the local languages' lexicon, and are used as native words. This ensures effective communication by using the loanwords to express those inventions introduced into their culture [1, 5 and 12]. However, the consequence of replacing loanwords to the already existed native words in the Gurene language is vocabulary reduction which may have adverse effects to language learning and language development. Generally, languages that are undeveloped remain backwards in technology as compared to languages that are studied and developed. The outcome of this practice may also create an artificial mix language.

Another reason for borrowing words from foreign languages may be due to prestige. Some languages are superior and dominant languages in which speakers of other languages are longing to be associated with these languages by borrowing words. Because of colonialism, English and French are prestigious languages that some people in Africa feel proud and honored when they are able to use some loanwords from these languages. These languages among others according to the author [4:36] are regarded as "superior, more elegant, and more

logical" where most speakers of different languages are interested in borrowing words. Similarly, many uneducated native speakers feel proud and honoured within themselves when they are able to use some loanwords from the English language correctly before their educated or illiterate audience. Hence, native speakers are enthused in replacing loanwords to the native vocabulary. However, the pronunciation of these loanwords is always strange to be realized as English loans. English words are often pronounced according to the Gurene CVCV syllable structure such as **bag** "baagi," **belt** "bɛlɛti," **book** "buki," **milk** "miliki" and **table** "teebule, police "pulisi." Though these loanwords can easily be incorporated into the native vocabulary as author [12] asserted, the authenticity of the loanwords is lost because these words have native vocabulary equivalences. Hence, one may consider these words as inadequate learning and usage of some English words by Gurene speakers rather than loanwords. One important reason for borrowing is the use of loanwords as indirection strategies. There are certain words in the native language that are culturally unaccepted to be mentioned in public speech. Those words are often sensitive or offensive that they constitute language taboos to be mentioned in public. The linguistic taboos in the native language encompass words that express sensitive human excretion or sensitive body parts such as faeces, menstruation, penis, vagina and sexual intercourse. These words are regarded as immoral to be mentioned in public. Also, words that express diseases and physical deformities such as leprosy, blindness, deafness, dumpiness, and cripple are unmentionable words in some Ghanaian languages including Gurene. It is believed that mentioning these words publicly in the native language constitutes an insult to people who are infected with these diseases or those who have physical deformities. It is also believed that mentioning these words among others constitutes a violation of societal norm which may attract punishment from the Almighty God or the gods of the land hence, the adoption of loanwords to replace these words in speech. The strong belief is that speakers who violate this norm will suffer similar physical deformities and diseases infection as a form of punishment from the gods of the land and the Almighty God. However, the language has very rich figurative expressions and proverbs that can be used to replace such words rather than loanwords that are often pronounced wrongly. Also, loanwords expand the vocabulary of a language in which effective communication is ensured. There is no language that can claim to have sufficient vocabulary without loanwords. The authors' [10] study of loanwords and native words in Dutch revealed that the Dutch Etymologisch Woordenboek (EWB) contains 73.9% of loanwords and 25.1% of native words. Besides, loanwords are used to explain new ideas, concepts or things that do not have words in the native language [3, 4]. However, loanwords can lead to the loss of essential vocabulary and the change of the cultural context of the native vocabulary if they are used to replace the original native words in speech as exhibited by Gurene speakers in the results. Hence, I argue that loanwords can only exhibit positive impact if they are loaned from foreign languages to express words that do not exist in the native language. Hence, loanwords that replace the original native words of a language can adversely affect the language.

4. Conclusion

The Gurene language derived many of its loanwords from Hausa and Akan languages. Some of these loanwords are incorporated in the native language and used as Gurene words. Also, some of the original Gurene words had been replaced with some adapted Hausa and Akan loanwords. Currently, the native speakers of Gurene are substituting the original native words and the adapted loanwords with English loanwords in which the words are often pronounced wrongly from English words, a practice which is distinct from code switching.

The study proved that this attitudes and preferences of the speakers cut across the three age groups which are the children, the young adults and the adults who unconsciously replaced loanwords to the native words with insignificant variations in usage. The results also proved that speakers of all the age groups have limited knowledge in the conscious use of the native vocabulary equivalence of the loanwords. The children's group is the least in terms of their conscious knowledge in using the native equivalence of the loanwords while the adults' group being the highest. Though the young adults and the adults have much knowledge in using the native words, they often use loanwords as against the native words. Consequently, the native vocabulary reduction emanates from forgetfulness of the original native words which were not used for a long time. It is evident that the children's group have either not learned or learned little about some of the essential native words that are replaced with loanwords as only 27.5% of them could consciously mentioned the native version of the loanwords. Though loanwords generally exhibit positive impact to all languages, the study unveiled that the use of loanwords to replace original native words has adverse effects to the language. These effects include poor language learning, insufficient knowledge of language use, vocabulary reduction and loss of the cultural context of the language expressed in the native vocabulary. This phenomenon places the language at a greater risk of becoming a mix language. This is because almost all the native speakers hardly speak their native language without substituting loanwords to some native words, a phenomenon which is quite different from code switching and a violation of loaning words because the pronunciation of the loanwords are neither the native words nor English loans. Hence, the paper recommends that only loanwords that lack the original native vocabulary equivalence should be adapted by speakers of a language. The study further recommends that linguistic taboo words in the language should be replaced with the very rich figurative expressions and proverbs that exist in the native language than replacing loanwords as indirection strategy. Loanwords that contribute nothing to language learning, vocabulary expansion and language development lack the authenticity of loanwords because it is awkward to borrow words that already exist in a language and to pronounce those loanwords wrongly. Hence, speakers of all languages should be eschewed from replacing loanwords to their respective original native vocabulary in speech on the basis that such loans add nothing to language development which defeats the purpose loaning words. However, the study is not against code switching which constitutes a phenomenon for future research.

Acknowledgements

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Appendix: **Word List**

Loanwords and their Gurene Language Equivalence

Loanwords	Gurene words equivalence
1. bag	*tapɔɔ*
2. bread /*paano* (Akan)	*boribori*
3. motor-bike	*pupu*
4. bicycle	*keekee / kuteyeefo*
5. light / *kanɛa* (Akan)	*bugum*
6. mosquito net	*giremasoore*(adapted from Hausa)
7. towel /*booduwa* (Akan)	*papa'afɔ*
8. belt	*siganɛ*
9. bottles	*kɔleba /tɔɔsi*
11. milk	*iilum*
12. sugar	*sikiri* (adapted from Akan)
13. spectacle	*nimbisi*
14. fertilizer	*bugeligo*
15. faeces / *bino* (Akan)	*wɛɛsi*
16. socks	*nafutisi*
17. book	*gɔŋɔ*
18. yam /*baayiri* (Akan)	*nyua / busa*
19. *fufu* (Akan)	*sakɔra*
20. hospital / *dɔgeta*	*asigetum* (adapted from Hausa)

Biography

Joseph Ayamga is an English language tutor at St. John Bosco College of Education in northern Ghana. He holds a B. Ed. Degree in Ghanaian Languages in the University of Education, Winneba, Master of Arts Degree in Teaching English as Second Language and an M. Phil Degree in Linguistics both in the University of Ghana. His research interest areas include Sociolinguistics, Ethnography of Speaking, Syntax and Semantics.