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Patterns of Pronunciation of Morpheme "– ed" in English News among Yoruba Television Newscasters in Lagos State

Gbadegesin Michael Olayinka [α] & Peter Adewale, Akande [σ]

Abstract- The study examined the possible phonological environments that influence the renditions of morpheme '-ed'; identified the patterns of the pronunciation of morpheme "– ed" by Yoruba L1 Television Newscasters; and it investigated the level of awareness of phonological rules guiding the articulation of morpheme " – ed" by Yoruba L1 newscasters. This is with a view to examining the patterns of pronunciation of morpheme '-ed' in English news among Yoruba television newscasters. The study is a descriptive survey; weekly news episodes were recorded from August 2020- March 2021, hence a total of 32 news episodes were collected from each television station. A collection of 25 words that contain morpheme '-ed' and common to the news episodes from all the television stations were selected for analysis with their corresponding number of occurrence. Theoretical insights were drawn from Distinctive Features and Phonological Rules. It was found that the newscasters were aware of the morphophonemic rules but they were not consistent in deploying it. Instead of the three patterns of pronunciation of morpheme '-ed' in the received pronunciation -/t, d, id/, the newscasters had five different patterns -/t, d, id, ed, ∅/. Of all the renditions, /d/ and /ed/ were the commonest ones. There were cases of overgeneralization and elision that was called null rendition.

Keywords: morpheme, rendition, patterns, elision, newscasters.

I. Introduction

Phonology, which is the sound structure of a language and morphology, which the word structure of a language, are two different aspects of language but they interact at some points; this interaction is known as morphophonemic. When the sound structure and the word structure of a language interact, the sound of the morpheme is modified or completely changed. The term morphophonemic is derived from two words, "morpheme" and "phoneme" and it refers to the variation in the form of morphemes because of the influence of phonetic factor. The form change of morpheme is based on the sounds that surround it which relates to the correlation between morphemes and phonemes (Parera, 1982:42). Morphophonemic is the analysis of classification of phonological factors that affects the pronunciation of morpheme.

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Morphophonemic process is the process that guides the phonological realizations of a morpheme. This process shows morphophonemic rules are sensitive to their environment. Phonological environment is the position a phoneme occupies in relation to other phonemes. Gbadegesin (2016) describes phonological environment as the position a phoneme occupies in relation to other phonemes it co-occurs with which may have effect on the realization of such phoneme and the features of its rendition. Morphophonemic process studies the phonological realization of the allomorphs of the morphemes of a language or the study of the phonemic representation of morphemes in different environment (IvyPanda, 2020). It is also called morphophonemic changes.

According to Ramlan (2001:83), morphophonemic refers the changes of phoneme as a result of the merging of one morpheme to another. A phoneme is a sound unit with its functions and peculiarities, and a morpheme is the smallest grammatical unit in the language (Radford, Atkinson, Britain, Clahsen, & Spencer, 2009). These units cannot be ignored because the quality and essence of every word a person pronounces are defined by the sound changes that occur in a morpheme. The interactions between morphology and phonology have a long history, and the existing morphophonemic rules serve as the best proof that the supporters of the theory succeeded in their ideas to analyze the changes in word forms and the effects of these changes on words' pronunciation and to implement a phonological rule that can be restricted to a certain morphological environment IvyPanda. (2020).

English is an international language used by a relatively significant percentage of the world's population. By mastering English, one is able to follow all kinds of development for the purpose of absorbing information that addresses one's interests. The mastery of English as a second or foreign language begins with learning its skills properly. English pronunciation is one of the most difficult skills to acquire and learners should spend lots of time to improve their pronunciation (Aliaga García, 2007; Martínez-Flor et al. 2006; Pourhosein Gilakjani, 2016). Understandable pronunciation is one of the basic requirements of learners' competence and it is also one of the most important features of language

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instruction. Good pronunciation leads to learning while bad pronunciation promotes to great difficulties in language learning (Pourhosein Gilakjani, 2012).

Morley (1991) emphasized that learners should develop functional intelligibility, functional communicability, increased self-confidence, the speech monitoring abilities, and speech modification strategies. In this study, the researcher defines the term pronunciation, reviews the goal of English pronunciation instruction, and explains the significance of English pronunciation instruction. If learners want to change the way of pronouncing English words, they have to change the way they think about the sounds of those words. This is true both for individual sounds and the bigger parts of speech such as syllables, stress patterns, and rhythm. Unfortunately, pronunciation instruction is sometimes ignored in English language teaching (Pourhosein Gilakjani, 2011; Pourhosein Gilakjani, 2016).

Difficulties can also arise from the mode of learning of the target language i.e English language. It is necessary to say that spoken language is the primary mode of communication. Speech is reported as the foundation of the language work and a good grounding in speech work is seen as naturally constituting a good basis for broadcasters. In the Nigerian situation where English is taught as a subject and used as a second language, it is important to speak English with the appropriate realization of the suprasegmental features in order to convey the appropriate message behind the utterance. The above factors prompted the government to make oral English compulsory in secondary schools; yet, students perform very poorly in speech work. Nigerians newscasters especially those from the Southwest, have the problem of their mother tongue interfering in the way they speak and pronounce words in English. Cook (1996 as cited in Pourhosein Gilakjani, 2016) defined pronunciation as the production of English sounds. Pronunciation is learnt by repeating sounds and correcting them when produced inaccurately. When learners start learning pronunciation they make new habits and overcome the difficulties resulting from the first language.

According to James (2010), acceptable pronunciation can be understood based on the following basic levels. In level1, what the speaker is saying is not understandable to people. The speaker uses the wrong sounds when producing English words or uses the wrong prosodic features when producing English sentences. According to Hinofotis and Bailey (1980, as cited in Celce-Murcia & Goodwin, 1991), there is a beginning level for pronunciation. If the pronunciation of a speaker falls below this level, he/she will be not be able to communicate without paying attention to his/her knowledge of grammar and vocabulary. In level 2, what the speaker is saying can be understandable to people but the speaker's pronunciation is not acceptable to listen to because he/she has a strange and heavy accent. Morley (1994) said that when a speaker's pronunciation is heavily accented it can affect the speaker's understanding. In level 3, people understand the speaker and the speaker's English is acceptable to listen to. Scovel (1988) called it comfortable intelligibility and it should be the aim of English pronunciation.

Therefore, the important question is this: what shapes acceptable pronunciation? A speaker has acceptable pronunciation when other people can understand him/her and the speaker's English is of great value to listen to. According to James (2010), the aim of learning pronunciation, for some learners, is the native-like accent. This can probably be a primary objective but it cannot be the ideal goal of teachers who intend to improve their learners' pronunciation.

Also, other aspect of difficulties is the irregularity in the spelling of English words. When words are not spelt well, the readers and speakers find it difficult to interpret the message passed across. According to Yates and Zielinski (2009), much attention to English pronunciation indicates that pronunciation has a key role in learning English. If teachers don't present the general rules and principles toward comprehensible pronunciation to their ESL learners, nobody will certainly do it. This is the responsibility of ESL teachers to do this by teaching the new sounds, words, sentences, and phrases and arranging appropriate materials for understandable pronunciation in their ESL classes. ESL teachers should explore new ways of indicating, practicing, and giving feedback on English pronunciation that are actually appropriate for learners to learn English pronunciation easily and effectively.

Gilakjani (2012) observes that English pronunciation is one of the least favorite areas for teachers to teach in their classes. Morley (1991) also notes that intelligible pronunciation is a necessary part of communicative competence and without having perfect pronunciation skills learners would not be able to communicate effectively. Hismanoglu and Hismanoglu (2011) declared that many teachers try to teach grammar, vocabulary, and the four language skills for their learners without incorporating English pronunciation into their curriculum.

According to Harmer (2001), a lot of teachers do not pay enough attention to English pronunciation. There are different reasons for this negligence. Many learners state that they do not need to learn pronunciation and learning pronunciation is a waste of time. They state that just communication in English is enough and when they are understood, nothing else is important. Harmer (2001) emphasizes that the main aim of teaching and learning in any language is to enable students to communicate in the target language and if this is the case, communication is an important term to explain.

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It is beyond doubt that pronouncing the words that make up a language properly is a key aspect to making a speaker understand other speakers and vice-versa. To achieve this, the speakers must understand the concept of morpheme which is an integral part of speech. Morpheme is the smallest meaningful part of a linguistic expression that can be identified by segmentation. It is a meaningful word or part of a word, which cannot be divided into smallest meaningful parts. To utter speech correctly, the speaker must understand the concept of morpheme and know how to put morphemes together In a setting where English is an official language and is used as the language of wider communication, teaching and learning the process of pronunciation would play a determining role since they are directly related to the development of professionals' communicative competence and thus to language proficiency and comprehensibility.

Communication means to understand and be understood. Many learners think that because they can talk to their teachers and other students so they can easily communicate in English. But they make a big mistake. There are a lot of reasons for their mistakes. Firstly, teachers can understand their students much more easily than an average person because their ears are used to 'bad English.' Secondly, other students are the speakers of the same language have the same pronunciation patterns and make the same mistakes so it is easy for them to understand each other. Thirdly, the classroom is not a real situation and it just takes place at school and students do not have an opportunity to talk to native speakers (Harmer, 2001). Several academic researchers have contributed facts on factors that can affect the teaching and learning of pronunciation. These include:

> News casting that should be a good model of acceptable and intelligible English pronunciation in Nigeria has become channel of confusion. Most learners learn the wrong pronunciation of words from the media. Learners' age also affects learning pronunciation. The debate over the impact of age on language acquisition, specifically pronunciation, is varied. Many researchers, however, agree that adults find pronunciation more difficult than children do and that they probably would not achieve native-like pronunciation. Also, Learners' aptitude. Individual capacity for learning languages has been debated. Some researchers believe all learners have the same capacity to learn a second language because they have learned a first language. This is a great problem. Learning of first language was unconscious and informal without scheme or curriculum but the acquisition of second language comes wise, rules and regulations and model that is why it is a bit difficult to easily learn the second language.

Moreover, learner attitude also affects pronunciation. Non-linguistic factors related to an individual's personality and learning goals can influence achievement in pronunciation. Attitude towards the target language, culture, and native speakers; degree of acculturation (including exposure to and use of the target language); personal identity issues. The readiness and unwillingness of the learners is a great factor that affects learning pronunciation. When a learner is willing to learn, he or she achieves easily than when he or she is being forced to learn. Motivation can also affect pronunciation learning. When a learner is adequately motivated the readiness to learn will come easily. Especially, when the learners know the advantages attach to learning the appropriate pronunciation motivated. Many teachers are not aware of the importance of pronunciation. Teachers pay enough attention to grammar and vocabulary in learning a foreign language and they help learners become skillful in listening and reading. Secondly, the majority of teachers think that pronunciation study is too difficult and monotonous for learners (Harmer, 2001). According to Harmer (2001), the lack of high quality, suitable teaching and learning materials, and the lack of time to practice pronunciation are the major reasons that cause teachers not to pay enough attention to English pronunciation. Teachers think that they have too much to do and pronunciation instruction just wastes their time. Some teachers believe that their students can learn correct pronunciation without particular pronunciation instruction.

Kenworthy (1987) said that there are some factors for the learning of acceptable pronunciation by some students without depending on their teachers. They are learners' phonetic abilities, integrative motivation, and achievement motivation. There are just some students who know the value of good pronunciation. This is the responsibility of teachers to persuade their learners to study pronunciation severely and help them learn to pronounce English sounds correctly. Teachers should tell their students that their very first English lesson is pronunciation. If students do not practice good pronunciation at the beginning of their learning process, they may learn wrongly. Therefore, words should be learnt regarding to their pronunciation. Otherwise, this may damage learners' overall success.

Harmer (2001) expressed that the first thing that native speakers notice during a conversation is pronunciation. Grammar and vocabulary are important elements of language and they can be useless if the speakers cannot pronounce those elements or words accurately. Native speakers can understand people, despite their grammatical errors, if they use accurate pronunciation. Communicative efficiency can be guaranteed by correct pronunciation. Pronunciation is an essential part of communication and without correct pronunciation nobody can say that he/she knows the English language perfectly. Information about spoken English and help them get the goal of comprehension and intelligibility. According to Kenworthy (1987), some teachers state that pronunciation instruction cannot be useful because only a few learners will be able to get

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native-like pronunciation. We should know that native-like pronunciation may be an ideal goal only for some learners and not for all learners. Intelligibility is a logical aim for the majority of learners.

This follows that there is a high expectation from the general public from television houses in reporting news with near native-like control of the English language. The spoken languages of a reporter should be "impeccable", devoid of the trace of the mother tongue, Pidgin and the Nigerian variety of English. This may suggest that news reading had to be undertaken with close attention to stress timing and cadence as well as pronunciation. There is a need to sanction recalcitrant reporters and relieve them of their duties if they insist on polluting English language. Broadcasters are expected to have crossed the hurdle of wholesale MT interference because they have been trained as journalists to speak and use educated variety of English language.

In support of the expectation of the standard usage of English language by newscasters; the everyday language of ordinary discourse and language of the news casting significantly differs due to the difference in expected roles. The language of journalism or broadcasting is to facilitate effective communication between an encoder and the decoder. The language of a broadcaster should be flawless, at least, not to the extent of being an error rather than a mistake. However, research has shown that many broadcasters still find it difficult to shed away the interference of their MT into English which has continually made them produce the substandard English. This becomes evident as the problem rests on the improper manipulation of the segmental and supra segmental features which invariably is the inevitable form with which a news correspondent reports a story. Though interference may be ignored in ordinary conversation as many Nigerians speak their MT while assuming they are speaking English, it became a serious faux pas when it comes to reporting as it can breed semantic noise and sends negative signal to students in schools. Phonic noises that are negative render a reporter incompetent and incomprehensible.

a) Research questions

a. What are the possible phonological environments that influence the renditions of morpheme 'ed'?
b. What are the patterns of the pronunciation of "ed" by Yoruba L1 Television Newscasters?
c. Do Yoruba L1 English newscasters demonstrate awareness of phonological rules guiding the articulation of "ed" in the news episodes?

II. Methodology

The study is a descriptive survey on the awareness of morphophonemic rules guiding the articulation of morpheme '-ed' among Yoruba television English newscasters. Five television stations covering the federal, state and private ownerships were selected based on their popularity and coverage. The television stations were: Channels Television, Nigerian Television Authority (NTA), Galaxy Television, Lagos, African Independent Television (AIT), and Lagos state television. Weekly news episodes were recorded in August 2020. Hence, four news episodes were collected from each television station making a a total of 20 news episodes. 25 words that contain morpheme '-ed' were purposively selected from the recorded news episodes; these words were common to the news episodes from all the television stations. There is different number of occurrences of each word, this necessitated the inclusion of number of occurrence in the analysis and the words were transcribed and subjected to perceptual analysis. The study drew its theoretical insights from Distinctive Features Analysis (DFA). DFA explains the intrinsic features of each phoneme which makes it wrong for substitution no matter the phonological environment.

III. Data Nalysis

Phonological environments that influence the renditions of morpheme '-ed'

Table 1: Selected words, Number of Occurrence and RP Transcription

S/N	Item	RP	Number of Occurrence
Voiced consonant sounds with 'ed'			
1	Planned	/plænd/	48
2	Observed	/əbzʒ:vd/	45
3	Warmed	/wɔ:md/	52
4	Razed	/ reizd/	34
5	Wronged	/wɒŋd/	24
Voiceless consonant sounds with 'ed'			
6	Washed	/wɒʃt/	38
7	Practiced	/ˈpræk.tɪst/	27
8	Cooked	/kʊkt/	16

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9	Purposed	/pʒ:pəst/	32
10	Watched	/wətʃt/	41
Voiceless Alveolar Plosive /t/ with 'ed'			
11	Tested	/testid/	74
12	Rejected	/rɪˈdʒektid/	63
13	Abducted	/æbdʌktid/	67
14	Affected	/əfektid/	58
15	Projected	/prədʒektid/	42
Voiced Alveolar Plosive /d/ with 'ed'			
16	Needed	/ni:did/	65
17	Recorded	/rikɔ:did/	83
18	Avoided	/əvɔidid/	43
19	Invaded	/inveidid/	58
20	Decided	/disaidid/	42
Vowel sounds with 'ed'			
21	Prepared	/prɪˈpeəd/	57
22	Poured	/p ɔ:d/	31
23	Bothered	/ˈbɒð.əd/	28
24	Aired	/eər/	22
25	Barred	/bɑ:d/	18

Table 1 shows that there are five different possible phonological environments that influence how morpheme '-ed' is pronounced as gathered from the news episodes. The selected words from the news episodes are group according to these RP patterns. These phonological environments are:

(i) Voiced consonant sounds with 'ed' –The phonological rule is that when voiced consonant sounds precede 'ed', morpheme 'ed' is pronounced as /d/
(ii) Voiceless consonant sounds with 'ed' - when voiceless consonant sounds precede 'ed', morpheme 'ed' is pronounced as /t/
(iii) Voiceless Alveolar Plosive /t/ with 'ed' – When voiceless alveolar plosive /t/ precede 'ed', the morpheme is pronounced as /id/
(iv) Voiced Alveolar Plosive /d/ with 'ed' - When voiced alveolar plosive /d/ precede 'ed', the morpheme is pronounced as /id/
(v) Vowel sounds with 'ed' –When vowel sounds precede 'ed', the morpheme is pronounced as /d/.

In all, there are three possible Received Pronunciation of 'ed' base of its phonological environments -/t/, /d/, and /id/. The study found that there are five different patterns of rendition of morpheme 'ed' among Yoruba L1 television English Newscasters instead of the three patterns of pronunciation in the received pronunciation: /t/, /d/, /id/, /ed/, and /∅/. Of all the renditions, /d/ and /ed/ were the commonest ones.

a) Patterns of the pronunciation of "ed" by Yoruba L1 Television Newscasters

Table 2: Voiceless Consonant Sounds without Voiceless Alveolar Plosive /t/ + -ed

S/N	Item	RP	Number of Occurrence	/t/ %	/d/ %	∅ %	Total
1	Washed	/t/	38	62	31	7	100
2	Practiced	/t/	27	60	30	10	100
3	Cooked	/t/	16	53	35	12	100
4	Purposed	/t/	32	60	34	6	100
5	Watched	/t/	41	38	55	7	100

The results show that morpheme '-ed' in voiceless consonant sounds without voiceless alveolar fricatives /t/ phonological environment has three different patterns as articulated by the Yoruba television English news casters. It is realized as /t/, it is realized as /d/ and there are cases of null realization which is called elision. The results showed that many of the news casters are aware of the phonological rules that guides the rendition of morpheme ''-ed' as /t/ in the environment of voiceless consonant sounds without voiceless alveolar fricatives /t/. All the first four words have 53% and above RP pattern rendition. Only watched

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has 38% RP pattern rendition; this may be as a result of common error of taking /tS/ for a voiced sound among second language users. Of all the three patterns of rendition of morpheme ''-ed' in the phonological environment of voiceless consonant sounds without voiceless alveolar fricatives /t/, /t/ has the highest rendition follow by /d/ and null rendition or elision has the least.

Table 3: Voiced Consonant Sounds without Voiced Alveolar Plosive /d/ + -ed

S/N	Item	RP	Number of Occurrence	/d/ %	/t/ %	∅ %	Total
1	Planned	/d/	48	80	11	9	100
2	Observed	/d/	45	76	18	6	100
3	Warmed	/d/	52	68	27	5	100
4	Razed	/d/	34	80	16	4	100
5	Wronged	/d/	24	76	18	6	100

The study showed that there are three renditions of morpheme '-ed' in the phonological environment of voiced consonant sounds -/d/, /t/ and ∅. Many of the participants rendered the five selected words as voiced alveolar plosive /d/ which is the RP pattern by. Only few of between 11% and 27% rendered morpheme '-ed' in the voiced consonant phonological environment as voiceless alveolar plosive /t/ while between 4% and 9% recorded null rendition or elision. The reason for the higher percentage of the RP pattern is because it is general rendition without any special rule.

Table 4: Voiceless alveolar plosive /t/ + morpheme '-ed'

S/N	Item	RP	Number of Occurrence	/id/ %	/ed/ %	∅ %	Total
1	Tested	/id/	74	45	55	-	100
2	Rejected	/id/	63	30	65	5	100
3	Abducted	/id/	67	35	60	5	100
4	Affected	/id/	58	25	71	4	100
5	Projected	/id/	42	30	62	8	100

There are three different patterns observed from the rendition of the newscasters, they are /id/, /ed/ and ∅ (null or elision). Majority of the respondents rendered morpheme '-ed' as /ed/ when it is preceded by voiceless alveolar plosive /t/ phonological environment. From the five tokens observed here, 71% of the respondents rendered morpheme '–ed' in *affected* as/ed/, this is followed by *rejected* with 65%, *projected* with 62%, *abducted* with 60% and *tested* with 55%. This reason might be that morpheme '-ed' is rendered in many varieties of Nigerian English as /ed/ as against /id/. There are also cases of null rendition or elision of 8% in projected, 5% each in rejected and abducted while 4% was recorded in affected. Although, there are inconsistencies observed in th rendition of -ed, the results show consonant clusters /kt/ is more difficult for the newscasters than /st/.

Table 5: Voiced alveolar plosive /d/ + Morpheme '-ed'

S/N	Item	RP	Number of Occurrence	/id/ %	/ed/ %	∅ %	Total
1	Needed	/id/	65	15	75	10	100
2	Recorded	/id/	83	23	70	7	100
3	Avoided	/id/	43	15	75	10	100
4	Invaded	/id/	58	27	65	8	100
5	Decided	/id/	42	23	70	7	100

Like voiceless alveolar plosive /t/ environment, there are three renditions of morpheme '–ed' observed. They are /id/, /ed/ and ∅ (null or elision). Many of the respondents rendered morpheme '-ed' preceded by voiced alveolar plosive /d/ as /ed/ instead of /id/ that is found in RP. *Needed* and *avoided* had 755 each, *recorded* and *decided* had 70% each while *invaded* had 65%. There are more cases of null rendition or elision in a phonological environment where morpheme –ed is preceded by voiced alveolar plosive /d/. The cases of

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null rendition or elision range from 10% to 7%. The reason for this scenario might be as a result of the word ending with voiced alveolar plosive /d/.

Table 6: Vowel sounds with -ed

S/N	Item	RP	Number of Occurrence	/d/ %	/t/ %	∅ %	Total
1	Prepared	/d/	58	85	15	-	100
2	Poured	/d/	32	86	10	4	100
3	Bothered	/d/	28	100	-	-	100
4	Aired	/d/	22	80	14	6	100
5	barred	/d/	18	78	14	8	

The results show that three patterns of articulation were observed in the respondents' articulation of morpheme –ed preceded by vowel; these are /id/, /ed/ and ∅ (null or elision). Generally, many respondents rendered morpheme '-ed' preceded by a vowel as /d/ which is the RP pattern. Specifically, all the respondents in the 28 occurrences rendered morpheme –ed preceded by a vowel as /d/ in the word *bothered*. Also, 86% rendered *poured* as /d/ while 10% and 4% rendered it as either /t/ or ∅ respectively. The results show that 85% of the respondents rendered *prepared* as /d/ while 15% rendered it as /t/. However, there is no null or elision recorded in the rendition of *prepared.* In another token, 80% rendered morpheme '-ed' in aired as /d/ while 14% rendered it as /t/ and the rest 6% did not realize it at all. There are 78% of the respondents that rendered morpheme '-ed' preceded by a vowel as /d/ in barred, 14% realized it as /t/ while 8% did not realize it at all. The /t/ renditions might be as a result of overgeneralization and inconsistencies.

b) Awareness of phonological rules guiding the articulation of morpheme '-ed'

(i) The unsystematic and inconsistent nature of the patterns morpheme '-ed' rendered by the participants showed that many of them are not aware of the phonological rules guiding the articulation of morpheme '-ed'. Morpheme '-ed' has three different possible patterns depending on the phonological environment. /t/ -This pattern is realized when morpheme '-ed' comes after voiceless consonant sounds without voiceless alveolar fricatives /t/.

(ii) /d/ -This pattern is realized when morpheme '-ed' comes after voiced consonant sounds or vowel sounds without voiced alveolar fricatives /d/.

(iii) /id/ - This pattern is realized when morpheme '-ed' comes after voiced and voiceless alveolar fricatives /t/ and /d/

Drawing inferences from the tables above, there are inconsistencies and unsystematic pattern of morpheme 'ed' rendered by the television newscasters. The results showed that many of the respondents rendered morpheme '-ed' as /t/ when it follows a voiceless consonant but seem not to be aware of the rule. This is because there were cases of overgeneralization; where morpheme '-ed' should be rendered as /d/ they rendered it as /t/ and null rendition or elision in other instances.

IV. Conclusion

The wrongly pronounced English morpheme '-ed' in different phonological environments do not exist in Yoruba phonology and the newscasters being Yoruba natives have to consciously or unconsciously substitute the sounds that do not exist in Yoruba phonology with the ones that exist. It is also concluded that the English allomorphs for past tense, /t/, /d/ and/ ɪd/ are interchangeably used for one another. The reasons for the errors in the patterns of pronunciation of past tense morphemes among Yoruba television newscasters in South-West, Nigeria, therefore bifurcate into Yoruba phonological system interference and improper mastery of English phonological rules. To outgrow these identified patterns, Yoruba television Newscasters should take note of the English sounds that do not exist in Yoruba phonology and master their correct pronunciation. The newscasters should also master the English phonological rules painstakingly to be familiar with the correct pronunciation of English sounds and put the knowledge into use when casting news.

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