5. MY LANGUAGE BEARS FOREIGN VOCABULARY: GLOSSING THE ENGLISH WORDS IN THE SILOZI LANGUAGE SPOKEN IN THE ZAMBEZI REGION

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Abstract

This article traces the incorporation of English words in the lexicon, phonology and morphology of the Silozi language spoken in the Zambezi Region. English is Namibia's sole official language and is usually used alongside Silozi in different domains. Silozi is the Zambezi Region lingua franca that is used in linguistic situations where translation is required to cater for other parties to discourse. The English linguistic items are a common feature in the Silozi lexicon, and this study, therefore, seeks to establish the incorporation processes through which English loanwords were assimilated into Silozi. The research methods, such as interviews, focus groups and questionnaires, were used to collect single lexical items that were borrowed from English. The Consonant/Vowel Theory was used as the incorporation model for English loanwords into Silozi (Barlow & Gierut, 1999; Prince & Smolensky, 2002). Data show that Silozi speakers morphologically and phonologically incorporate English loanwords into Silozi to ensure harmony and ease of articulation.

Keywords: loanword, incorporation, phonotactics, phonological integration, morphological integration, optimality theory

Introduction: Language Situation in the Zambezi Region

The Zambezi Region has seen the harmonious co-existence of nine languages for many years. Seven of these languages (Barakwena, Fwee, Mbalangwe, Mbukushu, Subia, Totela, and Yeyi) are native to the region, while English and Silozi were brought to the region through colonisation. English and Silozi represent a linguistic and cultural legacy that remained at the end of colonial rule. Silozi is "a foreign language dialect" (Nzwala, 2022, p. 28) that came with the "incursion of the Zambezi Region by the Zambia-based Makololo tribe" (Silume, 2024, p. 4). Similarly, as Kadenge and Nkomo (2011, p. 248) clarify, English was delivered to Anglophone states as an "accompanist to colonialism", and it remained in use at the end of British colonial rule.

The Zambezi Region of Namibia, therefore, returned two colonial languages, where Silozi is mainly used as a lingua franca and mother tongue to residents native to the region, while English is the official language. The return of two colonial languages corroborates Kadenge and Nkomo's (2011) assertion that the language of the colonial master remained either as "the sole official, or co-official, language with selected African languages" (p. 249).

English and Silozi have dominated most of the formal domains of the Zambezi Region. According to Silume (2024), English and Silozi represent the leading mode of communication that the residents of the Zambezi Region regularly use daily. The two languages are inseparable in domains such as schools, courts, churches, funerals, and in all other gatherings. In the Namibian education system, Silozi is used as a medium of instruction from grade 0 to grade 3, while English is the medium of instruction from grade 4 to university (Nzwala, 2022).

The inseparability between Silozi and English in different domains intensifies the movement of single lexical items from English to Silozi. According to Silume (2024), a plethora of English vocabulary is experienced, especially among youth discussions, "in domains where the Silozi language is supposed to be the sole medium of interaction" (p. 1). Young people move language items from the source language (SL) to the recipient one (RL), as "adolescents are the linguistic movers and shakers" (Eckert, 2019, p. 1).

The presence of English words in Silozi has left the elderly and other educationists bemoaning the purity of the Silozi language. Silume (2024) clarifies that the linguistic exchange is a one-sided enterprise where English is the source language (SL) and Silozi the recipient language (RL). The one-sided movement of linguistic materials finds explanation in Haspelmath's (as cited in Silume, 2024, p. 2) argument that the universal reputation of the English language offers for unidirectional relocation of linguistic features, where the language of low status receives.

The data showed that even words whose alternatives existed in Silozi were borrowed from English, a scenario which reflects Haspelmath's (as cited in Silume, 2024) argument that a language could borrow words that would match, or replace, words that express the same notion in the RL. Silume (2024, p. 31) explains that "speakers could borrow words for which they have a perfectly appropriate lexical item for the same notion to be linked to the reputation of the SL". Benjamin (as cited in Silume, 2024, p. 27) clarifies that in a contact situation, the language that is perceived to be the superior one is the 'superstrate' and the inferior one is the 'substrate', and it is the language with dominant status that affects the language of low prestige. In the current study, one could not contest that English was the superstrate and Silozi the substrate.

The movement of English vocabulary to Silozi corroborates Matras' (2020, p. 1) explanation that "when speakers of different languages interact, their languages influence one another". Most of the English vocabulary Silozi speakers borrowed was assimilated into Silozi, and the manner of their incorporation was the subject of investigation for the current study. The investigation tacitly entailed the determination of how a language in a multilingual community could benefit from the languages with which it is in contact. Specifically, the study sought to determine the process through which English vocabulary was morphologically and phonologically incorporated into the Silozi lexicon.

It is anticipated that this article will contribute, in a significant manner, to the literature on Contact Linguistics. The article is expected to contribute to the clarification of how the English language vocabulary is incorporated into the lexicon of the Bantu languages with which it is in contact. In addition, this article argues that the borrowed English vocabulary enriched Silozi, as it became part of the Silozi lexicon.

Literature Review

Thomason (as cited in Silume, 2024, p. 4) stresses that when utterers frequently use different languages in their day-to-day interactions, some different effective linguistic consequences should be

expected. The existence of languages in a "single geographical area" is what is described as the language-contact phenomenon (Hennecke, 2014, p. 280).

Mutunda and Chikuta (2021) confirm that lexical borrowing entails the movement of words from one language to the other when multiple cultures intermingle and stay in contact for a long period. Asgar and Mammad (2024) clarify those relations of people, such as political, cultural, economic, and scientific, play a pivotal role to the manner in which languages come into contact.

According to Mutunda and Chikuta (2021), "lexical borrowing occurs when one of those languages in contact is more influential or prestigious than the others" (p. 2). The prestige of the English language, therefore, could compel Silozi speakers to borrow English linguistic items to attain communicative needs.

Asgar and Mammad (2024) propounds that if appropriate vocabulary with which to express oneself is not available in the recipient language, the recipient language would have to borrow words from another linguistic source. The linguistic features that a donor, or source, language transfers to the beneficiary language go through an incorporation process that assimilates them into its lexicon (Asgar & Mammad, 2024). English and Silozi share most domains within the same geographical area and their use is inseparable in most contexts where discourse ensues. Atreya, Singh and Kumar (2014) clarify that the contact between languages results in direct exchanges among conversers who are proficient in diverse languages or dialects of the same speech community. All the participants in the current investigation were conversant in English and Silozi. Silozi is considered a mother tongue, while English is the language of formal business.

It is noteworthy that the contact between English and Silozi has resulted in loanwords that are noticeable within the Silozi lexicon. Benjamin (2005) observes that as the RL borrows vocabulary from the SL, numerous modifications ensue at different levels of the RL. The origin of some Silozi words could not be traced back into Silozi itself, and young interlocutors could not link them to English either. "Some English words are innocently used by interlocutors in their Silozi discussions, but they do not have the knowledge that such words were actually English words" (Silume, 2024, p. 166). This article, therefor, aspires to unravel the manner through which English lexical items are assimilated into the Silozi lexicon.

Theoretical Framework

Though the analysis was pursued under the auspices of the Optimality Theory (henceforth OT), the study was specifically modelled by the Consonant/Vowel Theory, as advocated by Prince and Smolensky (2002) and Barlow and Gierut (1999).

3.1 The Typology of a Syllable Structure: The Consonant/Vowel Theory

The study investigated the process of linguistic incorporation of English lexical items into Silozi, and the Consonant/Vowel Theory served as the backdrop for tracing the process of incorporation.

In their examination of the C/V theory, Prince and Smolensky (2002, p. 92) clarify that "the key simplifying assumption is that the terminal nodes (segments) are pre-sorted binarily as to their suitability for peak (V) and margin (C) position." Concern is only directed to those syllables that will usually have one symbol C or V in any of the syllabic positions, and this restriction introduces the simple structural constraints and explores the ranking-induced typology (Prince & Smolensky, 2002).

All languages of the world allow consonant syllables in the word-initial position (.CV-.), and certain languages permit no others; that all of the languages of the world over allow open syllables (-V.) and that some admit nothing else but those (Barlow & Gierut, 1999). Barlow and Gierut (1999:93) put it this way that "There are languages lacking syllables with initial vowels and/or syllables with final consonants, but there are no languages devoid of syllables with initial consonants or of syllables with final vowels."

Having looked at the theoretical framework that provides the process through which borrowed linguistic materials could be incorporated into the recipient language, the following section presents the major differences and similarities that exist between English and Silozi about the consonant-vowel system.

3.2 Silozi and English: A Brief Analysis of the Consonant Vowel System

Though both English and Silozi languages allow consonant syllables in the word-initial position, for example 'musa' (kindness) and 'kindness', the open syllables in the word-initial position are rare in Silozi. On the other hand, the English orthography allows both consonants and syllables with initial vowels. For instance, the word 'kindness' (/ˈkʌɪn(d)nəs/) indicates a consonant syllable in the word-initial position, while 'eat' (/iːt/) demonstrates the possibility of an open syllable word-initially. The next section looks at the constraints of the basic syllable structure, as espoused by the C/V Theory, with both English and Silozi.

3.3 The Basic Syllable Structure Constraints

Barlow and Gierut (1999) argue that the Basic Syllable Structure Constraints divide notionally into two groups. The first one is the structural, or 'markedness', constraints, and these impose the generally unmarked characteristics of the structures involved. The second one is those that conflict, or constrain, the relation between output structure and input. Firstly, let us look at those that impose the generally unmarked characteristics of the structures involved.

3.4 ONS: A syllable must have an Onset

The onset is made up of consonants, or even a cluster of consonants, that come at the beginning of a word. Both English and Silozi allow onsets in the word-initial position. For instance, the English words 'strike' and 'pot', and the Silozi ones 'poto' (pot) and 'buka' (book) indicate that both languages allow onsets in word-initial position. While the Silozi orthography mostly shows two consonants word-initially, the English orthography still allows more than two consonants in the same position. For instance, words such as 'strike', 'syllable', 'symbol', and 'system' show that the English orthography allows more consonants in the word-initial position.

More consonants in word-initial position represent conflict between the English and Silozi syllable structures, and the input will not be identical to the product (output). This incompatibility raised the researcher's desire to investigate what happens when an English word that has three consonants initially is borrowed into Silozi.

The three consonants are not permissible in the Silozi structure during the process of incorporation, and insertion will have to follow in violation of the FILL constraint. Barlow and Gierut (1999) referred to this violation by observing that linguistic components that do not consider unparsed materials, or parts of a syllable structure, will supply segments to the empty nodes. Silozi does not recognise clusters of more than two consonants in word positions, and the empty nodes in the borrowed

material are filled with vowels. For instance, the borrowed English words “striker” reads ‘sitiraika’ and “silver” reads ‘silivera’ in the Silozi language.

3.5 -COD: A Syllable must not have a Coda

The coda is made up of the consonant syllable that follows its centre (nucleus), and it usually consists of a single or multiple consonants. While the Silozi orthography does not allow a coda in the word final position, the English orthography allows both a coda and a zero coda in the word final position. For instance, the English word “participants” has three consonants - /n/, /t/ and /s/ - in its coda, while the word ‘flee’ does not have a coda at all. The Silozi words, on the other hand, do not allow consonant clusters in the word-final position, and all Silozi words end in syllables with a final vowel. The implication, therefore, is that the Silozi language is without a coda, and all syllables are open. This is a linguistic scenario that represents conflict or constraint, with the syllable structure of the English language. For instance, the Silozi words “lizwii” (lichwe), “mukii” (someone who locks) and “nyoo” (madness) end in an open syllable with two vowels.

On the other hand, words such as “leka” (buy), “Jakobo” (Jacob) and “poto” (pot) end in an open syllable, and the Silozi language does not allow any other in this position. This scenario could explain why English words such as ‘pot’, ‘rugby’, ‘bus’, ‘doctor’, ‘Jacob’, ‘diamond’, ‘gold’, and ‘ribbon’ will appear “poto,” “ragibi”, “basi”, “riboni”, “dokota”, “Jakobo”, “daimani”, and “gauda” when incorporated into the Silozi language. Having looked at the structural, or ‘markedness’, constraints, the next section presents those that conflict, or constrain, the relation between output structure and input.

3.6 PARSE: Underlying Segments must be Parsed into Syllable Structure

A word is parsed if it is analysed into its component morphemes, and the usual focus in parsing words is to indicate the structure of such words. PARSE is a faithfulness constraint where well-formed syllable structures are those where input segments match syllable positions one-to-one. According to Barlow and Gierut (1999), the ultimate impact of parse is not to allow deletion in any attempt meant to fit borrowed material into the recipient language, where phonetic components omit unparsed material. In other words, if an English word is transferred from English into Silozi, the PARSE constraint does not allow any deletions to take place in the imported word.

However, Barlow and Gierut (1999) clarify that if the recipient language has to supply segmental values to fill the empty nodes, the PARSE forbids the deletion of some letters. For instance, the English word ‘glass’ follows the CVC string, and when incorporated in Silozi, it becomes ‘gilazi’ following the CVCV string. Though no deletion took place in its incorporation, as per the PARSE constraint, vowels were inserted to fill the empty nodes and remove the consonant cluster in the onset and the coda. The ‘gilazi’ outcome does not violate both the ONS and the -COD constraints, as the outcome has a consonant syllable /gi/ in word initial and an open vowel /zi/ in word-final position.

3.7 FILL: Syllable Positions must be Filled with Underlying Segments

According to Barlow and Gierut (1999), just like PARSE, FILL is a faithfulness constraint that declares that perfectly well-formed syllable structures are those in which input segments are in one-to-one correspondence with syllable positions. Given an interpretive phonetic component that omits unparsed material and supplies segmental values for empty nodes, the ultimate force of FILL is to forbid insertion. In the ‘gilazi’ outcome that was given above, the vowels were inserted in the incorporation of the word into Silozi. Though the outcome violated the FILL constraint, it remained faithful to the constraints that enforce the generally unmarked characteristics of the structures

involved (ONS and –COD). It is easy to deduce that if the faithfulness dominates all the structural constraints, the input (borrowed material) will violate both ONS and -COD. In the rankings where faithfulness is dominated by ONS, every syllable requires an onset. In the rankings where –COD is a dominant factor, the faithfulness constraint is mostly languages in which codas are forbidden.

The orthography of Silozi does not allow separate pronunciation of consonant sounds, though the combination of two successive letters could be encountered in the language. These combined letters merely represent digraphs that may appear in both word-initial and medial positions. It is common for semi-vowels /w/, /y) and the nasals /n/ and /m/, which may combine with other consonants to form a combination of letters in a given word. For instance, words such as “Nyambe” (God), “mbande” (eagle), “mwana” (child), “mwalyanjo” (a girl who has reached puberty), and “nswe” (sweet sorghum) demonstrate areas in the syllable structure where a combination of letters that result in one sound is a possibility. The scenario entails that in the Silozi language, every word must have an open syllable (-COD) in the word’s final position. It is clear from the presentations above that the difference between the syllable structures of English and those of the Silozi language is quite significant.

Methodology: Data Collection and Analysis Procedures

To trace the process of incorporation, single English lexical items that were incorporated into Silozi were required. To collect both qualitative and quantitative data, a mixed methods approach was adopted where questionnaires, interviews and focus groups were used (Zohrabi, 2013, p. 254). The interviews and focus groups ensured the collection of naturally occurring data, where lecturers from the University of Namibia (henceforth, UNAM), secondary school teachers, trainees from the Zambezi Vocational Training Centre (ZVTC), UNAM students, as well as students from secondary schools in Katima Mulilo Circuit. The questionnaires captured participant demographics and comprised open-ended items through which participants expressed their opinion on the borrowing phenomenon. Examples of English single lexical items incorporated into Silozi were also harvested through the open-ended items on the questionnaire. The UNAM lecturers and high school teachers engaged in focus groups where they deliberated the reasons why Silozi speakers borrowed English words. These discussions were held in English, and participants provided examples of English lexical items incorporated into Silozi.

On the other hand, topics were given to UNAM students, ZVTC trainees and secondary school students to deliberate in Silozi. English words were then harvested from the natural youth discussions. In total, 24 secondary school students, 6 ZVTC trainees, and 5 UNAM students took part in the interview sessions. Similarly, 19 teachers from the sampled secondary schools and 3 UNAM lecturers participated in focus groups.

The Krejcie and Morgan (1970) formula was used to determine the sample size of 41 teachers to fill the questionnaire that comprised 5 closed-ended and 2 open-ended items. Twenty-seven (27) participants were purposively selected and took part in the focus group sessions. Therefore, 68 participants took part in the study that sought to determine the process through which English lexical items were incorporated into Silozi. The sociolinguistic status of the adult participants, together with their education and demographic information, was gathered through the questionnaire. All teachers and university lecturers who took part in the study had qualifications in teaching both Silozi and English.

The deliberations in focus groups were tape-recorded, transcribed, and categorically organised in Word and arranged in accordance with different themes. The interviews that were held in Lozi were also recorded, transcribed and translated into English, and then arranged into thematic categories. A variety of topics were given to trigger students into deliberations, and English words were experienced in these Silozi discussions. For the focus groups, participants discussed the reasons why Lozi speakers borrowed words from English, and these discussions were held in English. In their discussions, teachers and lecturers still cited examples of English words that were incorporated into Silozi, and those were harvested.

The single lexical items were harvested and arranged in relation into two themes, as to whether or not they were already incorporated or not incorporated in Silozi. The following section presents the process of incorporation through which borrowed words were assimilated into the Silozi lexicon. Specifically, the analysis focuses on morphological and phonological incorporation as advocated by the C/V Theory and the literature that was reviewed.

The Morphological and Phonological Incorporation of English Words into Silozi

According to Winfred (as cited in Silume, 2024), the received language items are adapted so that they fully follow, or conform, to the phonology, morphology, and syntax of the RL. As single lexical items assimilate into the lexicon of the recipient language, numerous phonological changes ensue, which influence the phonological system of the RL (Benjamin 2005). Phonological borrowing entails the manner through which borrowed lexical items are transformed to fit the sound structure of the beneficiary language. For instance, a vowel was inserted in the word medial and final positions of ‘post’, ‘pot’, ‘bottle’, ‘jacket’, ‘dress’, and ‘clinic’ to turn them into ‘posita’, ‘poto’, ‘botela’, ‘jekete’, ‘ndelesi’, and ‘kiliniki’ (Silume, 2017). Karũrũ (2013) advises that these processes are necessary to achieve ease of articulation that would enable speakers to converse in a way that is tolerable to their language. The vowels could be added to either word medial or word final position in an attempt to ensure that the received lexical item is permitted in the phonotactic system of Silozi. According to Thomason (1999), phonotactics refers to how sounds that are permissible in the RL are combined.

In almost the same way borrowed lexical items are assimilated into the target language, they are also subjected to a process through which they become morphologically indistinguishable from the RL (Miura, 1979). Loanwords are modified structurally to achieve harmony with the recognised major pattern and root structure of the RL. According to Karũrũ (2013), loanwords undergo adjustment of morphological construction to attain concord with the prevalent arrangement and the root system of the RL.

The affixation process to which English loanwords were subjected when incorporated into Silozi was meant to make communication natural to Silozi speakers (Karũrũ, 2013, p. 3). For instance, during morphological incorporation of ‘lamps’, ‘keys’, ‘glasses’, ‘bottles’, and ‘dresses’ into Silozi, prefixes were added to turn them into ‘malambi’, ‘likiyi’, ‘magilazi’, ‘mabotela’ and ‘mandelesi’. The singular and plural morphemes in Silozi are only marked in the prefixes of borrowed words. The interview sessions and focus groups were used to gather single lexical items that were used to trace the process of incorporation concerning the C/V theory and the reviewed literature. Some of the lexical items that were collected were already incorporated into Silozi, while others were not incorporated. This article, however, only focuses on the lexical items that were incorporated into the Silozi lexicon.

Results and discussion

Table 6.1 below provides examples of English lexical items that were harvested via the research methods provided above.

6.1 The Incorporation of Vocabulary as per the C/V Theory

Table 6.1: The Incorporation of Lexical Items

English	**Silozi**
Ambulance	ambiyulensi
Christmas	Kirisimasi
Class	kilasi
Computer	nkompiyuta
Copy	kopisa
dictionary	dikishinari
Dish	dishi
Harp	harepa
kettle	ketele
Ball	mbola
Pin	Pini
Pot	Pooto
Salt	Sautu
school	Sikolo
silver	silivera
talent	Talenta

The C/V Theory was used as the model of tracing the process through which English lexical items were assimilated into Silozi. According to Barlow and Gierut (1999), this language model suggests that the experienced forms of language arise from the contact between incompatible constraints. One could, therefore, conclude that the obvious incompatibility between the English and Silozi constraints implies that the modifications to borrowed lexical items were inevitable. In examining the C/V Theory, Prince and Smolensky (2002, p. 92) assert that "the key simplifying assumption is that the terminal nodes (segments) are pre-sorted binarily as to their suitability for margin (C) and peak (V) position." Barlow and Gierut (1999) argue that all languages of the world allow consonant syllables in the word-initial position (.CV.), and that certain languages permit no others; that all of the languages of the world over allow open syllables (.~V.), and that some admit nothing else but those. In like manner, the analysis of the data in Table 6.1 above showed that the Silozi language allows a consonant syllable in word-initial position and does not allow any other. There was no evidence of modification in the word initial of the consonant syllable of the lexical items that moved from English to Silozi. For instance, the analysis of lexical items in Table 6.1 indicated that no modification took place in the word initial of 'kettle'- "ketele", 'salt'- "sautu", 'dish'- "dishi", 'school'- "sikolo", 'harp'- "harepa", 'talent'- "talenta", 'copy'- "kopisa", 'silver'- "silivera", and 'class'- "kilasi".

This particular scenario, where no modification took place at consonant syllables word initially, replicates the Consonant/Vowel Theory in that all languages of the world allow consonant syllables in the word-initial position (CV~.) (Barlow & Gierut, 1999). It should be noted that the analysis of the data revealed that the Silozi language may not allow open syllables in word-initial positions, but open syllables are quite frequent in word positions of every lexical item.

According to Barlow and Gierut (1999), there are languages lacking syllables with initial vowels and/or syllables with final consonants, but there are no languages devoid of syllables with initial consonants

or of syllables with final vowels. Though Silozi is one of those languages whose lexical items lack syllables with final consonants, and, to a huge extent, those with initial vowels, syllables with initial consonants and those with final vowels are an inevitability. The analysis discovered that 100% of the incorporated lexical items that were harvested in this study (Table 6.1) had syllables with initial consonants and those with final vowels.

6.2 Constraints of the Basic Syllable Structure

Barlow and Gierut (1999) identify the two groups into which the constraints of the Basic Syllable Structure could be divided. Let us look at the two sets of constraints given below.

6.3 The ONS Constraint and the –COD Constraint

The initial group consists of the ONS constraint and the –COD constraint. The ONS constraint dictates that each syllable must have an onset. The onset is made up of consonants, or even a cluster of consonants, that come at the beginning of a word. The analysis revealed that, just like English, Silozi permits onsets in the word-initial position. For instance, the words 'banjos'- "mabanjo", 'talent'- "talenta", 'class'- "kilasi", and 'piano'- "piyano" indicate that both languages allow onsets in word-initial position.

However, the analysis revealed that while the Silozi orthography mostly shows two consonants in word-initial position, for instance, in words such as "mbola" and "nkompiyuta" (Table 6.1), the clusters in Silozi do not result in 'stand-alone' sounds in spoken Silozi. Since English allows consonant clusters in word-initial position, for example, in words such as "school" and "class", these consonants in word-initial position represent conflict between the English and the Silozi syllable structures.

Therefore, the input (borrowed items) will not be identical to the product of the incorporation process. For instance, the incorporation of the input such as "school" and "class" resulted in "sikolo" and "kilasi" where vowels were inserted to destroy consonant clusters that were in word-initial position of 'school' and 'class' respectively. The consonant clusters are not permissible in the Silozi structure during the process of incorporation, and insertion always follows in violation of the FILL constraint. Barlow and Gierut (as cited in Silume 2024) referred to this violation by observing that linguistic components that do not consider unparsed materials, or parts of a syllable structure, supply segments to the empty nodes.

On the other hand, the –COD constraint dictates that a syllable must not have a coda. The coda is made up of the consonant syllable that follows its centre (nucleus), and it usually consists of a single or multiple consonants. While the Silozi language does not allow a coda in the word final position, English allows both a coda and a zero coda in the word final position. The Silozi words do not allow consonant clusters in the word-final position, and all Silozi words end in syllables with a final vowel.

Therefore, the implication is that Silozi words are without a coda, and all syllables are open. This is a linguistic scenario that represents conflict or constraint, with the syllable structure of the SL (English). For instance, the analysis in Table 6.1 showed that though the English words such as 'talent', 'class', 'school', 'harp', 'Christmas', and 'ball' had consonants in word final, their incorporation in Silozi resulted in "talenta", "kilasi", "sikolo", "harepa", "kirimasi" and "mbola" in that order to prove that Silozi allows no coda in word final.

6.4 The Parse and the Fill Constraints

The second category constraints are the PARSE and the FILL constraints, and these two conflict with the relation between input and output structure (Barlow & Gierut, 1999). The PARSE constraint dictates that the underlying segments must be parsed into syllable structure. A word is parsed if it is analysed into its component morphemes, and the usual focus in parsing words is to indicate the structure of such words. PARSE is a faithfulness constraint where well-formed syllable structures are those where input segments match syllable positions one-to-one. According to Barlow and Gierut (1999), the ultimate impact of parse is not to allow deletion in any attempt meant to fit borrowed material into the recipient language, where phonetic components omit unparsed material.

Therefore, if an English word is transferred from English into Silozi, the PARSE constraint does not allow any deletions to take place in the imported word. However, the analysis (Table 6.1) showed that an element of deletion was experienced when the word 'kettle'- "ketele", and 'office'- "ofisi" were incorporated into Silozi. The consonant /t/ in 'kettle' and /f/ in 'office' were all deleted.

However, Barlow and Gierut (1999) clarify that if the RL has to supply segmental values to fill the empty nodes, the PARSE forbids the deletion of some letters. For instance, the English word 'school' follows the CVC string, and when incorporated in Silozi, it becomes 'sikolo' following the CVCV string. Though no deletion took place in its incorporation, as per the PARSE constraint, vowels were inserted to fill the empty nodes and remove the consonant cluster in the onset and the coda. The 'sikolo' outcome does not violate both the ONS and the –COD constraints, as the outcome has a consonant syllable /si/ in word initial and an open vowel /lo/ in word final position.

On the other hand, the FILL constraint dictates that syllable positions must be filled with underlying segments. According to Barlow and Gierut (1999, p. 94), just like PARSE, FILL is a faithfulness constraint that declares that perfectly well-formed syllable structures are those in which input segments are in one-to-one correspondence with syllable positions. Given an interpretive phonetic component that omits unparsed material and supplies segmental values for empty nodes, the ultimate force of FILL is to forbid insertion.

In the case of Silozi, the analysis showed that words such as "kilasi", "harepa", "sikolo", and so forth. Table 6.1 had vowels inserted during incorporation. Though the outcome violated the FILL constraint, it remained faithful to the constraints that enforce the generally unmarked characteristics of the structures involved (ONS and –COD). It is easy to deduce that if the faithfulness dominates all the structural constraints, the input will violate both ONS and –COD. In the rankings where faithfulness is dominated by ONS, every syllable requires an onset. In the rankings, where –COD is a dominant factor in the faithfulness constraint, are mostly languages in which codas are forbidden.

The Silozi language does not allow separate pronunciation of consonant sounds, though the combination of two successive consonants could be encountered in the language. These combined letters merely represent digraphs that may appear in both word-initial and medial positions. It is common for semi-vowels /w/, /y/, the nasals /n/ and /m/, and the bilabials /b/ and /m/ which may combine with other consonants to form a combination of letters in words such as "mbola"- 'ball', "nkompiyuta"- 'computer', and "Nyowani"- 'new-one', as the analysis revealed. The constraints, as per the Consonant/Vowel theory, reflected the processes through which the words were incorporated into the Silozi lexicon.

The Consonant/Vowel Theory provided interpretations to the process of incorporation into the Silozi lexicon. Just like all other languages of the world, the incorporation of English words into Silozi did not remain faithful to all constraints. However, the manner of assimilation into the RL sheds light on what happens when an English word moves from English to Silozi.

7. Concluding Remarks

The mixed methods research approach was employed to gather the data necessary to trace the process of English lexical incorporation into the Silozi lexicon. The results showed that English lexical items were subjected to both phonological and morphological processes to fit the phonotactic system of Silozi. The findings still demonstrated that the processes of incorporation conformed to the ONS and –COD constraints of the C/V's basic syllable structure. The analysis revealed that Silozi permits onsets of word-initial, and all lexical items end in open syllable words finally. However, Silozi does not allow consonant clusters at any position, except for combinations of letters of mere digraphs that do not amount to individual sounds.

Furthermore, in relation to the C/V Theory, this study has demonstrated that the incorporation of words in Silozi ensued in violation of the FILL and PARSE constraints of the C/V theory. Since Silozi does not allow consonant clusters in any word position, during incorporation, vowels are inserted to break or delete any consonant cluster in the English word. The insertion of these vowels to break the consonant clusters that are permissible in English, but not in Silozi, ensues in violation of the FILL constraint that allows insertion but does not allow deletion. Similarly, the incorporation breaks the PARSE constraint, as though it allows filling, it does not allow insertion. If English encounters Silozi, which omits unparsed material and supplies segmental values for empty nodes, the outcome of the process of incorporation will not match the structure of the English word one-to-one. The structure of the English word received should match one-to-one the structure of Silozi after incorporation.

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