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Phonological Structure of Supra-segmental Features: An Overview of English and Arigidi

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Abstract

This study establishes a contrastive analysis of the phonological structure of suprasegmental features in English and Arigidi, spoken in Akoko, North-East of Ondo State, Nigeria. The research examines the similarities and differences in the use of pitch, stress, intonation, and tone in both languages, highlighting their role in conveying meaning and attitude. Fifteen informants were chosen from different age grades and sexes from whom a word list of 400 Basic Items in the Arigidi dialect was recorded and transcribed using the International Phonetic Association symbols. The study exposes that while English relies on stress and intonation to convey meaning, Arigidi utilises a complex tone system to distinguish between words and convey meaning. The findings have implications for language teaching and learning, particularly n the areas of pronunciation and communication. This research contributes to the understanding of the phonological structures of both languages and sheds light on the linguistic diversity of Nigerian languages.

Keywords: Suprasegmental features, phonological structure, English, Arigidi, tone, stress, intonation

Introduction

English serves as a lingua franca, it is a language that unifies all ethnic groups including those with minority languages. Hence anyone who can neither speak nor understand the English language will remain uncomfortable when relating to people outside his ethnic group. Nnyigide and Anyaegbu (2020) affirm that in virtually all sectors in Nigerian environment, the English language is revered. English is so important that the ability to speak, read and write in it becomes the mark of elitism.

Thus, Umeodinka and Ogwudile (2017) observe that since this notable language, English, is not a mother tongue in the Nigerian environment, some students of English as a second language encounter problems. This is because the learners of English or foreign languages generally study it against the background of their mother tongues in which they have attained an acceptable degree of competence. Hence, problems emanate from its teaching and learning. The major one is interference which can be found at the phonological level, grammatical level, lexical level, and so on Interference means the effect of transferring the habits associated with the learner's mother tongue to language (the second language).

In essence, second language implies that the individual or the society already has a first or native language (L1), which in most cases is the mother tongue. But in addition, the individual or the society acquires another language termed a second language which is used as another means of communication for various purposes and to varying degrees (Maduekwe, 2007). Hence, their quest for learning it formally in schools.

However, the teaching and learning of spoken English in second language situations such as Nigeria is usually beset with some challenges in the segmental as well as the supra-segmental features. These challenges can lead to various forms of speech deficiencies and errors in second-language speakers of English, which adversely affect effective communication such as wrong pronunciation of sounds, insertion of vowels into a stretch of consonants and wrong placement of stress to mention but a few, which in turn adversely affect effective communication.

Additionally, linguistic studies provide some important evidence for language teaching decisions in that it plays an important role in the determination of the contents of learning. Linguistics as a discipline studies language, explains how it works, and examines its nature, features, and structure for the benefit of mankind. According to Ogundepo (2015), the people who generate teaching materials have the goal of improving learning. Hence, the study of linguistics is of assistance in expressing the implications of many current and proposed practices in language teaching. Umeodinka and Ogwudile (2017) affirm that linguists look for solutions to the problems that are faced in language teaching, and this goes a long way to establish that the concern of linguistics is traceable to the increase in the awareness of teacher of language as it makes him a more competent and better teacher.

Olowofoyeku (2023) exposits contrastive study as a science that deals with practical applications of the findings of theoretical linguistics in such areas as language teaching, methodology, and speech therapy. Contrastive analysis has always been relevant to language teachers and language learners for effective teaching and learning of languages respectively. It is against this background that the contrastive study of English and Arigidi suprasegmental phonological systems was investigated.

Thus, a study of this type is an aspect of applied linguistics which stresses the importance of English and Arigidi as systems, and which investigates the place of suprasegmental phonology within the systems. Since phonology deals with sound basics from which structures and extensive discourses emanate, it requests a special attention to be able to eliminate the “teething problems” which are likely to inhibit the correct form of spoken English by the Arigidi speakers of English in a second language situation.

Therefore, the rationale behind this study is to find out how the suprasegmental phonological systems of English and Arigidi are similar to and different from each other. In the process, the areas of difficulties in the realisation of English suprasegmental phonology by Arigidi speakers can be identified so that they can be helped to overcome the learning and production hindrances.

Moreover, the study is motivated by the desire to establish how the findings can be used to help learners of English as a second language as Arigidi speakers that are learning English. This work is done with the expectation to create some awareness about the suprasegmental phonology of English and Arigidi languages and it is expected to be a watershed to other greater works in second language studies. In addition, the study hopes to bring about some changes and improvements in the teaching and learning of the English language as L2 generally, and to Arigidi learners of English specifically. Finally, the study has some implications for applied linguistics, phonetics, phonology, and language education.

Arigidi is a dialect cluster spoken in Nigeria, in Ondo State to be precise; which forms a branch of the "Yoruba–Edo–Akoko–Igbo" (YEAI) group of Niger-Congo. It is spoken in the Local Government Areas of Akoko North East, Akoko North West, Ekiti East, and Ijumu (Ethnologue, 2021). Arigidi was chosen for this study because Ondo State has some dialects that have not been put to writing, they do not have any orthographies and Arigidi is one of them. Not much linguistics works have been done in those dialects. Fadoro (2012) confirms this assertion by saying that although the 'Yoruboid' group has been extensively studied, there seems to be not much work done on 'Akokoid' where Arigidi stems from and so the knowledge of the group remains rudimentary (Olowofoyeku, 2024).

Objectives

i. To identify and describe the suprasegmental features (pitch, stress, intonation, tone) in both English and Arigidi.
ii. To compare and contrast the phonological structure of suprasegmental features in English and Arigidi, highlighting similarities and differences.
iii. To analyse the role of suprasegmental features in conveying meaning and attitude in both languages.

Research Questions

i. What are the similarities and differences in the suprasegmental features of English and Arigidi?
ii. How do the phonological structures of suprasegmental features in English and Arigidi influence meaning and communication?
iii. What are the implications of the similarities and differences in suprasegmental features for language teaching and learning?

Significance of the Study

Though there have been different works on English and Arigidi respectively, this seems to be a whole contrast between suprasegmental features in English and Arigidi which forms a basic reference material for further studies. It is worth noting that several studies had focused on contrastive analyses of English and some Nigerian indigenous languages (like Igbo, Yoruba and Hausa). However, many of these studies are based on

languages classified as majors in Nigeria neglecting minor languages and dialects. Hence, the need for contrasting English with other minor Nigerian languages and dialects to aid in better English language teaching. Hence, the study contribute to language documentation and linguistic research on Arigidi, a lesser-studied language and also, the findings of the study inform language teaching and learning, particularly in the areas of pronunciation and communication. . It is hoped that this linguistic investigation of English and Arigidi would be found useful for further studies by other scholars.

Methodology

This study adopted a **qualitative descriptive design** guided by the **contrastive analysis approach** to investigate the suprasegmental features of English and Arigidi. The research aimed to identify areas of convergence and divergence in suprasegmental systems between both languages and assess their implications for second language acquisition among Arigidi-English bilinguals.

Population and Sampling

The study population comprised native speakers of the Arigidi dialect residing in Akoko North East Local Government Area of Ondo State, Nigeria. A purposive sampling technique was employed to select fifteen (15) informants, ensuring diversity in age and gender to reflect a balanced sociolinguistic representation. All participants were confirmed to be native Arigidi speakers and competent users of the dialect in daily communication.

Data Collection Instrument and Procedure

The primary data were collected using a phonologically structured wordlist consisting of 400 basic lexical items in the Arigidi dialect. These items were selected to reflect a range of syllabic and tonal patterns. Each informant was recorded during the oral production of these items using high-quality digital recording equipment in a quiet environment. The recordings were subsequently phonetically transcribed using the International Phonetic Alphabet (IPA) to accurately capture tone patterns and syllable structures.

In addition to the primary data, the study also incorporated secondary data drawn from established phonological descriptions of English suprasegmentals, including stress and intonation patterns, to facilitate a contrastive analysis.

Theoretical Framework

Two theoretical frameworks guided the analysis:

Contrastive Analysis Theory (CAT) – As proposed by Lado (1957) and supported by Fries (1945), this framework postulates that second language learning difficulties often arise from differences between a learner's native language (L1) and the target language (L2). CAT is also founded on the assumption that L2 learners will tend to transfer the

formal features of their L1 to their L2 utterances. Areas of linguistic difference are potential sources of interference.

Autosegmental Phonology (Goldsmith, 1976) – This framework was used to analyze the tonal behavior of the Arigidi dialect. It views tone as an independent tier in phonological representation, particularly suited to the analysis of tonal languages such as Arigidi. Autsegemental phonology affirms the development of a multi-tier phonological analysis in which different features may be placed on separate tiers, and in which the various tiers are organised by association line and a Well- Formedness Condition. Goldsmith (1976)'s well-formedness condition (WFC) are stated as follows:

i. Each vowel must be associated with (at least) one toneme.
ii. Each toneme must be associated with (at least) one vowel.
iii. .No association line may cross.

Data Analysis Procedure

The analysis proceeded in three stages:

Transcription and Categorization: Recorded Arigidi lexical items were transcribed and categorized based on their tone patterns (high, mid, low) and syllable types (V, CV, N).

Comparative Analysis: Suprasegmental features of English (stress and intonation) were systematically compared with tonal and rhythm patterns in Arigidi.

Interference Identification: Instances of suprasegmental interference by Arigidi speakers in English production were identified through contrastive mapping of features and contextual examples.

Data Presentation and Analysis

The suprasegmental systems of both English and Arigidi exhibit distinct structural characteristics, with key implications for phonological interference in second language acquisition. This section presents a comparative analysis using select examples from native Arigidi speakers' English productions.

Stress Interference: Noun–Verb Pairs

Stress in English distinguishes word classes, a feature absent in Arigidi. Table 1 illustrates how Arigidi speakers fail to shift stress to mark grammatical category, leading to mispronunciation.

Table 1: Stress Misplacement in Noun–Verb Pairs

English Standard (RP)	Word Class	Arigidi Realization (AR)	Resulting Issue
`object	Noun	`object (no change)	No category shift
ob`ject	Verb	`object (misstressed)	Misidentification
`conduct	Noun	`conduct (no change)	Ambiguity remains
con`duct	Verb	`conduct (misstressed)	Loss of verb cue

The persistence of initial stress regardless of grammatical function reflects transfer from Arigidi, a non-stress language, where tone, not stress, determines prominence.

Stress Interference: Adjective–Verb Pairs

English also differentiates adjectives and verbs via stress placement. Arigidi speakers consistently apply initial stress irrespective of word function.

Table 2: Stress Misplacement in Adjective–Verb Pairs

English Standard (RP)	Word Class	Arigidi Realization (AR)	Observation
`present	Adjective	`present	Correct (by chance)
pre`sent	Verb	`present	Stress remains initial
`absent	Adjective	`absent	Correct
ab`sent	Verb	`absent	Misstressed
`frequent	Adjective	`frequent	Correct
fre`quent	Verb	`frequent	No stress shift

The absence of stress shift results in the speaker's failure to disambiguate grammatical categories during speech.

Intonation Interference

English employs intonation patterns for pragmatic functions such as question formation and emphasis. In contrast, Arigidi uses lexical tone and not sentence-level pitch variation. Arigidi speakers tend to apply rising tones inappropriately across all question types, including Wh-questions, which typically take falling tones in English.

Table 3: Intonation Transfer in Questions and Commands

English Standard (RP)	Expected Pattern	Arigidii Realization (AR)	Error Type
"What is your name?"	Falling tone	Rising tone on "name"	Question marked wrongly
"Who is the boy?"	Falling tone	Rising tone on "boy"	Tone misapplied
"Shut up!"	Falling tone	Rising tone on "up"	Tone mismatch for command
"Don't shout!"	Falling tone	Rising tone on "shout"	Tone mismatch
"It was good." (emphatic)	Falling tone	Lengthening of "good" + high tone	Emphasis transferred via tone

These deviations suggest that Arigidi speakers interpret English suprasegmentals through their tonal lens, often resulting in prosodic interference.

General Observations

Stress as a grammatical marker is foreign to Arigidi; hence, Arigidi-English bilinguals default to a flat or misplaced stress pattern.

Intonation cues in English are often replaced by lexical tone or lengthening, leading to communicative ambiguity.

Phonological transfer from Arigidi to English is evident in both lexical and sentence-level suprasegmentals.

Stress misplacement was observed in nouns and verbs. For example:

- *Object* (RP: noun) became *object* (AR: unchanged).
- *Conduct* (RP: verb) became *conduct* (AR: misstressed).

Wh-questions and commands were often misintoned:

- English: *What is your name?* (falling tone)
- Arigidi: *What is your name?* (rising tone)

These patterns show phonological transfer from Arigidi tone rules to English prosody and segments indicate meaning distinction in Arigidi.

Tones in Arigidi

At the suprasegmental level significant differences occur in English and Arigidi. The latter is a tonal dialect while the former is a stressed language. As a tonal language, Arigidi uses different pitch patterns to contrast individual words or grammatical form of words. Underlyingly, there are three tones in Arigidi.

They are High /˝/, Mid / ¯/, and Low /ˋ/.

Just like the other tonal languages, tones perform lexical functions in Arigidi.

The dialect relies on tone to bring about change in meanings of words as in:

i. /rɔ/	bite
ii. /rɔ̀/	know
iii. /rɔ́/	grind
i. /bà/	take
ii. /bá/	greet (salute)
iii. /ba/	buy
i. /hɔ̀/	full
ii. /hɔ̋/	white
i. /ʃɔ́/	red
ii. /ʃɔ̀/	good
iii. /ʃɔ/	sweep
i. /údɔ̃/	brother (elder) for man
ii. /udɔ̃/	sister (elder) for man
i. /ɛ́rɛ́/	tongue
ii. /ɛ́rɛ/	matchet

English, on the other hand, depends on the stress which is realized by length, higher pitch or greater amplitude. These stress and intonation are able to bring about changes in meaning of utterances.

English and Arigidi Syllable Structures

English Syllable Structure

The English syllable structure is specified as /C_0 -$_3$ V C_0 -$_4$ / that is, the syllable in English can have from zero to three consonant cluster onset, a mandatory vowel nucleus and from zero to four consonant cluster coda as illustrated below:

Open Syllables

V	/ai/	I
CV	/si/	see
CCV	/spai/	spy
CCCV	/sprei/	spray

Closed Syllables

VC	/ət/	at
VCC	/ækt/	act
CVC	/pæn/	pan
CVCC	/sænd/	sand
CCCVC	/streit/	straight
CVCCC	/lɛŋkθ/	length
CCCVCC	/sprɪnt/	sprint
CCCVCCCC	/strɛŋkθs/	strengths

In English, there are restrictions on some vowels and consonants in their positions in the syllables. For instance /h, r, j, and w/ only occur at syllable onset while /ŋ/ can occur only in the final syllable. The vowels /ɪ, ɛ, æ, ɒ, u and ʌ/ cannot occur in stressed open syllables (Olowofoyeku, 2023).

Arigidi Syllable Structure

In Arigidi, the syllable is a unit of tone placement. Schane (1973) described syllable as a unit that contains a vowel with or without one or more surrounding consonants. It may consist of an "Onset" and "Core". The Core can further be split into two parts: the "peak" and the "coda". The peak, usually a vowel, bears the tone. In summary, the syllabic structure of Arigidi is C^0 -^{1}V which does not permit a sequence of consonants (consonant clusters). The vowel maybe an oral, a nasal vowel or a syllabic nasal which like any vowel bears tone. Nasal vowels do not occur in word initial position in Arigidi. When the coda is present, we have a close syllable but when it is absent, the syllable is open. The vowel that bears tone is the nucleus of the syllable and in Arigidi, the unit within which the nucleus bears the tone is a syllable.

Pertaining to the syllable structure, Arigidi has only three syllable types: V, CV and N. Therefore, from these syllable types we can say that Arigidi has no closed syllables or consonant clusters. Arigidi syllable can be summed up in a formulas as follows:

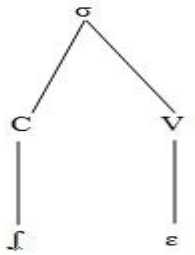
(C) $\begin{matrix} T \\ | \\ V \end{matrix}$

Where C stands for a consonant and $\begin{matrix} T \\ | \\ V \end{matrix}$ is a tone bearing unit. The bracket indicates that where C stands for a consonant and $\begin{matrix} T \\ | \\ V \end{matrix}$ is a tone bearing unit. The bracket indicates that anything inside it is optional. The syllabic nasal occurring at $\begin{matrix} T \\ | \\ V \end{matrix}$ is homorganic with the following consonant.

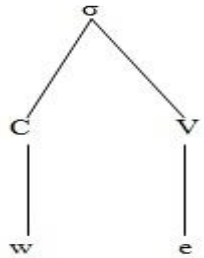
The Auto-segmental theory is employed in characterising syllable structure in Arigidi. The element that constitutes the syllable is either a vowel or a syllabic nasal. This is unique to Arigidi since English does not only operate open syllable but also closed ones (Olowofoyeku, 2023).

CV:

a. [ʃɛ́] hear



b. [wè] go

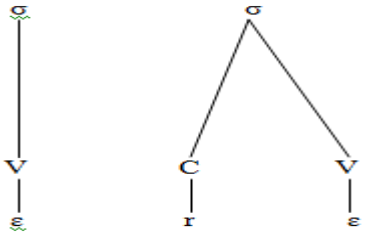


Other examples include:

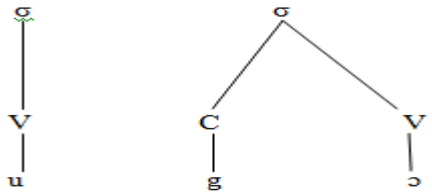
c. [de] steal
d. [só] call (summon)
e. [bá] greet (salute)
f. [rè] dance

VCV:

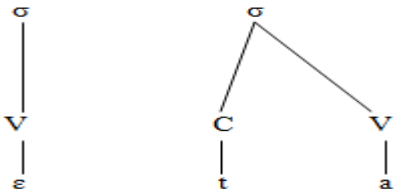
a. [ɛ̀rɛ̀] tongue



b. [ùgɔ̀] neck

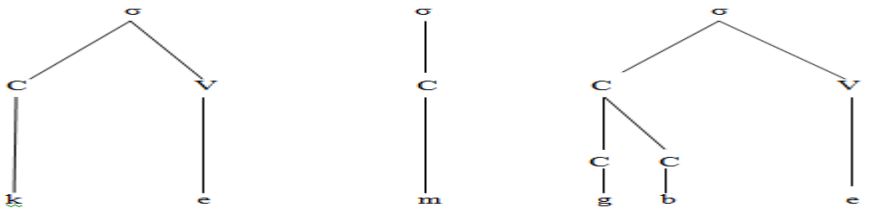


c. [ɛ́ta] stone

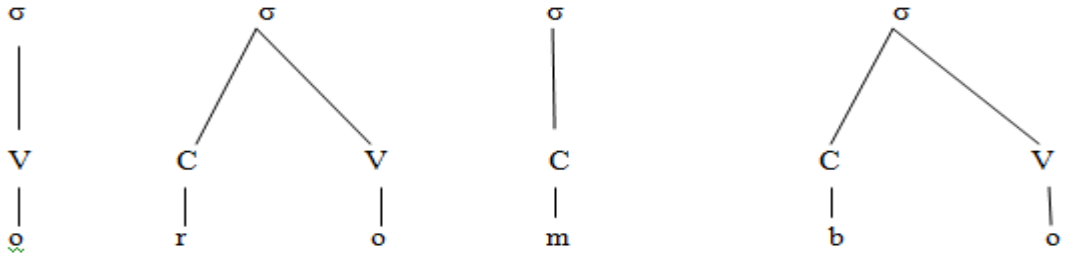


CVNCV:

a. [kèmgbè] short (of stick) / small

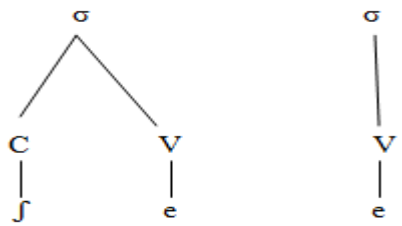


b.. [òrom̀bó] orange



CVV:

a. [ʃeé] put on (clothes)



The syllable is treated above as a phonological unit. The basic premise in a phonological treatment of the syllable is that there is an extreme relationship between syllable and word structure in a given language. Hence, the same segmental constraints which operate at the word initial position also operate at the beginning of a syllable even if the syllable is at word medial position. Similarly, the same constraints which operate at the word final position also operate at end of a syllable. The structure of the syllable discussed so far is the phonemic syllable structure. There is no clear-cut difference between the phonetic and phonemic syllable structures in Arigidi.

Arigidi Syllabic Nasal

Arigidi syllabic nasal is indicated by /N/. This is not the same with the nasality feature in that it is a segment that bears significant tone.

The syllabic nasal has two allophones in Arigidi:

a. [m] bilabial syllabic nasal before voiced bilabial plosive consonant as in:
/òroNbó/----------→ [òrom̀bó] orange

b. [m] bilabial syllabic nasal before voiced labial –velar plosive as in:
/kèNgbè/----------→ [kèm̀gbè] small

Arigidi realisations of /m/ when it is preceded by a vowel and followed /b/

. a. /kəuNb/----------→ [kóm̀bù] instead of /kəum/ comb
b. /klaiNb/----------→ [kílam̀bù] instead of /klaim/ climb
c.. /bɒNb/----------→ [bɔ́ḿbù] instead of /bɒm/ bomb
d. /tiNbə/ ----------→ [tim´ ba] instead of /timbə/ timber

From the data, we can conclude that /N/ is a single phoneme which has [m] as its variant. It can only co - occur with [b] and [gb]. It can be preceded by a vowel but never by a consonant. Syllabic nasal performs the same function as the vowels, as the peak of a syllable in Arigidi.

Based on the discussion of syllabic nasal above, we can infer that it is the presence of syllabic nasal in Arigidi that makes the speakers of Arigidi attach tones to the above English words in their pronunciation.

Replacement of closed syllables in English with open syllables in Arigidi loan words

English		**Arigidi Realisations**
a. /sprit/	becomes	/sipiriti/
CCCVC		CVCVCVCV
b. /brɛd/	----------→	/buredi/
CCVC		CVCVCV
c. /peipər -	----------→	/pepa/
CVCVC		CVCV
d. /pailɒt/	----------→	/pailoti/
CVCVC		CVVCVCV

Other examples are: bibeli “bible”, pasito “pastor”, foonu “phone”, redio “radio” etc.

Arigidi phonotactic constraints have no correspondence with those of English. Consequently, the Arigidi speakers of English insert vowels in the English consonant clusters, harmonize English words, and change English segments not found in Arigidi structures and phonemic inventory. The syllable structures of the English and Arigidi are different from each other, but in order to fit into the template of the Arigidi syllable structure, there are modifications of the English syllables through either vowel insertion or consonant deletion. Also, In Arigidi, there are no word-final consonants, that is, there are no closed syllables unlike in English where a consonant can end a word.

The implications of the divergence in English and Arigidi syllable structures is that Arigidi learners of English tend to slot in vowels to diffuse the consonant clusters in English to make them conform with the open syllable structure that is evident in their dialect. This significant difference between English and Arigidi syllable structures often leads to phonological interference in the spoken utterances of Arigidi learners. This mostly negates standard pronunciation that is, RP, and thereby localize their realization of English sounds which in turn impedes their learning of English in a second language situation. This happens mostly in the adaptation of English loan words into Arigidi dialect.

Discussion

The comparative analysis of English and Arigidi suprasegmental systems reveals fundamental phonological contrasts that significantly affect the oral production of English by Arigidi-English bilinguals. These differences, particularly in stress and intonation, contribute to a range of prosodic deviations and communication challenges for Arigidi learners of English as a second language.

The findings confirm the assumptions of the **Contrastive Analysis Theory** (Lado, 1957; Fries, 1945), which posits that structural differences between a learner’s first language (L1) and a second language (L2) are likely sources of difficulty. In the case of the Arigidi dialect—a tonal language devoid of stress—learners struggle to accurately produce English stress patterns, often applying uniform initial stress across word classes. This results in **category confusion**, where nouns, verbs, and adjectives become indistinguishable in speech. Such errors are evident in words like *object*, *present*, and *conduct*, where the failure to shift stress disrupts the intended grammatical meaning.

Similarly, the **intonation patterns of English**, which convey syntactic, emotional, and attitudinal information, are frequently misrendered by Arigidi speakers. The tendency to use **rising tone indiscriminately** across all sentence types, including commands and Wh-questions, stems from tonal transfer. In Arigidi, tone is lexically bound and functions differently from English intonation, which operates at the level of the clause or sentence. This interference supports **transfer theory** (Corder, 1974; Ellis, 1965), where L1 habits are projected onto L2 structures.

Furthermore, the analysis affirms insights from **Autosegmental Phonology** (Goldsmith, 1976), particularly regarding how tone functions independently of segmental features. The tonal behavior in Arigidi, with its systematic use of high, mid, and low tones to distinguish lexical meaning, contrasts sharply with the English reliance on stress timing and pitch variation for pragmatic functions. This divergence creates a mismatch in phonological expectations for Arigidi speakers learning English.

The mismatch is particularly evident in:

- **Stress-timed versus syllable-timed rhythm**: English organizes speech around stressed syllables, whereas Arigidi follows a syllable-timed rhythm, leading to flattened stress contours in L2 speech.
- **Command and emphasis intonation**: Where English uses falling intonation or stress shift to mark imperative mood or focus, Arigidi speakers resort to tonal lengthening or raising pitch on the final word, often resulting in unintended prosodic emphasis or misinterpretation.

These findings have direct pedagogical implications. They suggest that **pronunciation instruction** for Arigidi-English bilinguals must go beyond segmental phonemes to explicitly address **stress assignment**, **intonation patterns**, and **functional uses of pitch** in English. Without focused intervention, suprasegmental interference is likely to persist and hinder both intelligibility and communicative competence.

In summary, the contrastive patterns identified in this study underscore the need for **phonological awareness** among language educators and learners. Addressing suprasegmental differences systematically can enhance second language acquisition outcomes and help mitigate common pronunciation errors among Arigidi speakers of English

Conclusion

This study has examined the suprasegmental features of English and Arigidi, highlighting key differences in stress, intonation, and tone, and the implications of these differences for second language acquisition among Arigidi-English bilinguals. The analysis shows that while English relies heavily on **stress and intonation** to mark grammatical categories, sentence functions, and emphasis (O'Connor, 1980; Gimson, 1980), the Arigidi dialect employs a **tonal system** where pitch variations are lexically bound and word-based (Ladefoged, 1982; Bamisaye, 1992).

The absence of stress and intonation in Arigidi leads to consistent patterns of **phonological interference** in the spoken English of Arigidi speakers. Notable challenges include improper stress placement, failure to distinguish grammatical word classes, and incorrect intonation patterns in questions, commands, and emphasis. These challenges stem from direct transfer of tonal rules from Arigidi to English, as predicted by **Contrastive Analysis Theory** (Lado, 1957; Fries, 1945) and supported by findings from **Autosegmental Phonology** (Goldsmith, 1976).

It is therefore imperative for language educators to adopt a **contrastive pedagogical approach** that explicitly teaches suprasegmental features of English, especially in bilingual communities like Arigidi-speaking regions. Emphasis should be placed not only on the correct articulation of sounds but also on **stress assignment**, **intonation rules**, and **rhythmic timing** (Roach, 2003; Ogundepo, 2015). Early and consistent exposure to native-like pronunciation models—through interactive language instruction, use of language laboratories, and exposure to standard broadcasting media—can significantly enhance learners' phonological competence (Nnyigide & Anyaegbu, 2020).

Ultimately, this study contributes to the growing body of research in **contrastive linguistics and second language phonology** by offering insights into the specific challenges faced by Arigidi-English bilinguals. Future research could further investigate these suprasegmental issues across other Yoruba dialects or explore intervention strategies that effectively address prosodic interference in Nigerian ESL classrooms (Olowofoyeku, 2023; Olawe, 2021).

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