

## Èdo Literature and the Challenges of Orthographic Rendition

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### **Abstract**

*The correct use of the standard alphabet aids readers in understanding what the writer is trying to convey, and a language's orthography enables its users to accurately express speech in writing for communication reasons. One of the fundamental challenges in Èdo language literacy has been that of inconsistency in the spelling forms which create difficulty for readers especially from a pedagogic perspective. The goal of the study is to address and provide suitable literary tactics for resolving issues that arise while implementing the correct orthography for the language being studied. The study used Jacob Egharevba' novel Itan Èdagbònmwẹ̀n to explore orthographic disparities that have been found in written texts. The study takes lexical elements with noted spelling mistakes, groups them, and applies Pitt Corder's model of error analysis to them. The study found out that there are four types of orthographic errors in the text –orthographic errors of addition, selection, ordering and omission. The analysis also reveals that each of these errors has one of two resultant effects on the words in terms of how they affect the meaning of the words in which they occur. The findings and recommendations of the present study will be useful to the publisher of the text in revising its orthography for ease of reading by students and teachers.*

**Keywords:** Èdo language, Orthography, Pedagogy, Error Analysis and Literature

### **1.1 Introduction**

Language is an important tool with which humans communicate. People make use of language to express ideas, emotions, behaviour, feelings, and thoughts (Dingemans, 2012). Speaker of a language learn its orthographic system as a necessity for attaining literacy proficiency in that language. The orthography of a language gives its speakers the ability to express themselves in writing. Hence, knowing the standard orthography is vital for effective written communication. However, language users, especially authors, sometimes commit errors when writing in that language. Writing is a medium of communication which uses a system of visual marks on a surface. It is a language skill that needs mental effort to reduce speech to writing. Writing is one of the most difficult skills for Èdo language learners as what they write is sometimes different from what they intend. The variance between the intended expression and the actual output creates considerable inhibitions to effective communication and decoding of intended messages. Several authors who write in Èdo language do so with different levels of phoneme-

grapheme correspondences that are not consistent with standard and acceptable orthographic conventions. Obazee (2019), opines that many Edo writers are not aware of the standard Edo Alphabet, given that it is not reflected in their texts. This paper presents an analysis of orthographic errors in the text, *Itan Edagbon Mwen*, written by Jacob Egharevba.

*Itan Edagbon Mwen* (i.e., Itan Ed'agbɔn Mwẹ "The riddle of my life time".) is an autobiography written by Chief Jacob Uwadiae Egharevba. The 92 page book was published in the year 1972 by the Ibadan University Press, in association with Ethiope Publishing Corporation. Reading through the book, one observes that the text contains many noticeable errors and inconsistencies in the orthography used. The present work, which is motivated by the observed errors, has the following objectives:

- a. to identify common spelling errors in the text;
- b. to explain the errors identified in a; and
- c. to recommend ways in which orthographic errors can be avoided in future writings.

## 2. Literature Review

Over the years, a lot of concerns have been raised over the incessant use of substandard orthography in many Edo language texts. This phenomenon has been studied by Omozuwa (2003, 2010, 2012, 2020, 2022a, 2022b), Omozuwa and Evbuomwa (2021), and others. The review in this section focuses on the concept of Error Analysis, developmental issues in Edo orthography and the standard Edo alphabet. The aim of the review is to provide background information on the subject of discuss. The syntactic typology of Edo follows the (SVO) sentence pattern, that is, subject comes first, followed by the verb, and the object comes last. For example:

- 1a) Ọmọkpia ni yo Esuku  
Boy that go+PAST school  
'The boy went to school'
- b) Odion rhie Ebe ne John  
PN give+PAST book toPN  
'Odion gave the book to John'

(Omoregbe & Aigbedo, 2016)

### 2.1 Error and Error Analysis

An error is defined, in relation to language learning, as a systematic deviation from the norm in a language that is being learnt. This implies that errors are associated with language learners and are important aspect of the language learning process. Richards and Schmidt (2002:184) defines an error as "the use of a word, speech act or grammatical item in such a way that it seems imperfect and significant of an incomplete learning". An error is an indication that language learning is in fact taking place but the language learner has not shown evidence of the mastery of the structures of the target language. Given that language learning is a mental task,

one way to evaluate the extent to which the learner has gained competence in the target language is to examine performance errors as committed by the learner. The evaluation of errors is known as Error Analysis. Error Analysis is a process in which errors are examined and accounted for in a language. The aim is to help understand the nature of the errors, proffer ways to avoid them, as well as help language teachers in teaching learners of that language to learn the correct forms.

Error Analysis can often be evaluated as the process to observe, analyse and classify the deviations of the rules of the second language and then to reveal the systematic operations of language learners. In other words, Error Analysis is an attempt at understanding and explaining observed deviations in language use. Language use, in this sense, refers to the use of either spoken, written or sign language. Crystal (2003) and Mungungu (2010) argue that Error Analysis is only associated to language learners. As a process, Corder (1973, 1974) outlines three stages:

**1. Stages in Error Analysis (Corder, 1973, 1974)**

- a. Recognition of errors:  
This involves the ability of the analyst to correctly and accurately predict and interpret the intended output.
- b. Description of errors:  
This involves comparing the actual output to the intended output.
- c. Explanation of errors:  
Which involves providing an account of why or how the observed errors come about.

There are different types of errors, as presented below.

**2. Types of errors**

- a. Orthographic errors – the wrong use of a letter or any orthographic item.
- b. Lexical errors – the wrong use of a lexical item.
- c. Grammatical errors – the wrong use of punctuations, articles, tense markers, word classes, and other grammatical items.

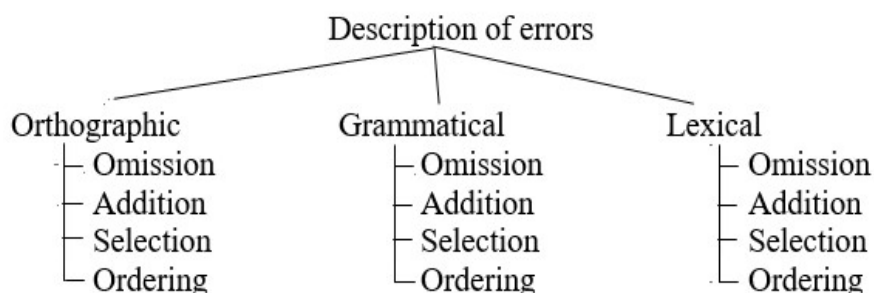
Each of these types or errors in (3a-c) is further categorized into any of the following:

**3. Error of addition**

- This is when an item is wrongly included.
- b. Error of selection  
In this case, the wrong item is used.
- c. Error of ordering  
This occurs if items are arranged in the wrong order.

Acha (2021) summarises the organisation of errors in (3) and (4) as shown below.

Fig.1. Description of the different classes of errors (Acha, 2021:24)



## 2.2 Historical Overview of the Edo Orthography

The historical development of Edo orthography is recorded in different work such as Obazee (2019), Omozuwa (2022b) and others. Edo was first reduced to writing by people with very little or no formal training in Linguistics or language studies in the early nineteenth century. According to Obazee (2019), Edo was reduced to writing by missionaries. The missionaries were motivated to develop a system by the desire to give their members the ability to read the scriptures in their native language and Edo was written based on their knowledge of the English alphabet. The Edo orthography at the time was controversial and neither the 1910 and 1996 modifications by the Christian Missionary Society (CMS) which introduced the use of sub-dots nor the introduction of phonetic symbols helped to resolve the controversies.

In the various works produced so far, variations could be noticed in orthography conventions adopted by different writers in their works. Such variations gave rise to controversy over the rules for reducing the language to writing. The controversy made the then Military Governor of Midwest Region, Brigadier S.O. Ogbemudia, to constitute an Ad hoc Committee of linguists and interested groups in the year 1974 to review and design an orthography that would be acceptable to all involved. In its overview of the assignment, the committee identified the following issues, among others, for consideration: (1) what to do with the disputed new, unfamiliar letters; (2) the status of the letter /mw/ which experts considered a subclass or variant of the letter /vb/; (3) the need to indicate tone marks as an integral part of the envisaged alphabet, and (4) the adoption of letter /rr/ to fill the vacuum created by its absence from the old orthographies. The committee held several seminars and workshops in Benin City and other places in Nigeria. At the end of deliberations, the committee adopted the following resolutions: (1) the removal of the newly introduced phonetic symbols. The committee submitted that the letters were unfamiliar and novel to many people, (2) the removal of the letter /mw/ from the alphabet was also adopted, (3) one of the most profound innovations the ad hoc committee made was the adoption of tone marking to indicate lexical differences in the writing system, (4) The introduction of letter /rr/ in the orthography was the most valuable change made by the ad hoc committee. At the end of its work the committee submitted its recommendations and stipulations to the government. They were approved for use by the Ministry of Education in 1974. However, the status of the nasal consonants, especially “ny” (used in representing the palatal nasal /ɲ/) and the “nw” (used in representing the labio-velar nasal /ŋw/) remained controversial. This gave rise to further debates and modifications in view of standardizing the Edo alphabetic system.

### 2.3 Edo Alphabet

The standardized writing system of a language is known as its orthography. Orthography consists of the symbols and conventions used in writing a language. The principles of a good orthography are well expressed by Williamson (1984: 7-8). Some of these include (a) it must have different ways to write all different significant sounds of the language; (b) the same sound or word must be written same way whenever it appears; (c) it should be convenient to use and (d) it should be familiar as possible in appearance.

Ēdo orthography consists of a set of thirty-nine (39) letters that are made up of twelve (12) vowels and twenty-seven (27) consonants. These letters are listed below with examples of words in which they may be found.

## 4. The letters of the Ēdo Alphabet

### a. Oral Vowels

a	ádá	'sceptre'
e	èbé	'leaf'
ẹ	èdẹ	'day'
i	ìrrí	'rope'
o	òkò	'parcel'
ọ	ògọ	'bottle'
u	ùgú	'Vulture'

### b. Nasal Vowels

an	òdán	'glue'
ẹn	ódẹn	'joke'
in	ívin	'nut'
ọn	édòn	'flying termite'
un	édùn	'bitter kola'

## 5. Consonants

### a. Oral Consonants

b	bàá	'to shine'
d	dẹ	'to buy'
f	fàá	'to expose'
g	gà	'to serve'
gb	gbà	'to tie'
gh	ghèé	'to look at'
h	hè	'to refuse'
k	kàá	'to carve'
kh	khọ	'to resemble'
kp	kpàá	'to lift up'
l	lòó	'to use'
p	pèpé	'to pamper'
r	rè	'to eat'
rh	rhiè	'to take'

rr	rrè	'to arrive'
s	sàá	'to burst'
t	tàá	'to imitate'
v	vàá	'to split'
vb	vbàá	'to meet'
w	wíí	'to get lost'
y	yèé	to remember'
z	zòzó	'to walk aimlessly'

## b. Nasal consonants

m	màá	'to be good'
mw	mwèé	'to own'
n	nà	'to narrate'
ny	nyàá	'to own'
nw	nwaa	'to grow up'

Language is the most important means of communication used by human beings. People make use of language to express ideas, emotions, behaviour, feelings and thoughts. A language is uttered with the use of words which can also be put together in the form of sentences or phrases. Speakers of languages learn the orthographic systems of their languages as part of the necessity in attaining full proficiency of the language. These writing systems enable language speakers to have the ability to express themselves. Hence, knowing the standard orthography is vital for effective communication. However, language speakers and users might use orthographies of languages in error.

The act of writing, a graphic expression, is a way of communication which uses a system of visual marks on some kind of surface. Writing which is a communicative and productive language skill needs mental effort to produce sentences and paragraphs, and it is the most difficult part in learning Èdo as what we say is different when writing. Errors in communication through substandard orthographic conventions can be great inhibitions towards effective communication and decoding of messages.

Meanwhile, there have been cases of writers of texts in Èdo language who use orthographies with inconsistent phoneme-grapheme, therefore depriving readers from the standard and acceptable orthographic conventions. This deviation could be one of the reasons for the incompetence and misappropriations in the use of Èdo orthographies by readers and students.

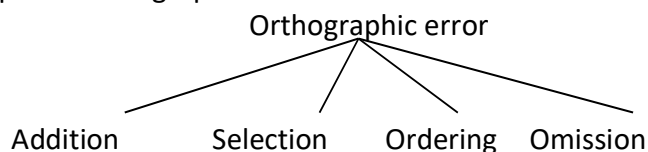
Obazee (2019) stated that many Èdo writers are ignorant of the standard and official Èdo Alphabet approved by the language Ad hoc Committee setup by the Ministry of Education in 1974.

Despite the committee's approved stipulations made over four decades ago, the orthographies are not reflected in the writings of many writers of the language today; they still use the old orthography. Hence the need for this study, which intended to identify and pinpoint the common orthographic errors that occur in selected Èdo drama texts, with the recommendation that Èdo writers should adhere and comply with the ad hoc committee's recommendations which can make uniformity in the writing system of Èdo language possible. Therefore, this study is a Textual Analysis, the examination of the past orthographic forms in the drama texts.

### 3. Methodology

The study employs secondary data that are sourced from Egharevba (1972). The text was carefully examined and the words with different forms of orthographic from the standard ones were extracted. The collected items were later organized in line with the different types of orthographic errors that are observed. Analysis was done by careful observation of the organized data and the results of observation are discussed in this paper. The data are analysed based on Corder's (1974, 1974) model of Error Analysis in which the goal is to recognize errors, describe them and explain how or why they occur (Yates & Kenkel 2002, Novita 2004, Mungungu 2010, Yunita 2014). In this model, an orthographic error can be any of four types – error of Addition (where one or more letters are wrongly included in a word), Selection (where letters that are different from the correct ones are used), Ordering (where letters of a word are not arranged correctly), and Omission (where one or more letters are wrongly excluded). The types of orthographic errors are summarized as follows.

Fig.2 Types of orthographic errors



The organized data were analyzed in line with these types of orthographic errors in (Figure 2), for the aid of observation.

### 3. Data Analysis

In this section, the observed orthographic errors in the text are discussed. The section is organized according to the different classes of orthographic errors observed.

#### 3.1 Orthographic Error of Addition

The body of data examined in this study show some instances in which some letters are added in places where they are not needed. Consider the following examples.

6.	Wrong forms	Correct forms
a.	*mwẹn	mwé 'my'
b.	*ubiẹmwẹn	ùbiẹmwè 'childbirth'
c.	*urhomwẹn	ùrhómwè 'worship'
d.	*ekpọnmwẹn	èkpọnmwè 'thanksgiving'
e.	*nẹn	né (nè ẹnẹn) 'to-it/he/she'

f.	*miɛn	miè 'to find'
g.	*iruɛmwin	ìruèmwì 'activities'
h.	*emwin	èmwí 'thing'
i.	*emwan	èmwá 'people'
j.	*ofingbɔn	ófigbòn 'palm oil'

In the examples presented above, the letter “n” is wrongly added at word final positions of each word in (7a-i). In Èdo language, an oral vowel that follows any of the five nasal consonants – *n, m, mw, ny, nw* – is automatically nasalized (Omozuwa, 2010, 2012). Following from this, the penultimate letters in each of the wrong forms in (7a-i) are oral vowels that bear nasal influences from the preceding nasal consonants. The occurrence of the letter “n” is redundant and adding them as in (7a-i) is in error. In (7j), *ófigbòn* “oil” is spelt as *\*ofingbɔn* in which the letter “n” is erroneously added.

Our investigation also reveals instances in which other forms are added into words in error. These are shown in the examples in (8) below.

7.	Wrong form	Correct form
a.	*erhae	érhá 'father'
b.	*kpao	kpǎ 'go'
c.	*debao	dèbǎ 'join'
d.	*enijkhuo	èníkhuò 'females'

In the examples presented in (8), it is observed that the author commits orthographic errors of addition in which the letter “e” is erroneously added in (8a) where *erha* “father” is spelt as *\*erhae* while the letter “o” is wrongly added in (8b-c) where *kpǎ* “go” and *dèbǎ* “join” is wrongly spelt as *\*kpao* and *\*debao*, respectively. In (8d), the letter “j” is wrongly inserted into the word *èníkhuò* “females” which is spelt erroneously as *enijkhuo*. In this case, *èníkhuò* is a complex word that is composed of *è-* a nominalizer, *né* “that-complimentizer”, and *ìkhuò* “women”, as shown below.

8.	è- + né + ìkhuò =	ènéìkhuò	=	èníkhuò
	nom that women =	those that are women =		females

The deletion of “e” between the forms *né* and *ìkhuò* is as a result of the phonological rule that elides the first vowel when two vowels meet at word boundary, hence  $V_1\#V_2 = V_2$ , giving rise to *èníkhuò*, instead of *\*eneikhuo*, but the addition of the letter “j” after “i” is not intended. Given the fact that this addition of “j” in (8d) is not systematic in the text, the study considers it to be a mistake instead of an error.



### 3.2 Orthographic Error of Selection

An orthographic error of selection occurs when the wrong letter is used. In other words, a wrong letter is used or selected in place of the intended one. We will begin our discussion with the following examples in which the letter “e” is wrongly selected.

9.	Wrong form	Correct form
a.	*Emwen	Ẹmwẹ ‘expression’
b.	Ne	Nẹ ‘already’
c.	Edo	Ẹdó ‘Edo land’
d.	*Eguae	Ẹgùàè ‘Ọba’s palace’
e.	*esesemwense	ẹsésémwésè ‘very well’
f.	*Ẹvbo-ebo	Ẹvbó ẹbò ‘diaspora’
g.	*Ehigiatọ	Ẹhìgiátọ ‘(a name of a person)’

In the examples in (10a-g) above, the author selects the letter “e” instead of “Ẹ”. Both letters (i.e. “e” and “Ẹ”) represent separate sounds in the Ẹdo language. While “e” represents /e/ as in *dè* “to fall”, “Ẹ” represents /ɛ/ as in *dẹ* “to buy”. Hence, the use of “e” in place of “Ẹ” as in each of the examples above is a case of an error of selection. The error in (10a) results in a word that is meaningless in Ẹdo language. It is notable that an orthographic error of addition is also observed in (10a) where the letter “n” is wrongly added to the end of the word. The erroneous selection of the letter “e” in (10b-c) results in different words in Ẹdo – *nè* “that” and *èdó* “a dash out (especially one added to purchased items)”, respectively. The words *\*eguae*, *\*esesemwense*, *\*evbo-ebo*, and *\*Ehigiatọ* are meaningless in Ẹdo language. This analysis shows that an orthographic error of selection can have a different meaning from what is intended or result in a word that is meaningless in the language.

There are also instances in which the letter “o” is selected in place of “ọ” in the corpus collected for this study. Consider the following.

10.	Wrong form	correct form
a.	*gualo	guàlọ ‘look for’
b.	*nokhua	nọkhuà ‘big one’
c.	*Oba	Ọbá ‘the Benin King’
d.	*Obahiagbọn	Ọbáhiágbọn ‘a name of a person’
e.	odo	ọdọ ‘husband’

The letter “o” is wrongly selected in example (11a-e) while the selection error in (11a-d) results in meaningless words, which in example (11e) results in the word *ódó* “mortar” which is not the intended word in the text as shown in the expressions below.

- 11a. Written form**  
 Ọ ya tie odo ọre ladian nẹ  
 3psg go-to call mortar poss come-out perf  
 ‘?She went to call her mortar’
- b. Intended form

Ọ ya tie ọdọọre ladian nẹ  
 3psg go-to call husband poss come-out perf  
 'She went to call her husband'

Again, it is observed that the orthographic error of selection results either in forms that are meaningless or in forms that have meanings that are different from what was intended. The study also observed cases in which the author erroneously selected the letter "r" in the text. Consider the following examples.

12.	Wrong form	correct form
a.	*rỌkpa	rhòkpa 'any'
b.	*rie	rhiè 'take'
c.	*uria	úrrià 'far distance'
d.	*eriỌ	èrriọ 'that how'
e.	re	rrè 'to arrive'

In the instances presented in (13a-f), the letter "r" is wrongly used in place of "rh" in (13a-b) and in the place of "rr" in (13c-f). There are three distinct R-variants in the Èdo sound system and each of them is represented by distinct forms in the Èdo writing system, as shown below.

13.	R-sounds and their orthographic forms
a.	Aveolar approximant /ɹ/ - r as in /é.ɹ.è/ éřè 'today'
b.	Voiced alveolar trill /r/ - rr as in /è.rr.é/ èrré 'foe'
c.	Voiceless alveolar trill /r̥/ - rh as in /è.r̥.è/ èrhè 'lower abdomen'

Given the distinct status of the three letters – "r", "rr" and "rh" – in the language, it therefore amounts to an orthographic error of selection to use any one of them in place of another.

#### 4.3 Orthographic Error of Ordering

In the orthographic error of ordering, the selected letters are not arranged as appropriate. Where this kind of errors exists, readers may sometimes be able to infer the word that is intended given that the wrongly spelt word looks familiar, irrespective of the miss-arrangement. Consider the following.

14.	Wrong form	Correct form
a.	*iwina	ìnwìnà 'work'
b.	*wan	nwǎ 'to grow up'
c.	*Uwanguẹ	Únwáguẹ 'a chieftaincy title'
d.	*Ewaẹn	ẹnwàẹ 'wisdom'
e.	*wẹnřen	nwẹrẹn 'slim'
f.	*ewanien	ènwáníẹ 'answer'
g.	*enỌwanřen	ènónwárẹn 'an elder'

16.	Wrong form	Correct form
a.	*yan	nyà 'rip off'
b.	*yiin	nyíí 'behave'
c.	*iyan	ìnyá 'yam'
d.	*iyen	ìnyè 'news/gist'

In examples (15a-g), the combination of letters that make up the diagraph “nw” used to represent the sound "nw" in Èdo language and the following vowel are wrongly ordered. The author used the order w-V-n (where V is the following vowel) instead of nw-V. “nw” is a diagraph and should neither be ordered differently nor separated by any sound, be it a vowel or a consonant. In addition to the wrong ordering, it is observed that the examples in (15f-g) also have the orthographic error of ordering due to the wrong addition of the letter “n” at the end of each word. Likewise, the nature of the error of ordering in (16a-d) is such that the composing letters of the diagraph “ny” which represents the sound /ɲ/ in Èdo, and the following vowel are wrongly arranged. Just like in the case of “nw”, “ny” should not be ordered differently or separated by any sound or letter.

### 3.4 Orthographic Error of Omission

An orthographic error of omission occurs when one or more letter is left out in the spelling of a word. This study shows that tones are omitted from the entire text. The inclusion of tone marks on words is a very important part of any tone language like Èdo where variations in tone-pitch affect the meaning of words. In addition to tone marks, some letters are observed to have been left out in some words. Consider the following.

15.	Wrong form	Correct form
a.	*Ehèṅèḍèṅ	Èhènnèḍèṅ 'a name of a person'
b.	*fanḶ	fànnò 'open a parcel'
c.	*Igbiniḡie	ìgbìnníḡiè 'a name of a person'
d.	*Ḷni	òṅî 'that one'
e.	*san	sàán 'jump'
f.	khan	khìàn 'walk'

In the examples presented in (17a-f), certain letters are omitted in each case. In (17a-c), each of the words *Èhènnèḍèṅ*, *fànnò*, and *ìgbìnníḡiè* are wrongly written as *\*Ehèṅèḍèṅ*, *\*fanḶ*, and *\*Igbiniḡie* in which cases, one letter “n” is included while the second is wrongly excluded. It is worthy of note that the “nn” combination in each of (17a-c) does not constitute a diagraph or consonant cluster because, consonant clusters are not permitted in in the Èdo word structure. The two letters (“n” and “n”) actually belong to different syllables as demonstrated below, where they are separated into the different syllables contained.

16a.	Ehèṅèḍèṅ	/ehẽṅɛḍẽ/
b.	fan.nḶ	/fã.nḶ/
c.	Igbinnigie	/igbĩṅigie/

The examples in (17d-f) show that different vowel letters are omitted – “i” is omitted in (17d), “a” is omitted in (17e) while “i” is omitted in (17f). *\*Ḷni* and *\*san* in (17d-e) are meaningless

while *khan* in (17f) means “to scoop”. An orthography error of omission can therefore result either in forms that are meaningless in the language or forms with meanings that are different from what is intended by the writer.

### 3.5 Other Classes of Errors

The use of the letter ‘n’ after the letter ‘mw’ in *Itan Edagbomwẹn*.

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a) Mwẹn.	-mwẹ.
b) Mwan.	- mwa.
c) Oguomwan.	- Oguomwa.
d) Ukhunmwun.	- Ukhunmwu.
e) Erhunrhunmwun.	- Erhunrhunmwu.
f) Emwin.	- Emwi.
g) Erinmwin.	- Erinmwi.
h) Emwẹn	- Emwẹ.
i) Uhunmwun.	- Uhunmwun.
j) Hanmwan.	- Hamwa.

Considering the data above, it will be noted that the letter ‘n’ is employed after the digraphs ‘mw’ in ‘in’ as seen in f and g, ‘En’ as seen in a and h, ‘an’ as seen in c and j, and ‘un’ as seen in d, e and i, is absent in the standard written form of Edo names.

It was observed that the writer made use of the letter ‘n’ after the letter ‘mw’ in the book. However, in the standard orthography an alveolar nasal does not occur after the letter ‘mw’. In these instances of usage, the names or words may become meaningless or acquire a meaning that was not intended.

Nasalisation error

a) Ehiomwẹn.	-Ehiomwẹ
b) Uhunmwun.	-Uhunmwu
c) Imwẹn	-Imwẹ
d) Emwẹn.	- Emwẹ
e) Oguomwandia	- Oguomwadia
f) Utẹmwẹn.	- Utẹmwẹ
g) Emwẹn.	- Emwẹ
h) Ovbimwẹn.	-Ovbimwẹ
i) Omiamwẹnzẹ.	-Omiamwẹzẹ.

Here, the writer employed the letter ‘n’ after the letter ‘mw’ in the book. However, in the standard orthography an alveolar nasal doesn’t occur after the letter ‘mw’. As pointed out in Omozuwa (2022a) in Edo, provision is made only for the bilabial and the alveolar nasal consonants in the orthographic system. It is also stated that any oral vowel immediately following any of the five inherent nasals sounds is nasalized through the process of progressive

nasal assimilation. It is for this reason that Edo personal names do not need to redundantly have the grapheme 'n' written after oral vowels.

## 5. Conclusion and Recommendations

This work identified and described the observed orthographic errors in Jacob Egharevba's *Itan Eḍagbḍon Mwḗn*. The study identified four types of orthographic errors in the text – orthographic errors of addition, selection, ordering and omission. The analysis also reveals that each of these errors has one of two resultant effects on the words in terms of how they affect the meaning of the words in which they occur – an error will either result in a form that is meaningless in the language or result in a form whose meaning is different from what was intended by the writer in whose writing it occurs. The discussion shows that the orthographic error of selection appears more prominent in the text. The observed errors are common throughout the text and they make it difficult for readers to understand the content of the text. On the basis of the observations from the discussion of the data, this study recommends as follow:

- a. Edo writers should make conscious efforts that are aimed at familiarizing themselves with the details of the correct and standard Edo orthography.
- b. Writers in Edo language should make good and correct use of the standard orthography of the language.
- c. All existing texts in Edo literature in which non-standard Edo orthography has been used should be reviewed and revised in such a way that they are reproduced in line with the standard Edo orthography.
- d. Edo language policy makers, especially in the Edo State Ministry of Education should ensure that only books written in the standard Edo orthography are approved for use in schools.
- e. Edo language teachers should be encouraged to concentrate in teaching the standard Edo orthography to pupils in the early years of primary education.

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