

**JALINGO JOURNAL OF LINGUISTICS AND
LITERARY STUDIES
(JAJOLLS)**



Volume 8 No. 1, 2024.
ISSN: 2488-9067

**A Publication of the
Department of Languages and Linguistics
Faculty of Arts
Taraba State University, Jalingo**

JALINGO JOURNAL OF LINGUISTICS AND LITERARY STUDIES (JAJOLLS)

Volume 8 No. 1, 2024.

ISSN: **2488-9067**

ALL RIGHTS RESERVED

Except for the purpose of research, classroom instructions and appropriately acknowledged, no part of this publication may be reproduced, stored in a retrieval system, transmitted in any form or by any means: Mechanical, photocopying, recording or otherwise without written permission from the Copyright Owners.

Printed in Nigeria by:

MacroNet Consults & Multi-Links Limited

Suite 7, Investment Shopping Complex

Jalingo – Nigeria

+234 (0) 803 633 1942

macronetnigent@gmail.com

EDITORIAL

Every academic environment is sustained by learning through rigorous methods. Research is one and the focal point for assessment. A serious member of the academic community is measured by the quality and number of academic articles.

In spite of the desire to acquire many research reports, this edition has insisted on standards and quality. It is important to note that many articles have been rejected for not meeting our requirements.

The first and most obvious task of our journal is to provide a level playing field for researchers all over the globe in language-related disciplines, which is the vehicle for conveying knowledge. In this edition, thirty-one (31) articles have undergone academic scrutiny from our blind reviewers.

To our esteemed contributors and readers, thought-provoking articles are expected and we are ready to publish them in the next volume.

PROFESSOR ALI AMADI ALKALI,

Editor-in-Chief,

JAJOLLS: Jalingo Journal of Linguistics and Literary Studies,

Department of Languages and Linguistics,

Taraba State University, Jalingo.

FOR READERS

This volume of JAJOLLS (Jalingo Journal of Linguistics and Literary Studies, Volume 8, Issue 1) adheres to the guidelines of the current edition of the American Psychological Association and Modern Language Association (APA & MLA) Publication Manual for editing and formatting the featured papers. Renowned for its clear and user-friendly citation system, the APA/MLA manual also provides valuable guidance on selecting appropriate headings, tables, figures, language, tone, and reference styles, resulting in compelling, concise, and refined scholarly presentations. Furthermore, it serves as a comprehensive resource for the Editorial Board, navigating the entire scholarly writing process, from authorship ethics to research reporting and publication best practices.

EDITORIAL BOARD

Editor-in-Chief:

Prof. Ali Ahmadi Alkali
Taraba State University, Jalingo

Associate Editor:

Prof. Surajo Ladan
Taraba State University, Jalingo

Editorial Board:

Prof. Adamu Isa Haliru
Taraba State University, Jalingo

Ass. Prof. Aboki M. Sani
Taraba State University, Jalingo

Sumayyat I. Gambo (Ph. D)
Taraba State University, Jalingo

Editorial Secretary:

Sumayyat I. Gambo (Ph. D)
Taraba State University, Jalingo

Editorial Advisers:

Prof. Isa Mukhtar
Bayero University, Kano

Prof. Michael P. Noku
University of Maiduguri, Borno

Prof. Balarabe Zulyadaini
University of Maiduguri, Borno

Prof. Yina Godwin
Benue State University, Makurdi

NOTES TO CONTRIBUTORS

The “Jalingo Journal of Linguistics and Literary Studies” (JAJOLLS) is a publication of the Department of Language and Linguistics, Taraba State University, Jalingo, Nigeria. This journal publishes reports in relation to all aspects of linguistics, literary and cultural studies.

Manuscripts Submission

Three hard copies of the article with text, charts, tables, figures, plates or any other original illustration should be sent to the editor-in-chief JAJOLLS, Taraba State University, Jalingo, Taraba State Nigeria. Submission should either be in English, French, Hausa, or Arabic languages. Articles should be typed in double line spacing with a wide margin on each side only on A4 sized paper not exceeding 15 pages including abstract with not more than 6-7 keywords. Articles are to be submitted with Five Thousand Naira (N5,000) assessment and handling charges. By submitting an article to JAJOLLS, the author(s) agree that the exclusive rights to produce and distribute the articles to the publisher.

Method of Presentation

The article should have a cover page, author(s) bio-data and abstract with the keywords. The body of the article should have an introduction, methodology/materials and methods, findings, discussion, conclusion and recommendations.

The references should either be the latest APA or MLA styles. No part of the journal may be reproduced by any process without written permission of the Department of Language and Linguistics, Taraba State University, Jalingo.

All correspondences on editorial matters should be sent to:

Sumayyat Ibrahim Gambo (Ph.D.)

Department of Languages & Linguistics

Taraba State University

P.M.B. 1167, Jalingo, Taraba State

Email: jajolls022@gmail.com

Phone: +234803132245, +2348182312149 & +2349045724091

TABLE OF CONTENT

Editorial	ii
For Readers	iii
Editorial Board	iv
Notes to Contributors	v
Table of Content	vi
Exploring the Nigerian undergraduate situational needs in ESL writing skills	1
Anas Sa'idu Muhammad	
The relevance of Saoty Arewà's music "Ìwà Òdaràn" in social stability and security challenges in Nigeria	18
Sa'adu, Taofiq	
Exploring the Frequency and Contextualization of Yoruba Indigenous Communication Practices in the Daily Life of Generation Z.	32
Nwantah Nkiruka Favour, Grace Okpongpong , Oluwatise Odeniyi, & Nkem Janefrances Osere.	
Analysis of predicate logical relations used in selected Nigerian newspapers: A lexico-semantic approach.	44
Aboki, M. S. and Aliyu, B	
A phono-pragmatic analysis of Taylor's "twinkle twinkle little star".	54
Sunday Okakwu Ape,	
The role of English in promoting intercultural communication in Nigeria	64
Muhammed Isa Ogbale; Saadatu Aliyu Dauda; Sarah Solomon & Niminji Edward	
Assessment of grammatical competence and reading comprehension levels of junior secondary school (JSS3) students in Taraba State.	72
Aliyu B. Mbiko	
Analyse des erreurs grammaticales françaises dans les textes des produits commerciaux nigériens.	83
Abubakar Abba Kaka	
Le féminisme ambivalent d'aminata sow fall : Une étude de <i>la Greve Des Battu</i>	94
Adamu, Abdullahi Muhammad & Abubakar Kabir Jino	

Une étude comparée de l'ostentation et la corruption dans <i>Xala</i> de Sembène Ousmane et les élites Nigérianes	108
Abubakar Ibrahim Kado; Mohammed Yusuf; & Ahmad Umar Sanda	
Language and cultural revival in Nigerian postcolonial literature.	121
Busari, Jibola Kaosara	
Achieving literature in English objectives pedagogy in Nigerian senior secondary schools: A comparative study of Ogun and Lagos States.	129
Idowu, Stephen Olufemi	
Language and Law: The Role of English Language in Nigerian Legal System.	142
Baba Amos Itari & Isaiah Aluya	
Moral Instruction to Children: A Study of Selected Nigerian Folktales and Proverbs.	152
Joy Odewumi, Dayo Akanmu and Ngozi Dom-Anyanwu	
A Study of Clipping and Blending in Jukun Language	163
Vanessa Civirter Adzer and Vakkai Azinni	
Common Ground in Ahmed Yerima's <i>Orisa Ibeji</i> and <i>Owiwi</i>	173
Salawu, Rashidat Omotola	
Phonological analysis of Nigerian English: Spoken English experiences with selected speakers from the three major Nigerian languages	182
Umar, Mudashir Ayinla	
Lexico-Semantic Features of Nigerian English: A Study of Zaynab Alkali's " <i>The Stillborn</i> "	195
Abba, T. M. and Abba Alkali Goni	
Metathesis and Its Statistical Analysis in Hausa	208
Abba Bashir Mukhtar	
A Contrastive Study of the Fulfulde and Hausa Consonantal Phonemes	222
Aboki M. Sani (PhD and Hamman Isma'il Girei	
The development of Hausa material culture in Taraba State: Islamic perspectives.	232
Ali Ahmadi Alkali and Abubakar Abdullahi Isma'il	
Survey of Hausa Loan Words in Jukun Language of Taraba State	243
Godwin Yina and Jennifer H. Thompson	

Nazarin Al'adun Zamantakewar Hausawa da na Al'ummomin Garin Gombi Jihar Adamawa	253
Surajo Ladan da Isa Umar Al-Musawi	
New Englishes: A Sociolinguistic Perspective to the Nigerian Situation	261
Zama Danladi Tanko and Jennifer Harrison	
In'ina a Hausa: Nazarin Furuci da Gaba da Kalma da kuma Ma'ana	269
Sumayyat I. Gambo da Bashir Rabi'u Abdullahi	
Challenges of pronunciation of English phonemes among Igala native speakers.	279
Aboki M. Sani and Emmanuel Akogwu	
Bara a Tunanin Bahausha: Nazari daga Tsangaya.	289
Yahuza, U. Musa, Adamu Lawal and da Ginsau Abdulkadir	
Analyzing the Pluralization Processes in the Hausa Language	300
Ugechi, Elizabeth Shimenenge and Nasiru Abubakar Yahya	
Impact of code-mixing/switching on the communicative competence of Mumuye students of English language in College of Education, Zing, Taraba State.	315
Ali Abubakar Kadiri and Musa Jatau	
Method of Noun Plural Formation in Sirzakwai Language	329
Mustapha Ibrahim Garba and Abubakar Isa Abubakar	
قصيدة اللامية للشيخ الإسلام ابن تيمية "دراسة أدبية تحليلية"	336
Yahuza Hamza Abubakar	

, M. Sani and ²Emmanuel Akogwu



¹Department of Languages and Linguistics, Taraba State University, Jalingo.

²Awo-Akununda, Ankpa, Kogi State.

Challenges of Pronunciation of English Phonemes among Igala Native Speakers.

i.

Abstract

The work is titled Challenges of Pronunciation of English Phonemes among Igala Native Speakers. This study seeks to explicate the challenges of pronouncing English phonemes among Igala speakers leaning English as their second language (L2), and stands to achieve the following objectives, to; (a) identify the specific challenges, (b) identify the factors that account for the challenges and the roles of the teacher in curbing the challenges, anchoring the research work on Classical Phonemic/Phonology (CPP) Theoretical Framework. The theory was propounded by Chomsky and Halle in the year (1968). The method employed in the study was Descriptive Survey Design (DSD) and the instrument employed by the researcher in collecting the data was Participant Observation (PO). Subjecting the data to analysis, the researcher found that the challenges were function of personal factor, environmental, absence of some English phonemes in Igala vowel and consonant system, mother tongue interference. And the researcher made the following recommendations; that the learners should make use of Standard English Dictionary for learning, employ the service of a sound oral English teacher, visit the language laboratory, listen to British Broadcasting Commission (BBC), and Voice of America (VOA) News among others.

Keywords: English, Igala, Phonology, Mother Tongue.

Received: 13/07/2024 Accepted: 07/08/2024 **GSM:** +2347032318635

Corresponding Author: Aboki, M. S. **Email:** abokisanim3@tsu.edu.ng

Article Citation: Aboki, M. S. and Akogwu, E. (2024). Challenges of pronunciation of English phonemes among Igala native speakers. *Jalingo Journal of Languages and Literary Studies (JAJOLLS)*. 8 (1) pp. 279-288.

Publishers: Department of Languages and Linguistics, Taraba State University, Jalingo. **ISSN:**

1.1 Background of the study

Judging the status and the official roles of the English language in Nigeria, the use of English in the country goes beyond meaning alone but correct pronunciation also matters much. The multilingual nature of Nigeria has led the English language to assuming its prime of place as the language of instruction at all levels of our educational system from primary to the tertiary institution. It is also the language of government, the court, trade and commerce, information and communication and the language of international communication among others. This bilingualism situation according to the researcher, has become problematic for both students and teachers of tertiary institutions that no one seems to worry about pronunciation any more once meaning is achieved.

On the other hand, Igala language is a socio-cultural group among the settlers within the confluence of two Nigerian rivers-Niger and Benue. The name Igala represents the language, the people and the region itself, and this is the only form that is being used by the people themselves. As a language, Igala belongs to the Kwa sub-group of the same Niger-Congo, family. There are four major language families in Africa; (i) Niger-Kongo, depicting the languages around the Rivers Niger and Congo of which the two sub-groups are 'Kwa' and 'Bantu', (ii) Nilo- Sahara, covering mainly the northern part of Africa down to part of West and Sudan. (iii) Afro-Asian, suggesting the languages around the horn of Africa and the cush, and (iv) The Choisa, referring to the languages in the southern part of Africa that are however today greatly influenced by the 'Bantu' sub-group of the Niger-family. The Igala and Yoruba languages are members of Yoruboid family. Igala as a homogenous group inhabits a geographic area with a common language, which though have various dialects nevertheless, creates no problem of understanding among them. Within the geographic demonstration, Igala recognizes two main regions: the Idah and Ankpa, which could be well described as south-west and north-east of the kingdom. The settlement and village life of Igala is very coherent, often cohesive, linked together by a variety of interlocking socio-cultural factors. The ancient town of Idah, is the Igala capital and is situated on the river Niger with a symbolic political and social character. The geographical position of Igala brought them in contact with many other groups and cultures, including the Igbo, the Yoruba, the Edo-speaking people, the Jukun and the Idoma, to name only the principal groups.

The challenge of mispronunciation of some English words cannot be said to be associated with the Igalas alone. It is common with every ethnic group in the country learning the English as second language L₂. For instance, the Idoma and Tiv speakers lack /l/ sound so that, they end up pronouncing 'lice' instead of rice, while the Hausa speaker on the other hand lack /p/ sound so that, they usually pronounce 'feofle' instead of people. It is worth acknowledging here that, one who already has the command of his/her mother tongue usually has the challenge of the pronunciation of the English words being influenced by his mother tongue or first language L₁ as the case may be. These challenges usually encountered by L₂ learners are informed by such factors as absence of some English phonemes in the indigenous languages, personal problem, status of the L₂ speakers. The Igala language suffers absence of some English phonemes such as /z/, /s/, /h/ and /v/. In attempt to pronounce the words zoo, sit, vote, house, they will end up pronouncing /dʒu:/, /tsit/, /fɔt/, /aus/ respectively. However, mispronunciation is a challenge that can be overcome depending on the affected person's determination to improve on their shortcomings.

Phonetics is the science of language that deals with the study and analysis of the speech sounds of languages in terms of articulation, transmission and perception. On the other hand, Phonology is a branch of linguistics that deals with meaningful sounds of a specific language. It studies the ways sounds of a language are organized into systems to encode meaning. The researcher equally considered an empirical review of some works that are related to the present study such as the ones below.

Coping with Mother Tongue Interference in a Phonological Class: The Example of Federal University, Lokoja, (Lawal, 2014). The researcher notes that nothing is certain about English pronunciation, since words are spelled the same way and pronounced differently. According to the researcher, in learning to speak a second or foreign language, one's goal is often to be as competent as the native speaker of that language. The paper therefore highlights some difficulties encountered in the phonology classroom and possible measures to curb the problems.

However, the present research is intended to explicate the challenges of pronunciation of English Phonemes faced by Igala native speakers.

**ii.
problem**

Statement of the

Much works related to the present study have been done by other researchers, but not really in the area of pronunciation challenges faced by the Igalas in English phonemes. There are gaps to be filled in this area of study, especially that no thorough investigation has been made into finding out the causes of the challenges of mispronunciation that speakers of Igala language face in pronouncing some English words. It is the desire to fill the gap that prompted the researcher to embark upon this study.

iii.

iv. Scope of the study

The study is limited to the pronunciation of English phonemes, with an emphasis on Igala speakers speaking English as their L₂.

2.1 Theoretical Framework

This study is anchored on Classical Phonemic/Phonology Theoretical framework, propounded by Chomsky and Halle (1986). The theory is a model of phonological analysis which draws more attention to phoneme as its unit of analysis. To this effect, the theory believes that a change of meaning can be effected in language by the means of the phoneme. Again, Summerstein (1977), uses the theory and aligned it with Chomsky and Halle then he says that, classical phonology is appropriate for discussing features of a sound that make it difficult from others. Classical phonology specifies how particular phonemes are identified with respect to their articulation. Thus; warrants the labeling of a set of sounds as plosives, affricates, fricatives, and so on.

Ikekeonwu (1996), seems to have a similar focus with the earliest theory of the phoneme by a Polish Linguist Jan Boudouin de Courtenay (1984) that described the phoneme as ‘an Ideal Speech Sound’ (ISS) that can only be fully realized in the speaker’s mind; and this ideal speech sound, in the course of production, is often affected by the environment in which it occurs.

v.

vi. Review of Related Literature

The literature of this work was reviewed in phonetics and phonology since they are the co-field of linguistics which study sound production in human languages.

There are two sub-disciplines in linguistics which deal with sound, namely phonetic and phonology. Radhika (2013) sees, Phonology as a branch of linguistics closely associated with phonetics. Dealing with language hierarchy, ‘Phonetics’ comes first and it is followed by ‘phonology’.

Discussing about phonology, Adetugbo (1993) says that, phonology takes phonetics’ facts, but goes further to study speech sounds as constituting a system in any language. Among the possible sounds capable of being produced by human beings, only a tiny number of them can be merged to bring about meaningful utterances in a language.

The term or concept of phonology has been variously defined by many scholars. Phonology is the study of phonemes. Atadoga (2019) opines that, the term is derived from two Latin words; ‘Phone’ which means meaningful sound segment and ‘logy’ means study. Atadoga further explains that, when these two words are combined, we have phonology which is the study of meaningful sound segments. Katamba (1989) asserts that, phonology is the branch of linguistics, which investigates the ways in which sounds are used systematically in different languages to form words and utterances. This implies that, phonology is the systematic organization and arrangement of speech sounds uttered by man for the purpose of

communication. Atolagbe (2000) also sees phonology, as the sound system of a language, the speech sounds that are combined into meaningful and acceptable patterns for communication purposes, in a specific language. Collins and Mees (2013) describes phonology as the study of the selection and patterns of sounds in a single language (see Owolabi 2007 for more details). Discussing similar topic, Lass (1988) writes that, phonology refers broadly to the sub discipline of linguistics which is concerned with the sounds of language, while in more narrow terms, Lass further argues that, phonology is concerned with the function, behaviour and organization of sounds as linguistic items.

Phonetics and phonology are closely related and they cannot be separated from each other. However, in terms of linguistics, they are studied in different level because they constitute different levels of language structure. In a contrast, phonetic basically deals with all possible sounds produced by human beings including meaningful and unmeaningful sounds, while phonology deals with meaningful sounds of a specific language. Based on Ogden (2009), phonetics is the systematic study of the sounds of speech, which is physical and directly observable. Also related to phonetics, Lass (1988) says that, phonetic concerns with the physical production, acoustic transmission, and perception of the sounds of speech (see also McMahan, 2001).

Speech sound can be symbolized using International Phonetic Alphabet. (IPA) International Phonetic Association (1999) states that, IPA refers to a set of symbols which would be convenient to use, but comprehensive enough to cope with the wide variety of sounds found in the languages of the world in written form.

Phonetic Writing: An effective means of helping average Nigerian L₂ Learners/Users of English to solve Personal Pronunciation Problems (Sadiq, 2014). The aim of the paper is to examine within the structural grammatical theoretical framework, the potentials of phonetic writing in helping the average Nigerian L₂ learners/users of English to solve their personal pronunciation problems.

A Comparative Study of Igala and Yoruba Phonological Process (Atadoga, 2019). Through primary and secondary data, the consonants and vowels of the two languages were identified. By using the functional approach and the minimal pair test, the segments that constitute the phonemes in Igala and Yoruba were established.

vii.

viii. Research Methodology

This researcher employed Descriptive Survey Design (DSD) in this research, applying Participant Observation (PO) as some of the instrument to collect data for this research. Using Participant observation instrument requires the researcher's active participation in the activities. Through research assistance, the study was conducted in Awo Community Secondary School during an oral English lesson in SS11 with forty [40] students. The researcher wrote on the board some carefully selected English words to highlight the absence of certain English phonemes in Igala language and called out the students to pronounce the word one after the other. These words included those from the English phonemes; / h /, / s /, / v /, / z /, etc.

While this exercise was going on, the researcher carefully observed the students to identify the factors that could be responsible for the challenges.

ix.

x. Analysis of Data

This research discusses such phonemes as /h/, /s/ /v/ and /z/ as well as their insertion, as would be seen below:

xi. a. /h/ voiceless fricative

A total number of twenty (20) words, five for each phoneme, were carefully selected and written on the board for forty students to pronounce. The English words and their Igala glosses included the following:

Phoneme	words	gloss
/h/	house	uyin
	hate	ulaka
	hit	gwo
	has	ne
	heart	edo

Only seven out of the total number of forty students could pronounce the words correctly whereas, the remaining thirty-three students omitted the phoneme/h/ so that instead of “house” they ended up pronouncing the voiceless fricative /h/ in the manner shown below:

Words	realized as	gloss
house	/aus/	unyi
hate	/eit/	ulaka
hit	/it/	gwo
has	/æz/	ne
heart	/a:t/	edo

This omission occurred as a result of the absence of the voiceless fricative /h’/ in Igala consonants. The name given to the phonological process in the above exercise is ‘Deletion.’ Phonological process refers to the changes which phonemes undergo when they occur in adjacent position or when they are juxtaposed. According to Omachonu (2009), deletion involves loss or omission of some segments in rapid speech and that is what happened to some Igala sounds in the case of this research.

b. /s/ voiceless alveola fricative: the words selected here included the following:

phoneme	words	gloss
/s/	salute	ugwa
	see	li
	sit	gwugwu
	sell	ta
	sing	keli

Fifteen out of the forty students pronounced the words correctly, while fifteen other students replaced the voiceless alveola fricative /s/ with voiceless africcate /ts/ thereby realizing the words as shown below:

words	realized as	gloss
salute	/tʃælut/	ugwa
see	/tʃi:/	li
sit	/tʃit/	gwugwu
sell	/tʃel/	ta

sing /tʃɪŋ/ keli

The replacement of this voiceless alveolar fricative /s/ with the voiceless affricate occurred as a result of the absence of the /s/ sound in Igala language and the presence of /t/ sound respectively. The implication of this situation is that any English words that contains /s/ sound is usually substituted with /t/ sound as seen above.

c. /v/ voiced labio-dental sound: the words written on the board for the student to pronounce include:

xii. phoneme	words	gloss
/v/	voice	ukomu
	verb	ukolo
	vain	achenyola
	vein	ili
	vice	arone

Out of the total number of forty students in the class, seventeen students could pronounce the words correctly while the remaining twenty-three students substituted the voiced labio – dental voiced sound /v/ with the voiceless fricative/f/. This substitution was made possible due to the absence of the/v/ sound in Igala, so that those students who had pronunciation challenge ended up pronouncing the words in the manner shown below as against what is obtained above:

words	realized as	gloss
voice	/fɔis/	ukomu
verb	/f3:b/	ukolo
vain	/fein/	achenyola
vice	/fais/	arone

By implication, any English word that contains the voiced labio-dental sound /v/ is usually substituted by the Igala speakers learning English as L₂ with the voiceless fricative sound /f/ as evident in the pronunciation of the words above.

The name given to the phonological processes of the exercises above is “Insertion process” Insertion is a phonological process whereby a sound not originally present is inserted into the utterance to break up the unwanted sequence.

d. /z/ voiceless alveolar sound: The words written on the board for the students to pronounce included the following:

xiii. phoneme	words	gloss
/z/	zoo	unyi amela
	zone	ujinmi
	zion	uwó
	zeal	ejugbolo
	zinc	agbamu

Twenty out of the total number of the forty students could pronounce the words correctly while twenty had challenges. In Igala, whenever /z/ is followed by either vowels /e/, /i/ or /a/ as the case may be, the /z/

is pronounced as /dz/; so that, the students who had challenge in pronouncing the words ended up pronouncing them in the manner shown below;

words	realized as	gloss
zoo	/dʒu:/	unyi amela
zone	/dʒʊn/	ujinmi
zion	/dʒaiʊn/	uwo
zeal	/dʒi:l/	ejugbolo
zinc	/dʒɪŋk/	agbamu

The phonological process of the above exercise is also referred to as Insertion process. The reason for the challenges encountered by the Igala speakers is not different from the factors identified above. The challenge that the learners have in pronouncing /z/ sound is due to its absence in Igala consonants so that, an attempt to pronounce any word that contains /z/ sound, /dʒ/ usually substitutes /z/. In the course of interaction with the students the researcher discovered that some of those students who had no challenge in pronouncing the words grew-up in the cities while others attended better nursery and primary schools where they were taught how to produce English sounds correctly.

The researcher juxtaposed the English consonants and the consonants of the Igala language as presented below:

xiv. consonants

English Consonant	Igala Consonants
Phonetic symbol of consonants	Phonetic symbols of

English Phonemes	Examples	Igala Phonemes	Example
/p/	pot, mop	/p/	àpí, melon
/b/	bit, cob	/b/	úbí, back
/t/	tyre, tape	/t/	átá, father
/d/	day, paid	/d/	ádú, slave
/k/	cat, back	/k/	óko, farm
/g/	give, get	/g/	ágo, cup
/ts/	child, such	/kp/	ákpé, scorpion

/dʒ/	job, badge	/gb/	ágbá, jaw
/f/	face, clef, suffer	/kw/	úkwu, death
/v/	vase, divide, save	/gw/	ógwu, war
/θ/	thin, bath, nothing	/m/	úmá, knowledge
/ð/	then, brother, this	/n/	ónú, king
/s/	soap, master, boss	/ng/	úngá, postion
/z/	crazy, cause, zoo	/nw/	ánwágó, exam
/ʃ/	shop, lotion, brush	/ny/	únyi house
/ʒ/	pleasure, leisure	/h/	òhi, answer
/h/	hit, enhance, hot	/ts/	úkoche, lesson
/m/	mute, mouth	/dʒ/	óji, theft/ head
/n/	noun, tenor ban	/j/	ìye, mother
/ŋ/	sing, bang, pink	/l/	ùle, journey
/l/	lips, let, taller, feel	/r/	ere, leg
/r/	marry, ring	/f/	efá, six
/j/	you, player, yard		
/w/	won, wet, away		

Adopted from Omachonu (2000), and Ibrahim (2021).

The table above shows that phonetic symbols of / h /, / s /, / v / and / z / are missing in the consonants of Igala language. The implication of this reality is that, those symbols are not present in Igala language usually substitutes the ones that are available in the language that are close in sound to the English ones that are missing in Igala language.

The following can be factors responsible for pronunciation challenges that speakers of Igala language face in pronouncing English words;

xv.

Weaknesses in

phonetics and phonology of school teacher

Teachers play significant role in pronunciation. A teacher who has sound knowledge in pronunciation impart the knowledge to his students whereas, the ones that are poor in pronunciation also impart the poor attitude to the students. Other factors include the following;

ii. First language/ mother tongue interference

First language coded as L₁ mother tongue also coded as MT. This is the language that a child grows up to speak first in his life. There are times where a child's MT and L₁ are the same and there are also times where a child's MT differs from his L₁. The MT is the language of the child's parents whereas, L₁ is the first language that child grows to speak. The implication is that, the individual who already has command of his MT/L₁ usually has the pronunciation of words in the L₂ interfered by the MT/L₁.

iii. Personal Challenges

Some of the pronunciation challenges that people have are personal challenges and so requires personal efforts to overcome it.

Findings:

An Individual's immediate environment affects his pronunciation. An individual that grows up in the city tends to do better in pronouncing English words. ii. Early introduction to the study of sound production helps an individual in better pronunciation.

The school attended also helps in pronunciation. Individuals that attended better nursery and primary school seem to do better in pronouncing English words than those who attended L.G.E.A primary and community secondary school.

This study equally found that, the teachers were not trained to teach English, adequate facilities were not provided, curriculum was not adequately followed to meet the needs of students and the students themselves do not take their studies seriously due to their heavy reliance on examination malpractice.

This study also found that, most of the pronunciation problems of Nigerians at the segmental level are caused largely by over-dependence on English orthography (spelling system), which has been particularly noted to be often unpredictable and unreliable.

xvi.

xvii.

Conclusion

Mispronunciation of English words is a challenge that is common with everyone learning L₂. The researcher was triggered to carry out this investigation with the view to minimize mispronunciation of English words among the speakers of Igala language since no one desires to celebrate his problems.

Recommendations:

i. Igala speakers learning to pronounce English words should record voice(s) while speaking and listen to the sample. The essence of recording themselves is to enable them listen to themselves over and over with the view to improving on their areas of weaknesses. ii. Note down the sound that is not correct. This will help the learner to drill himself on the sound.

ii. Igala speakers should make use of good dictionary to learn new words and their pronunciation. Learning new words will enrich their vocabulary. The use of dictionary for practice will also help Igala to achieve correct pronunciation of English words. Oxford Advanced Learners' Dictionary is good for practice.

xviii. iii. Where necessary, Igala can visit the language laboratory where language experts can proffer solution to their pronunciation challenges.

iv. They can also listen to British Broadcasting Commission [BBC] and Voice of America [VOA] news to get the correct pronunciation of English words as pronounced by the native speakers of the language. They can also seek the assistance of a teacher who is proficient in oral English.

v. The study also recommends that the teaching and learning of Igala should be encouraged at all levels of education to save it from the danger of extinction.

vi. The study as well recommends that Government should provide adequate funding for education, there should be adequate and modern language learning facilities and enabling environment. The researcher also recommends that, teachers should also, try to learn and use modern methods of teaching including communicative methods in the classroom.

Furthermore, familiarity with the phonetic system of English through systematic and rigorous training can always aid L₂ learners and other users of the language to appreciate what phonetic writing is all about especially as it relates to solving personal pronunciation problems as independently as possible.

References

- Adetugbo, O. (1993). *A Study of Mother Tongue Influence in English Communication*, Oyetunde Publishers
- Aidan, J. (2023). *Morphophonemic Structure of Mumuye Language*, Thesis Submitted to the Post-Graduate School, Benue State University.
- Atadoga, F.T. (2019). A Comparative Study of Igala and Yoruba Phonological Process. *Journal of Languages, Linguistics, Literature and Education*. Euneeks and Associates.
- Attaman, M. L. (2008). *Investigating the Sociolinguistic Drawbacks in the Environment of Students in Nigeria*. Tosky Publishers Ltd.
- Atolagbe, B. (2000). Factor Affecting Quality of English Teaching and Learning in Secondary Schools in Nigeria. *College Students 13Feb.2024*. Ekoh, E.F. (2011). *The Easy Formula for Test of Oral for Schools, College and U.T.M.E*. God's will Golden Ltd.
- Ekoh, E.F. (2011). *The Easy Formula for Test of Oral for Schools, College and U.T.M.E*. God's will Golden Ltd.
- Eronini A. (2008). *Oral English Made Simple for Schools and Colleges*. Euneeks and Associates.
- Lawal, O. (2014). Coping With Mother Tongue Interference in a Phonological Class: The Example Federal University, Lokoja. *Journal of English Language and Literature*, A Publication of the Department of English and Literary Studies, Kogi State University.
- Okpanachi, D.A. (2024) An Overview of Challenges in Learning English: A Case Study of some Selected Secondary Schools in Ankpa, Kogi State. *Jalingo Journal of Linguistics and Literary Studies (JAJOLLS)*, A Publication of the Department of Languages and Linguistics, Faculty of Arts, Taraba State University.
- Onwuchekwa, P. (2000). *Test of Orals. The Practice of Spoken English. African*. First Publishers Ltd.
- Omachonu, G.S (2000). *Fundamentals of Phonology and the Study of Igala Language*. Benca printing production.
- Omachonu, G.S and Ibrahim, Y. (2001). *Improving your Performance in Oral English*. Rowis publishers.
- Owolabi, (2007). Consonant Codification and Problem of Pronunciation by Yoruba Speakers of English Language. *International Journal of Communication Studies.1 (1 and 2), (181-186)*.
- Radhika, V. (2013). Interference of Mother Tongue in Learning a Foreign Tongue. *Inter-electronic Journal for Teachers of English 3(2)*. Retrieved from <http://www.Elvoice/volume 3/issue/Ev13 on 12/02/2024>
- Sadiq, G.Y. (2014). Phonetic Writing: An Effective Means of Helping Average Nigerian L2 Learners / Users of English to Solve Personal Pronunciation Problems. *Journal of English Language and Literature*. A Publication of the Department of English and Literary Studies, Kogi State University.