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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.

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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.

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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.

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A Contrastive Study of the Fulfulde and Hausa Consonantal Phonemes

Abstract

This research aims at contrasting the consonantal phonemes of Fulfulde and Hausa language in order to describe their similarities and differences. This research is hinged on theoretical foundation known as Contrastive Analysis propounded by Lado (1957). The researcher adopted the descriptive method, and the objectives of this study are: (1) to identify the similarities between the consonantal phonemes of Fulfulde and Hausa language, (2) to identify differences between the consonantal phonemes of Fulfulde and Hausa language and (3) to explore possible areas of learning difficulties among the native Fulfulde and Hausa speakers. Learners of second language (L2) are usually faced with difficulties largely contributed by the features of their first languages (L1). This study compares and contrasts the segmental consonantal phonemes of Fulfulde and Hausa. The researcher employed desk research where data were drawn from archive and then analyzed side-by-side revealing their similarities and differences. The results of the study demonstrate that Fulfulde and Hausa have some similar phonemes; Fulfulde has 27 consonantal phonemes when Hausa has 34. All simple consonants present in Fulfulde are also present in Hausa except /f/, and /p/, homorganic nasal sounds present in Fulfulde are absent in Hausa, simple consonants present in Hausa are also present in Fulfulde except /ʃ/, and /z/, balialized consonants of Hausa are absent in Fulfulde, glottalized consonants of Hausa are absent in Fulfulde and there are no ejectives /q/ and /tʃ/ in Fulfulde. The research discovered the possibilities of reciprocally of interference among the native speakers of both languages. The study recommends that future researchers use a bigger sampling size to see if mother tongue interference affects other skills.

Keywords: Contrastive analysis; Fulfulde; Hausa; Consonantal, Sounds; Phonemes.

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1.0 Introduction

Fulfulde and Hausa are two disparate languages. Fulfulde is classified as a member of the West Atlantic sub-family of the Niger-Congo family Hausa belongs to the Chadic family of languages of the Afroasiatic phylum Greenberg (1970). The phonological systems of the two languages vary in some degrees. The two languages share some types of vowel systems but the difference is mainly with the consonantal segments. Fulfulde has the homorganic nasal sounds which Hausa does not have. With regard to implosive sounds they both have /v/, /x/ and /y/. Hausa has bilabialized and glottalized sounds but Fulfulde does not have them. The differences in the consonantal catalogues of the two languages constitute the problem of phonological interference among native speaker of the two languages.

Greenberg (1970) asserts that, there are basically three types of language contact relationships. The first is genetic relationship where the languages share common historical origin. The second is typological relationship where the languages are identical especially in terms of syntactic behavior example Igala and Yoruba. The third is cultural relationship which is the most common especially between African languages and the major exoglossic or exonymic languages in Africa.

The cultural and typological relationships are the most relevant to this study, because the problem of interference arises as a result of contact between the two languages. However, before a language comes in to contact with another it must have been sufficiently equipped to cater for its needs. The contact will bring different cultures, ideas and norms and values. This intercultural relationship rationalizes the idea of linguistic engineering such as borrowing, coinage, interference etc.

Learning difficulties among speakers of different languages are inevitable because of the differences found in the phoneme inventories of languages. Having this in mind, this study investigates the similarities and differences of Fulfulde and Hausa Consonantal phonemes as well as also predicting possible areas of learning difficulties among the native speakers of the two languages.

1.1 Statement of the Problem

A lot have been written by many scholars on the contrastive analysis on indigenous languages and foreign in order to find out certain sounds that are not obtained in their languages. This is due to the fact that every language has its phoneme inventory which the phonetic speaker of that language has no problem in articulating them. But in a situation where a person attempts to speak or learn languages that have sounds that are not available in his language he finds it difficult to pronounce them correctly. These difficulties are what prompted the researcher to conduct a research on contrastive study of Fulfulde and Hausa consonantal sounds system. This is as a result of lack of comprehensive research on the similarities and differences of Fulfulde and Hausa consonantal sounds. This research is an attempt to fill in the existing gap by investigating the contrasts and similarities of Fulfulde and Hausa Consonantal phonemes as well as also exploring possible areas of learning difficulties among the native speakers of both languages.

1.2. Objectives of the Study

In view of the above discussed problems, the objectives of the study are as follow:

- i. to find out the similarities of Fulfulde and Hausa consonantal phonemes.
- ii. to bring out the contrasts of Fulfulde and Hausa consonantal phonemes.

- iii. to explore possible areas of learning difficulties among the native speakers of Fulfulde and Hausa.

2.0 Review of Related Literature

Different studies have been conducted and different findings have emerged by prominent scholars in attempts to investigate similarities and differences of phoneme inventories of languages. Therefore, this chapter scrutinizes the following related previous research works.

Nwoye (2023) the study focuses on a contrastive analysis of the segmental features of the Igbo and the English languages with emphasis on the implication of the differences in the learning of English as a second language by people whose first language is Igbo. The study reveals that while the Igbo language has more consonants than the English language, the English language has more vowels than the Igbo language. Based on the analysis and findings in this study, the researcher explores that, phonologically, the Igbo language differs to a large extent from the English language. As a result of the differences that exist in the vowels and consonants of the two languages, there are certain predictions of errors that an Igbo learner of the English language is bound to make. As for consonants, there are more consonants in the Igbo language than in English, but there are more vowels in the English language than are in the

Umuodinka, (2011) carried out a study on corpus-based contrastive analysis of Igbo and English adjectives. The researcher used a descriptive approach to look into the patterns of authentic language use through the analysis of the actual usage of the adjectives. Emphasis was on the differences in their usage as they relate to interference problems encountered by the Igbo learners of English as L2. The results of the analysis showed that corpus-based contrastive study is an indispensable innovation in language teaching, especially as it plays a prominent role in foreseeing problem areas and making predictions to forestall their occurrence in language pedagogy.

Lestari et al. (2022) attempted a study on the contrastive analysis of the sound in vowel and consonant in English and Batak language. The researchers examined the differences between the phonemic systems in Batak language with the English language with contrastive analysis. The result of their findings shows that there are some of differences and similarities between the sound of English vowel and consonant with Batak sound of vowel and consonant especially (Toba Batak and Dairi Batak). In Batak language the existence of diphthong and trip-thong is rare. There is no weak sound in Toba language, just like schwa in English phonetic sound. Toba Batak sound is strong and clear in utterances, and there are commonly a change of syllable whether in the beginning or the end of the word while in English it can be occurred in most of the position not only in the beginning and the end of the word.

The closest work to the present study is that of Zubairu and Sabariah (2015), yet their work was not on Fulfulde and Hausa consonantal phonemes but rather on the Segmental Phonemes of English and Hausa Languages. The researchers examined the differences that exist between the English language and the Hausa language. The results of the study demonstrate that Hausa and English have some similar phonemes but the sounds do not behave the same way in the two languages. Hausa has 39

phonemes when English has 44. Differences in the phonological features between the two languages result in challenges faced by the Hausas in learning English.

All these works cited above do not really have their focus on the contrastive study of the Fulfulde and Hausa consonantal phonemes. This study does that and stresses the pedagogical implications of the two languages.

2.1 Fulfulde Phoneme Inventory

Phoneme is a minimal unit of sound which is able to contrast sounds and differentiate words in terms of their meanings. After the UNESCO 1966 conference at Bamako, (Arnott, 1969, 1970, 1974; Breedveld, 1995; McIntosh, 1984, Muhammad (1987) and Stennes, 1967) recognized 27 basic consonants of Fulfulde. They are as follows:

/v/, /mb/, /tʃ/, /d/, /x/, /nd/, /f/, /g/, /nɲ/, /h/,
 /dʒ/, /ndʒ/, /k/, /l/, /m/, /n/, /ŋ/, /p/, /r/, /s/, /t/,
 /w/, /j/, /nj/, /y/, /ʔ/.

2.2 Hausa Phoneme Inventory

Hausa is one of the most widely spoken Chadic languages, has received far more attention than any other Chadic language. Much research has been conducted in all aspects of the language, though some aspects have been better treated than others. Hoffman 1969 recognizes 29 Hausa consonants, Yalwa (1999) recognizes 31, Abubakar, (1983) recognizes 32 while Sani (2005) and all Hausaists, including the most recent ones, agree on the number of Hausa consonantal phonemes as thirty-four they are as follows:

/b/, /v/, /tʃ/, /d/, /x/, /ɸ/, /ɸi/, /g/, /gʷ/, /gi/,
 /h/, /dʒ/, /k/, /kʷ/, /ki/, /q/, /kʷi/, /ki/, /l/, /m/,
 /n/, /ɲ/, /ŋ/, /r/, /r/, /s/, /ʃ/, /tʃ/, /t/, /w/, /j/,
 /z/, /ʔi/, /ʔ/.

3.0 Theoretical Framework

This study is hinged on theoretical foundation known as Contrastive analysis propounded by Lado (1957) Contrastive analysis originated as a branch of Applied Linguistics, the aim being to solve the practical problems of language teaching and learning. It involves comparing two or more language structures in order to describe their similarities, differences and to predict the possibilities of learning difficulties.

Lado (1957) asserts that Contrastive Analysis Model is able to predict most, if not all, of the learner's interference problems and it is a reliable and useful tool towards discovering the similarities as well as differences in the characteristic features of the languages contrasted.

3.1 Methodology

This research uses secondary data collection tools in order to analyze the information obtained from previous research works. The study totally depends on this approach this is because a lot have been written by many scholars on indigenous languages and foreign. The focus here was to compare and critically analyze consonants of the two languages in question in order to describe their similarities, differences and to

explore the possibility of learning difficulties among the native speakers of both Fulfulde and Hausa language.

3.2 Data Presentation and Analysis

This paper presents and analyses data using both Fulfulde and Hausa consonantal phonemes under the theoretical framework of contrastive analysis.

3.3 Presentation of Fulfulde Phoneme Inventory

phoneme	Word	gloss
/B/	baaji	Bark
/v/	vaawo	Back
/mb/	mbeewa	She goat
/tʃ/	caaawol	Wrapping
/d/	dawa	Ink
/x/	xavirre	Seeking
/nd/	ndiyam	Water
/f/	faama	Understand
/g/	gaasa	Hair
/nɲ/	ngaandi	Brain
/h/	haata	Restrain
/dʒ/	jaaba	Answer
/ndʒ/	njamndi	Iron
/k/	kaaxo	Non-pullo
/l/	Laral	Skin
/m/	maral	Possessions
/n/	naane	Former
/ŋ/	ngarol	Beauty
/p/	paxe	Shoes
/r/	ragare	End
/s/	saare	House
/t/	tubba	Push
/w/	waaba	Argue
/j/	yaafuye	Forgiveness
/nʲ/	nyaama	Eat
/ʔʲ/	yāvva	Cross
/ʔ/	annda	Knowledge

3.4 Presentation of Hausa Phoneme Inventory

Phoneme	Word	Gloss
/b/	Baya	Back
/v/	Vawo	Bark
/tʃ/	Cakuxa	Mixture
/d/	Dabara	Plan
/x/	daki	Room
/ɸ/	Fitila	Lamp
/ɸʲ/	Fyace	Blow nose
/g/	Gida	House

/g ^w /	Gwanda	Pawpaw
/g ^j /	Gyara	Repair
/h/	Haqarqari	Ribs
/dʒ/	Jarumi	Brave
/k/	Karaga	Throne
/k ^w /	Kwabo	Penny
/k ^j /	Kyakkyawa	Beauty
/k̄/	Kasa	Land
/k̄ ^w /	Kwari	Insects
/k̄ ^j /	Kyale	Allow
/l/	Labara	Story
/m/	Maza	Men
/n/	Nazari	Research
/ɲ/	Kunya	Shyness
/ŋ/	Kanwa	Sister
/r/	Rafi	Stream
/ɾ/	Rana	Sun
/s/	Saiwa	Root
/ʃ/	Shafi	Page
/tʃ̣/	Tsamiya	Tamarind
/t/	Tawada	Ink
/w/	Wuri	Place
/j/	Yabo	Praise
/z/	Zakara	Cock
/ʔ ⁱ /	'ya'ya	Children
/ʔ/	Allo	Board

4.0 Data Analysis

The researcher so far discussed the phoneme inventories of the two languages and for ease of reference the researcher sets out the similarities and the differences below.

From the above data presented Fulfulde has 27 consonantal phonemes while Hausa has 34. It can be seen from the 34 of Hausa only twenty (20) present in Fulfulde, and they are as follows

/b/, /v/, /tʃ/, /d/, /x/, /g/, /h/, /dʒ/, /k/, /l/,
/m/, /n/, /ŋ/, /r/, /s/, /t/, /w/, /j/, /ʔⁱ/, /ʔ/.

The remaining phonemes with secondary articulation in Hausa are absent from Fulfulde, and these are all labialized and palatalized segments. So the total number of Hausa consonants absent from Fulfulde is fourteen (14) they are as follows:

/ɸ/, /ɸⁱ/, /g^w/, /g^j/, /k^w/, /k^j/, /q/, /k̄^w/, /k̄^j/, /n/,
/ɾ/, /ʃ/, /tʃ̣/, /z/.

It can be seen that all simple phonemes present in Fulfulde are found in Hausa except the following /f/ and /p/ and all the pre-nasal phonemes present in Fulfulde are absent in Hausa. So the total number of Fulfulde consonantal phonemes absent from Hausa is only (7) seven as can be seen as follows: /f/, /p/, /mb/, /nd/, /ŋg/, /ndʒ/, /nj/.

4.0 Possible Areas of Fulfulde Speakers Difficulties

Fulfulde speakers learning Hausa as a second language find it difficult to pronounce words containing labialized phonemes /gʷ/, /kʷ/, /kʷ/, palatalized phonemes /ɟʲ/, /gʲ/, /kʲ/, /kʲ/, labiodental fricative sound /ɸ/, ejectives /q/, /tʃ̥/ and voiced alveolar fricative /z/. Fulfulde speakers also import the nasalization into the Hausa words for example, gwamna *ngomna* governor as can be seen below:

4.1 The Labialized Consonants

All words containing labialized phonemes present problems to Fulfulde speakers. These segments are mostly followed by a vowel, /a/, in Hausa. Confronted with these segments, a Fulfulde speaker learning Hausa replaces the vowel /a/ with /o/ as can be seen below:

/kʷ/	/k/		
Hausa	Fulfulde	Gloss	
kwabo [kʷabo:]	[kobo]	penny	

4.2 Palatalized Consonants

All words containing palatalized consonants present problems to Fulfulde speakers. A Fulfulde speaker learning Hausa replaces the phonemes /gʲ/, /kʲ/ and /kʲ/ with /g/, /k/ and /k/. As can be seen below:

/gʲ/	/g/		
Hausa	Fulfulde	Gloss	
gyara [gʲa:ra:]	[gera]	repair	

/kʲ/	/k/		
Hausa	Fulfulde	Gloss	
kyakkyawa [kʲakkʲa:wa:]	[kekkeewa]	beauty	

/qʲ/	/k/		
Hausa	Fulfulde	Gloss	

qyalli [qʲalli:] [kelli] shine

4.3 Voiceless Bilabial Fricative /ɸ/

The Hausa Voiceless bilabial fricative sound /ɸ/ presents problem to Fulfulde speaker learning Hausa it is replaced with the labiodental fricative sound /f/. Take the following examples

/ɸ/		/f/	
Hausa		Fulfulde	Gloss
fitila	[ʰitila:] [fitila]	lamp	

4.4 Voiced Alveolar Fricative /z/

The Hausa voiced alveolar fricative sound /z/ also presents problem to Fulfulde speaker learning Hausa it is replaced with the palate-alveolar affricate sound /dz/. Take the following examples

/z/		/dz/	
Hausa		Fulfulde	Gloss
Zamba	[zamba:]	[dzamba]	cheat

4.5 The Ejectives /q/ and /tʃʰ/

Fulfulde speakers use glottalic air-stream mechanism only to produce implosive /v/, /x/ and /ʔ/. There are no ejectives /q/ and /tʃʰ/. Therefore, Fulfulde speaker learning Hausa replaces /q/ with /k/ and /tʃʰ/ with /s/. Consider the following examples:

/q/		/k/	
Hausa		Fulfulde	Gloss
Qarami	[qarami:]	[karami:]	small
/tʃʰ/		/s/	
Hausa		Fulfulde	Gloss
tsamiya	[tʃʰa:mija:]	[sa:mija:]	tamarind

4.6 Nasalization Process

The sounds /b/, /d/, /g/, /dz/ and /j/ in Fulfulde are frequently nasalized it is therefore possible for Fulfulde speaker to import the nasalization into the Hausa words, de-labialize the initial segment and replaces the /a/ vowel with /o/. For example,

Hausa		Fulfulde	Gloss
gwamna	[gwamna:]	[ŋgomna]	governor

4.7 Possible Areas of Hausa Speakers Difficulties

Hausa native speakers find it difficult to articulate /f/, /p/ and all homorganic nasal sounds /mb/, /nd/, /ng/, /ndz/ and /nj/. Therefore, Hausa speakers replaced /f/ and /p/ with /ɸ/ and de-pre-nasalized the homorganic nasal sounds examples are given below:

4.8 The Voiceless Labiodental Fricative

All words containing voiceless labiodental fricative sound presents problems to Hausa speakers. A Hausa native speaker learning Fulfulde replaces the sound with /f/ for example

Fulfulde		Hausa	Gloss
faama	[fa:ma]	[f̥a:ma]	understand

4.9 The Homorganic Nasals

The Fulfulde homorganic nasal consonants /mb/, /nd/, /ng/, /ndʒ/, and /nj/ (pre-nasals) present problems to Hausa natives learning Fulfulde. All words containing homorganic nasal, Hausa speakers de-pre-nasalized to /b/, /d/, /g/, /dʒ/ and /nj/ respectively. Take the following examples:

Fulfulde		Hausa	Gloss
mbeewa	[mbe:wa]	[be:wa]	she goat
nder	[nder]	[der]	in
ngaandi	[ŋga:ndi]	[ga:di]	brain
njawdi	[ndʒawdi]	[dʒawdi]	wealth
njawdiri	[ndʒawdiri]	[ndʒawdi]	ram
nyaama	[nʲa:ma]	[nʲa:ma]	eat
nyaamndu	[nʲa:mdu]	[nʲa:mdu]	food

4.7 Findings

In view of the above analysis under the guidance of Contrastive Analysis Theory, the study came up with the following findings as can be seen below:

- i. It was discovered that Fulfulde and Hausa have some similar consonantal phonemes; Fulfulde has 27 consonantal phonemes while Hausa has 34.
- ii. All simple consonants present in Fulfulde are also present in Hausa except /f/, and /p/.
- iii. All homorganic nasal sounds present in Fulfulde are absent in Hausa
- iv. All simple sounds present in Hausa are also present in Fulfulde except /f̥/, /f/ and /z/.
- v. All bilabialized consonants of Hausa are absent in Fulfulde.
- vi. All glottalized consonants of Hausa are absent in Fulfulde.
- vii. There are no ejectives /q/ and /tʃ̥/ in Fulfulde.
- viii. The research discovered the possibilities of interference among the speakers of both languages.

4.8 Discussion

Going by the CA theory, the differences found in both Fulfulde and Hausa consonants are predictably possible points of interference among the speakers of both languages. Consider these difficulties Fulfulde speakers face when learning Hausa: The Hausa Voiceless bilabial fricative sound /ɸ/ is replaced with the labiodental fricative /f/. Voiced alveolar fricative sound /z/ is replaced with the labiodental fricative /dʒ/. The ejectives /q/ is replaced with /k/, /tʃ/ with /s/. While the voiced alveolar fricative sound /z/ replaced with the labiodental fricative /dʒ/. On the other hand the Hausa speaker may find it difficult to pronounce words containing /f/ and /p/ as well as all words containing homorganic nasals. All the pre-nasal sounds are de-pre-nasalized.

5.0 Conclusion/Recommendations

Every language of the world has its own phonemic representations of sounds, that is, the underlying representation of various sounds that make up the language system. This study carried out a contrastive analysis of the consonantal phonemes of Fulfulde and Hausa. The study explored the Fulfulde and Hausa consonantal phonemes and it is understood that the languages share some similar consonantal phonemes; there have been significant differences between their phonemic systems. Fulfulde has 27 consonantal phonemes while Hausa has 34. It has so far shown that Contrastive Analysis Hypothesis is a useful tool for predicting learners' problem in the course of learning a target language.

Teaching in a multi-lingual setting is a challenging task. Hence, mother tongue interference should be limited. The learner needs to be taught visual and audio-lingual methods to attain success.

Teachers highlight and address those areas of learning difficulties shared features that may contribute to problems of second language learning. Pronunciation correction practice is essential, and teachers must be cautious in error corrections because errors in pronunciation may be the result of negative language transfer or incorrect assumptions held about the second language.

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