

## **A Comparative Survey of the Articulation of English Fricatives among Hausa/Fulani in some Selected Secondary Schools in Gombe**

**Ibrahim Lamido**

Department of Languages, Federal University, Kashere  
[lamidoibrahim52@gmail.com](mailto:lamidoibrahim52@gmail.com); 07060777144

and

**Saleh Ahmad Abdullahi**

Department of English Language  
Gombe State College of Legal and Islamic Studies, Nafada  
[salehmadbiri24@yahoo.com](mailto:salehmadbiri24@yahoo.com), [salehmadbiri24@gmail.com](mailto:salehmadbiri24@gmail.com); 08030481997

### **Abstract**

English language pronunciations in ESL are a problem to both the teachers and the students, especially the ethnic groups in northern Nigeria. The study made a comparative investigation of the English fricatives among Hausa/Fulani by teachers and students of Senior Secondary School in Gombe metropolis. Some of the English fricatives do not exist in the first language of the teachers and students, and a researcher being a teacher noticed a great variance in the articulations of the English phonemes by teachers and students in their spoken English. The various English fricatives (labio-dental, dental, and alveolar, palatal alveolar and glottal) were looked into, to investigate the difference in the teacher's articulation of the nine fricative phonemes. A test was designed, of individual words, ten (10) sentences and a reading passage with fricatives in the initial, medial and final position to assess their articulations in the various environments. Fifty (50) students and twenty (20) teachers were sampled and each was presented with the task of articulating ninety (90) fricatives in different positions of the words. Descriptive analysis and comparison of two population proportions were used. The findings show that the wrong articulations of the fricatives by teachers and students are often the replacement of the voiceless with the voiced phonemes of the same fricative due to influence of MT of the study population. The voiced dental fricative / ð / is often replaced by the voiceless alveolar plosive / t /, the voiceless palatal alveolar fricative is replaced by voiceless palatal alveolar affricative / tʃ / and voiced alveolar fricative / d /. The wrong articulations of the fricatives by the teachers and students were the same except the students have a greater percentage of wrong articulations. Finally, learning of oral English should be made compulsory in all the teachers training programmes and pronunciation should be given emphasis in the teaching and learning of English at all levels of education.

**Keywords:** *Fricatives, Interference, Glottal, Articulation, palate alveolar*

### **Introduction**

Spoken language is an important part of linguistic study because it is central to everyday life. That is why this study looked into the articulation of English fricatives of teachers and students. Most are exposed to the sounds of their mother tongues before they come across English sounds and may hear English sounds several times before they pronounce the word (Jibril, 1982). In many cases, before they see the written form, the pronunciation received is

more often based on the orthography (Jowitt 1991). This is the situation most children face in learning the articulation of English sounds. The students may rely on their mother tongues models as well as that of their teachers, who are said to be product of the same system. Oloafe (2001) and Aliyu (2001) observe that teachers of English language are poorly trained and ill-equipped to teach and that most of them are not better than the students they teach. To further support this view, Keyas and Walker (2002) observe that some teachers avoid teaching pronunciation because of their inadequacy in teaching it. Thus in English as a Second Language/English or as a Foreign Language (ESL/EFL), English pronunciation learning/teaching is a problem to both teachers and students.

The concern of this research is to find out how the teachers and students articulate the English fricative at the senior school level. English pronunciation is the aspect of English teaching in which little or no attention is given. Dalton, (2002) and Wei (2008) are of the view that English pronunciation is neglected in the ESL classroom throughout the world. If English pronunciation is neglected, then what is the competence level of teachers and students in articulation of English fricatives? How well do the teachers and students pronounce the Labio-dental fricatives, dental fricatives, alveolar fricatives, palatal fricatives and glottal fricative? The desire to find answers to these questions inspired and motivated this study.

However, Awobuluyi (1998) maintains that effective pronunciation is a vehicle for effective communication at work places and for social interaction. Good pronunciation should be the first things that should be learned. One can live without advanced vocabulary; can use simple words to say what he wants to say. Can live without advanced grammar, can use simple structures instead, but there is no such thing as simple pronunciation, even if great vocabulary and grammar are used people will simply not understand what you want to say. English fricatives cannot be overlooked for effective Pronunciation of English words, the articulation of fricatives of teachers and students should be studied accurately, correctly, and authentically, (Majid2009).

Nigeria is a multi-lingual nation with many languages and most Nigerians acquire the first language before learning English. The observations of how English sounds are wrongly pronounced as exhibited by the teachers and students motivated this study particularly the Hausa/Fulani which are the focus group. For instance, some teachers and students are heard pronouncing sounds based on the orthography of their mother tongue, some replaced the English fricative with alternatives from their mother tongue. It is also observed that teachers concentrate on teaching other aspects of English like grammar, reading, comprehension and composition. The teachers choose only the aspects of the English sounds they can teach while the other aspects are not given the attention they require. So some of these observations and negligence inspired and prompted the investigation on the English fricatives of teachers and students.

## **Statement of the Problem**

Nigerians who have acquired the first language (L1) which may be their mother tongue or the language of the immediate environment or both have the enormous task to teaching English pronunciation in Nigeria schools. The teachers and the students learn English language as a second language. The sounds of the mother tongue and the language of the immediate environment which the teachers and students have acquired often interfere with the sounds of English language. According to Jowitt (1991) mother-tongue patterns are often employed in articulating English words. The mother tongue (MT) has greatly affected the oral English pattern of the Nigeria Students in most the senior secondary school(s).

The English language in Nigerian schools manifest in various varieties, the teachers in the secondary school are said to be from different non-English background and so are exposed to several varieties of English based on their linguistic background. The sounds in mother-tongue of the teachers and those of their students are different from that of the English sounds. Some of the English fricatives do not exist in the first language and some do exist in the first language of the teachers and students. So in articulating the English fricatives, the sounds of the mother tongue often intrude in the English fricatives of teachers and that of their students. As a teacher of the English language particularly the spoken form in the secondary school, the researcher has noticed a variance between the ways the Hausa/Fulani teachers and students articulate the English consonant sounds, particularly the fricatives. It is feared that the variations which exist between the teachers and their students may in spite of the influence of the MT result in communication loss during teaching and learning, this, therefore calls for the need to carefully study this and prescribe way of curbing this menace.

## **Hausa/Fulani**

The term Hausa/Fulani is a coinage referring to two ethnic group fused together and sharing values, norms and culture. Though each is having distinct MT but is mutually intelligible with the other. This fusion came to existence during the post jihad period in Hausa land which brought together the Fulani and the Hausa people together under one religious culture and practice. Gombe is one of the area conquered by the jihadists in the late 19<sup>th</sup> century. Though the conquered population is multilingual but Fulani are the dominant group located in Gombe the seat of the emirate. The Hausa found their way to Gombe during and after the jihad based on number of reasons (Adamu, 1974:24, Lamido, 2012:13).

## **English Fricatives**

Fricatives are sounds produced with a partial obstruction of the air stream in such a way that noticeable friction is felt as the air stream forces its way through this partial obstruction, (Don-Ifode 1995, Lodafojed 1982). The friction may be classified according to the amount of friction noise which accompanies their production as flat or grooved fricatives.

Fricatives are the largest class of consonants in English; with the exception of glottal fricative each place of articulation has a pair of phonemes. One fortis (voiceless) and one lenis (voiced). The fortis are said to be articulated with a greater force than the lenis, and their friction noise is louder. The lenis have no voicing in initial position and final position but may be voiced when they occur between voiced sounds (Roach 2003 Onuigbo 1996 O'connor 2000}. They can be seen in the table below.

**Place of articulation**

	Labio-dental	Dental	Alveolar	Palatal alveolar	Glottal
Fortis (voiceless)	f	θ	s	ʃ	
Lenis (voiced)	v	ð	z	ʒ	h

Figure 3:1 English Fricatives (Roach, 2000:49).

Learners of the English language in ESL/EFL have experienced difficulties learning them. Jing and Yanyan ( 2011). Not much has been done to investigate how learners perceive and articulate these sounds in Gombe state Senior Secondary Schools.

**English labio dental fricative**

English has two labio-dental fricatives represented as /f/ and /v/.The are produced by pressing the lower lip against the upper teeth and forcing air out between them, causing turbulence. They have the same features except /v/ is weaker, shorter e.g safe –save, –half-halves, life-live, strife- strive (Nasr 1979, Jowitt 1991 and Cruttendan 1994) The /f/ sound can be spelt as ‘f’ as in ‘fine’, ‘fringe’ ‘flare’, ‘ff’ as in ‘effort’, ‘snuff’, ‘ph’ as in ‘physics’ ‘pharmacy’ ‘gh’ as in ‘cough’ ‘tough’ The fricative /v/ is always released as ‘v’ as in ‘prove’ ‘love’ ‘very’ ‘view’

The English fricatives that will be studied to differentiate two labiodentals fricative are, ‘preference’, ‘Raphael’, ‘fiery’, ‘refree’, ‘graph’, ‘laugh’, ‘refferred’. ‘strife’, ‘self’ and selves’ ‘save’ and safe’ ‘half’ and ‘halves’ ‘proof’ prove’, ‘foul’ ‘vole’ ‘fat’ ‘vile’, ‘Stephen’, ‘gave’, ‘service’ ‘service’

The sounds that are written with the alphabets ‘ff’ ‘gh’ ‘ph’ etc this will ascertain the assertion that articulation of words are based on the orthography e.g. ‘offer’ ‘phantom’ ‘phrase’ ‘graph’ ‘enough’ ‘tougher’ ‘rough’ ‘sphere’ ‘sulphur’

### **The English dental fricative**

The technical way of writing the dental fricatives are  $\theta$  and  $\delta$ . There are two sounds in English but are both spelt with 'th'. They are both articulated by the tip of the tongue closed to the upper front teeth.  $\theta$  is stronger and longer when articulated but  $\delta$  is weaker and shorter and may be voiced (O'Connor, 1980 and Onuigbo, 1997).

The substitution of plosive alveolar /t/ for the dental fricative  $\theta$  (e.g.) 'tie' for 'thigh' and plosive alveolar /d/ with the  $\delta$  e.g. 'day for' 'they' (Dunstan 1969 and Aladayemi and Adetunde 2007) claim that in most Nigerian languages the dental fricatives do not exist.

### **The English alveolar fricative**

The English alveolar fricative are /s/ and /z/. The /s/ is English alveolar voiceless/fortis fricative produced with the blade of the tongue against the alveolar ridge. The /z/ is a voiced lenis alveolar /z/ is quite short and is voiced. It is not a common sound (Onuigbo 1997 and Roach 2000)

The /z/ sound is often spelt s, when the sound does not occur at the initial position e.g. easy, nose, desire. It is also in the same way when it marks the plural nouns ending in a voiced sounds e.g. boys, ribs, fathers, rings, limbs, symbols, fools 3rd person singular indicative of verbs ending in voiced sounds e.g. plays, calls, adds, helps, laughs etc takes the sound /z/ at the end.

### **The English palato-alveolar fricatives**

The palato-alveolar sounds are  $\int$  and  $\zeta$  is taken to mean that the tongue is in contact with an area further back of the alveolar fricative /s/ and /z/. In articulating the  $\int$  and  $\zeta$  the blade of the tongue is raised against the region behind the alveolar ridge and the air is forced out through a groove a little wider than in the case /s/ (Cruttendan, 1994 Ladofoged 1982 and Roach, 2000).

The palato-alveolar  $\zeta$  does not occur at the beginning of English word but  $\int$  does e.g. she, sharp, short, share. The /s/ sound appear in the sound 's' 'ss' 'ci' 'sci' 't' as in 'ancient', 'pressure' 'mission' 'retribution' (Elugbe 2004, Donwa-Ifode 1995, Onuigbo 1997)

### **The glottal fricative**

The glottal fricative is a voiceless sound. There are many sound of /h/ in English. It always occurs before a vowel e.g. heart, her, heat, hat etc. Sometimes finds it very difficult to differentiate these sounds these sounds, 'heat' and 'eat', 'hill' and 'ill', 'hear' 'ear', hall 'all' (Cruttendan 1994, Ohata 2004 and Elugbe 2004) The /h/ sound drop in a standard English

in small number of words, as 'honour' 'honest' 'hour' Words of Greek origin where /h/ after r is not 'heard' e.g 'rhapsody', 'rhetoric', 'rheme', 'rheumatism'. (Cruttendan 1994, O'connor 1980, Suke 2011, Shelly and Roach 2002).

The / h /sound that come at the initial position will be study as teachers and students recognize and articulate them as in,'hate' 'hate' 'hen' 'high' 'who' 'whom' Words that are spelt with h where the sound / h / is silent as in 'hour' 'honourable' 'honest' 'vehicle' 'rheme' 'exhaust'

## **Methodology**

The research study used the descriptive comparison technique which examines two (or more) cases or events. This was deliberately chosen because it is the most reliable technique that can be used in a comparative study like this. The population of this study consisted of teachers of English language, teachers of other subjects and students of senior secondary III (SS 111) in Kaduna metropolis of Gombe State and it consider twenty two (22) public senior secondary schools in Gombe metropolis with a population of twenty thousand eight hundred (20,800) students and eight hundred and twenty (820) teachers (MOE 2011).

The study, which is descriptive comparison in nature, was undertaken using stratified random sampling procedure to select the sample for the study. From the total number of senior secondary schools few Schools out of the twenty -six public senior secondary schools in Gombe metropolis of Gombe State were selected. Schools were chosen randomly because all the schools in Gombe metropolis cannot be used as it would be cumbersome to obtain information by census of the entire population.

However, the instrument was based on the test of the ability to articulate the English fricatives. The data for the study was obtained through the use of thirty words which contained various aspects of the English fricatives e.g. labio-dental fricative, dental fricative, alveolar fricative, palatal-alveolar fricative and glottal fricative. The fricatives which occurred in the three positions, initial, medial and final positions of the words were tested in those positions to enable us assess their articulation in their various environments.

A total number of fifty (50) students and twenty (20) teachers took the tests of individual words, sentences and a reading passage in order to assess their articulations of the fricatives tested. The researcher went personally to the ten (10) schools to record the articulation of the teachers and their students using smart phones and mini recorders. The test items tried to find-out how the teachers and the students articulate the English fricatives. The responses are expected to reveal how the subjects articulated the English fricatives. From the data obtained from the test instruments: the test of articulation of the English fricatives was analyzed using statistical tools-percentages, general frequencies and comparison of two population proportions. Description of the raw data presented is deemed unnecessary as the data is presented in search a way that it require no further exegesis. This conclusion is resorted to avoid vague and ambiguous presentation.

**Data Presentation**

On this aspect the data obtained from the tests are presented in tables. Each table shows the examples of the words the teachers and students were tested on, model pronunciation of the words followed by teacher’s number of wrong pronunciations, the percentages which was followed by that of the students.

**Table 5.1: Articulation of English Labio-Dental Fricative /f/**

Position	Examples of words	Model Pronunciation	No. of wrong Pronunciation	% of wrong Pronunciation	No. of Wrong Pronunciation	% of Wrong Pronunciation	Examples of wrong Pronunciation
Initial	Fiery	/faiəri/	5	25	24	48	/vaiəri/ / <sup>u</sup> faiəri/
	Father	/fa:ðə/	6	30	26	52	/padə/ / <sup>u</sup> fadə/
	Physician	/fiziʃn/	8	40	29	58	/piziʃn/ / <sup>u</sup> fiziʃn/
	Fall	/fɔ:l/	3	15	28	56	/pɔ:l/ / <sup>u</sup> fɔ:l/
Total No. and % of wrong Pronunciation			22	27.5%	107	53.5%	
Medial	Rachael	/ræfeɪəl/	5	25	26	52	/rapeil/ /ra <sup>u</sup> fell/ /rafall/
	Referee		5				/ripli:/ /r <sup>u</sup> fri:l/
	Preference	/refri:/	4	20	30	60	/preperens/ /preferens/
	Referred	/prefrens/	6	30	27	54	/rip:/ /rifa:/
Total No. and % of wrong Pronunciation			19	23.5%	112	56%	
Final			5	25	32	62	/grap//grab//gra:f
			6	30	30	60	/
			7	40	29	58	/la:f//læp//la:v/
			5	15	27	54	/bilip//bilif//biliv/
Total No. and % of wrong Pronunciation			23	28.75%	118	59%	/strip//stri <sup>u</sup> f/
Grand total No. and % of wrong Pronunciation			64	26.6%	337	56.1%	

**Table 5.2: The Articulation of the English Labio-Dental fricative /v/**

Position	Examples of words	Model Pronunciation	No. of wrong Pronunciation	% of wrong Pronunciation	No. of Wrong Pronunciation	% of Wrong Pronunciation	Examples of wrong Pronunciation
Initial	Victor	/viktə/	4	20	26	52	/biktə//fikto/
	Vain	/veɪn/	5	25	26	52	/beɪn//feɪn/
	Vat	/væt/	4	20	24	58	/bat//fat/
	Voice	/voɪs/	6	30	25	50	/boɪs//foɪs/

Total No. and % of wrong Pronunciation	19	23.75%	111	55.5%			
Medial	Of	/ɔv/	6	30	26	52	/ɔvf/
	Savour	/seivjð/	5	25	25	50	/seifð/
	Stephen	/stiven/	8	40	33	66	/stifin//sti:bin/
	Service	/sð:vis/	6	30	31	62	/sa:bis//sa:fis/
Total No. and % of wrong Pronunciation	25	31.25%	115	57.5%			
Final	Prove	/pru:v/	3	15	32	62	/pruf//prub/
	Solve	/solv/	3	15	25	50	/soif/
	Gave	/geiv/	4	20	30	60	/geif//geib/
	Save	/seiv/	4	20	29	58	/seif//seib/
Total No. and % of wrong Pronunciation	22	27.5%	116	58%			
Grand total No. and % of wrong Pronunciation	66	27.5%	342	57%			

**Table 5.3: Articulation of the English Dental Fricative /θ/**

Position	Examples of words	Model Pronunciation	No. of wrong Pronunciation	% of wrong Pronunciation	No. of Wrong Pronunciation	% of Wrong Pronunciation	Examples of wrong Pronunciation
Initial	thousand	/θðvzðnd/	6	30	30	60	/ <sup>ʰ</sup> θðvzðnd// tðvzðn /
	theme	/θi:m/	10	50	34	68	/ti:m/ / <sup>ʰ</sup> θi:m/
	theatre	/θiðtð/	8	40	31	62	/tiðtð/ / <sup>ʰ</sup> θiðtð/
	three	/θri:/	9	45	33	65	/tri:/ / <sup>ʰ</sup> θri:/
Total No. and % of wrong Pronunciation		33	41.25%	128	64%		
Medial	bathroom	/ba:θrum/	7	35	35	70	/betrum/
	worthless	/wɜ:θlɪðs/	6	30	30	60	/wɜ:tles/ /wɜ: <sup>ʰ</sup> θles/
Total No. and % of wrong Pronunciation		27	33.75%	65	130		
Final	wrath	/rɔ:θ/	7	35	31	62	/rɔ:vθ/ /rɔ:t/
	growth	/grəʊθ/	8	40	34	68	/grəʊt/ /grəʊ <sup>ʰ</sup> θ/
	breath	/breθ/	6	30	35	70	/bret/ /breff/
	faith	/feiθ/	7	35	30	60	bre <sup>ʰ</sup> θ/ /feit/ /fei <sup>ʰ</sup> θ/
Total No. and % of wrong Pronunciation		28	35%	125	67.5%		
Grand total No. and % of wrong Pronunciation		88	36.6%	382	63.8%		

**Table 5:4. Articulation of the English Dental fricative /ð/**

Position	Examples of words	Model Pronunciation	No. of wrong Pronunciation	% of wrong Pronunciation	No. of Wrong Pronunciation	% of Wrong Pronunciation	Examples of wrong Pronunciation
Initial	The	/ðə/	5	25	30	60	/də/
	that	/ðæt/	3	15	28	56	/dæt/
	there	/ðeə/	4	20	25	50	/deə/
	though	/ðəʊ/	4	20	27	54	/dəʊ/
Total No. and % of wrong Pronunciation			16	20%	110	55%	
Medial	father	/fɑ:ðə/	4	20	30	60	/fɑ:də/
	gathered	/gæðəd/	5	25	24	56	/gɑ:dəd/
	brother	/brʌðə/	3	15	25	50	/brɔ:də/
	withdraw	/wiðdrɔ:/	5	25	26	52	/wid'drɔ:/
Total No. and % of wrong Pronunciation			17	21.2%	105	52.5%	
Final	clothe	/kləð/	3	15	27	54	/kləʊt//kləʊd/
	smooth	/sməð/	4	20	28	56	/sməʊt/
	with	/wið/	3	15	25	50	/wid//wit/
Total No. and % of wrong Pronunciation			10	16.6%	80	53.3%	
Grand total No. and % of wrong Pronunciation			43	19.5%	295	53.6%	

**Table 5:5. Articulation of the English Alveolar fricative /s/**

Position	Examples of words	Model Pronunciation	No. of wrong Pronunciation	% of wrong Pronunciation	No. of Wrong Pronunciation	% of Wrong Pronunciation	Examples of wrong Pronunciation
Initial	same	/seim/	4	20	26	52	/ <sup>u</sup> seim/ /zeim/
	saw	/sɔ:/	5	25	24	48	/zɔ:/ /usɔ:/
	sachet	/sæʃɪt/	6	30	25	50	/sæʃɪt/ /zæʃɪt/
	symbolise	/sɪmbəlaɪz/	4	20	24	48	/zɪmbəlaɪz//sɪmbəlaɪz/
Total No. and % of wrong Pronunciation			19	23.25%	99	49.5%	
Medial	bicycle	/bɪsaɪkl/	4	20	30	60	/bɪsaɪkl//bɪzɪkl/
	prosper	/prɒspə/	1	5	28	56	/prɒspə/ /prɒpə/
	decent	/dɪsənt/	5	25	27	54	/dɪ <sup>u</sup> sənt//dɪzənt/
	assign	/əsaɪn/	4	20	31	62	/a <sup>u</sup> sain//əzəɪn/
Total No. and % of wrong Pronunciation			14	17.5%	116	58%	
Final	niece	/ni:s/	4	20	31	62	/ni: <sup>u</sup> s//ni:z/
	place	/pleɪs/	3	15	30	60	/pleɪz/
	office	/ɒfɪs/	4	20	29	58	/ɒfi:z/ /ɒfi:us/
	axe	/æks/	4	20	27	54	/ækz//æks/

Total No. and % of wrong Pronunciation	14	18.25%	118	59%
Grand total No. and % of wrong Pronunciation	47	19.6%	331	55.1%

**Table 5:6. Articulation of English Alveolar Fricative /z/**

Position	Examples of words	Model Pronunciation	No. of wrong Pronunciation	% of wrong Pronunciation	No. of Wrong Pronunciation	% of Wrong Pronunciation	Examples of wrong Pronunciation
Initial	zeal	/zi:l/	3	15	15	30	/si:l/
	zone	/zəun/	4	20	18	36	/ʊsəun/
	zoo	/zu:/	3	15	19	38	/ʊsu:/
	zinc	/zink/	2	10	16	32	/ʊsink/
Total No. and % of wrong Pronunciation			12	15%	68	34%	
Medial	husband	/hʌzbənd	12	60	46	92	/həsbənd/
	busy	/bi:zi/	9	45	39	78	/bi:zi//busi/
	bosom	/buzəm/	13	65	47	94	/bɔsəm/
	desire	/diziə/	9	45	35	70	/disiə/
Total No. and % of wrong Pronunciation			43	53.75%	167	83.5%	
Final	symbolise	/simbəlɪz	5	25	28	56	/simbəlɪs/
	lose	/kləuz/	7	35	30	60	/kləʊs/
	rose	/rəuz/	6	30	32	64	/rɔs/
	plays	/pleɪz/	5	25	29	58	/pleɪs/
Total No. and % of wrong Pronunciation			23	28.75%	119	59.5%	
Grand total No. and % of wrong Pronunciation			78	43.3%	395	71.8%	

**Table 5:7. Articulation of English Palatal Alveolar Fricative /ʃ/**

Position	Examples of words	Model Pronunciation	No. of wrong Pronunciation	% of wrong Pronunciation	No. of Wrong Pronunciation	% of Wrong Pronunciation	Examples of wrong Pronunciation
Initial	Shop	/ʃɒp/	5	25	38	76	/sɒp/ /ʊʃɒp/
	sugar	/ʃʊgə/	7	35	32	62	/sʊgə/ /ʊʃʊgə/
	she	/ʃi:/	5	25	25	50	/ʃi:/
	charade	/ʃərəɪd/	16	80	50	100	/tʃərəɪd//kərəɪd/
Total No. and % of wrong Pronunciation			33	41.25%	145	72.5%	

Medial	machine	/mæʃi:n/	7	35	39	78	/mætʃin//mæsin/
	patient	/peɪʃənt/	5	25	38	76	/peɪtʃənt/
	sachet	/sæʃei/	17	85	50	100	/sæset//sætʃet/
	brochure	/brɔʃə/	16	80	48	96	/brɔntʃə//brɔnku ə/
Total No. and % of wrong Pronunciation			45	56.5%	175	87.5%	
Final	Finish	/fɪnɪʃ/	5	25	26	52	/fɪniʃ/
	fresh	/freʃ/	4	20	24	48	/freʃ/
	bush	/buʃ/	3	15	22	44	/buʃ/
Total No. and % of wrong Pronunciation			11	18.3%	72	48%	
Grand total No. and % of wrong Pronunciation			90	40.9%	38	69.45%	

**Table 5:8. Articulation of English Palatal Alveolar Fricative /ʒ/**

Position	Examples of words	Model Pronunciation	No. of wrong Pronunciation	% of wrong Pronunciation	No. of Wrong Pronunciation	% of Wrong Pronunciation	Examples of wrong Pronunciation
Medial	Asian	/eɪʒn/	14	70	45	90	/əsiənt//eɪsn/
	leisure	/leɪʒə/	10	50	44	88	əsiən
	vision	/viʒn/	8	40	42	84	/leɪs/ /leɪvʃuə/
	television	/telɪvɪʒn/	8	40	44	88	/visn/
Total No. and % of wrong Pronunciation			40	50%	175	87.5%	
Final	Garage	/gɑrɑ:ʒ/	5	25	35	70	/gɑr:tʃ/
	camouflage	/kæmɔflɑ:ʒ/	10	50	40	80	/kəmɔfi/
	message	/	5	25	37	74	kæmɔflɑs/
	prestige	/mæsa:ʒ/	8	40	35	70	/mæsetʃ/
		/pre'sti:ʒ/					/prestʃ/
Total No. and % of wrong Pronunciation			28	35%	147	73.5%	
Grand total No. and % of wrong Pronunciation			68	42.5%	332	80.5%	

**Table 5:9. The Articulation of English Glottal Fricative /h/**

Position	Examples of words	Model Pronunciation	No. of wrong Pronunciation	% of wrong Pronunciation	No. of Wrong Pronunciation	% of Wrong Pronunciation	Examples of wrong Pronunciation
Initial	whole	/həʊl/	5	25	21	42	/əʊl/ /wəʊl/
	hear	/heə/	3	15	19	38	/eə/
	heart	/hɑ:t/	2	10	17	34	/ɑ:t/
	house	/həʊz/	3	15	22	44	/əʊz/

Total No. and % of wrong Pronunciation	13	115%	79	39.5%		
Medial behind	/bihaɪnd/	3	15	22	44	/biɑɪnd/
ahead	/əhed/	2	10	21	42	/ə'ed/
manhood	/mænhud/	4	20	20	40	/mæ'n'ud/
unholy		3	15	23	46	'ɪn'li//ɪnhɔli/
Total No. and % of wrong Pronunciation	12	16.25%	92	46%		
Grand total No. and % of wrong Pronunciation	25	15.6%	171	42.8%		

From Tables 5:1-9, when the teachers and students were presented with the fricative sounds at initial, medial and final positions, pronunciations varied as indicated in the last columns. The symbol<sup>o</sup>/e.g.<sup>o</sup>f/ was used by the researchers to indicate weak/un-aspirated sound where the sound should have been strong, long and aspirated.

## Discussions

In the foregoing analysis, it was observed that the English voiceless labio- dental fricative /f/ is often replaced by the voiced labio-dental fricative /v/. This was in line with the view of Jibril (1982) and Nasr (1979) that the phoneme /f/and/v/ are hardly differentiated when they are articulated in some of the words among the ESL. The English voiced labio-dental fricative /v/ is articulated as /b/ in some initial and final position. This is in agreement with Nut (1990) and Dalton (1997) that the voiceless labio-dental fricative /f/ and the voiceless bilabial plosive /p/are often substituted. The findings also show that the voiced labio-dental fricative /v/ is substituted with the voiced bilabial plosive /b/.

However, the research discovered various problems associated with the teachers and students' articulation of the English voiceless and voiced dental fricative /θ/ and /ð/. Aladeyomi and Adetunde (2007) observed that there is the substitution of the voiceless alveolar plosive for the voiceless dental-fricative /θ/.The voiced alveolar plosive/d/ is articulated in place of the voiced dental fricative /ð/ in which show the substitution of the dental fricative with the alveolar plosive /d/.The study also shows a complete ignorance of the teachers and students on the dental fricative which confirmed the claims of Dunstan (1969) that most Nigerians, the dental fricative does not exist, so the /θ/ and /ð/ present problems to some of them.

The observations from the study show that most of the teachers and students based their articulation of the word which shows that; they have no much understanding on the articulation of these sound. Much more, most of the palatal alveolar fricatives have their origin from other languages which made the teachers and students have difficulties in articulating the sound which is in line with Jowitt (1991) that some teachers based their articulation of the palatal alveolar on the orthography. In articulating the palatal alveolar fricative they (teachers and students) substituted different and unexpected sounds at both the initial, media land final position of the palatal-alveolar fricative this is in line with

Bowen (1972) that claimed that ESL learners faces different problems according to their linguistic background. This was shown in the different ways in which the teachers and students tried to articulate the palatal-alveolar fricative.

The articulation of the glottal fricative shows that the teachers and the students' articulate words based on the orthography. It was observed in the study that the student articulate the words with the glottal fricative without the glottal sound as most of what was heard was the vowel sound. The study observed the omission of the glottal fricative at the initial position of the words. The study tested the assertion of Jowitt (1991) that the teachers and students based their articulation on the orthography. Thus words with the spelling /h/ show that the teacher and students articulate the words by enforcing the glottal fricative.

The articulation of the voiceless and voiced alveolar fricative /s/ and /z/ also go in line with the Jowitt (1991) assertion that teachers and students articulate words based on the orthography, e.g. words that are spelt with the 's' are articulated with the voice alveolar e.g. 'husband', 'bossom' ring etc.

The observation from the study was that there was no difference between the teachers and students articulation of the English fricative. The teachers made the same mistakes in their articulation of the English fricative as those of their students. It can be said that the teachers transferred some of these wrong pronunciations to their students.

## **Conclusion**

The data was collected from the teachers and students from the selected senior secondary schools in Gombe metropolis. From the analyses of the data, it was observed that both teachers and students have the significant difficulties in the articulation of the English fricatives. In the articulation of the English labio-dental fricatives, it was observed that both of them replaced it with the different sounds which might be based on their linguistic background.

The articulation of the English dental fricative by the teachers and the students indicated that there is a great significant difference in the articulation. It was discovered that both of them replaced the voiceless dental fricative /θ/ with the voiceless alveolar plosive /t/ and the voiced dental fricative /ð/ is replaced by the English alveolar plosive /d/. There is a significant difference between the level of the teachers' articulation and that of the students. This has its root from the first language of the teachers and that of the students in which these sounds /θ/ and /ð/ may not be in the first language of the teachers and that of the students.

There was significant difference between the teachers and students' articulation of the English alveolar, palatal alveolar and the glottal fricatives. The observed differences between the teachers and students from the ten senior secondary schools were found to be statistically significant. It was observed that the teachers replaced the voiceless

alveolar fricative /s/ with the voiced alveolar fricative /z/ and vice-versa with the students. The teachers' articulation of the palatal alveolar fricative shows that many do not have mastery on how the voiceless and voiced palatal alveolar fricatives are articulated. This shows that the teachers were not properly taught and so do not know how to articulate the sounds appropriately and so transmit the same errors to their students.

### **Recommendation for further study**

In this study, a comparative investigation of the articulation of English fricatives by the teachers and students were observed under the various fricatives; labio-dental, dental, alveolar, and palatal-alveolar and glottal. It would be of academic interest and contribution to the enhancement of the teaching and learning of the oral English if effort to investigate the English fricatives of the teachers and students based on specific linguistic background, this will be more specific to know how teachers and students from different linguistic backgrounds articulate the English fricatives. It will also be of a tremendous contribution to the learning/teaching of English if a comparative investigation is carried out in other aspects of the English sounds e.g affricatives, plosives etc,

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