INFLUENCE OF MOTHER TONGUE ON THE SPOKEN ENGLISH OF SELECTED HAUSA TELEVISION CORRESPONDENTS: IMPLICATION FOR TEACHING OF SPOKEN ENGLISH AT THE SS LEVEL

BY

MOHAMMED SADIYYA HALIMA (NCE, B ED)
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SEPTEMBER, 2015

DECLARATION

I declare that the thesis entitled "Influence of Mother Tongue on the Spoken English of Selected Hausa Television Correspondents: Implication for Teaching of Spoken English at the SS Level" is my original work. No part of this work has been presented for another degree or diploma in any institution. The information derived from the literatures has been duly acknowledged.

……. …….

Mohammed Sadiyya Halima Date

CERTIFICATION

This thesis entitled "Influence of Mother Tongue on the Spoken English of Selected Hausa Television Correspondents: Implication for Teaching of Spoken English at the SS Level" by Sadiyya Halima MOHAMMED meets the regulation governing the award of a Masters Degree of Education in Teaching English as a Second Language (M.Ed TESL) of the Ahmadu Bello University Zaria, and is approved for its contribution to knowledge and literary presentation.

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Dr. Ramlatu. Jibir-Daura (Chairman, Supervisory Committee)	Signature	Date
……..	……	……
Dr. Sadiq Mohammed (Member, Supervisory Committee)	Signature	Date
……	…….....	…….
Professor F.S.M. Koya Head of Department	Signature	Date
……..	……..	……..
Professor K. Bala Dean School of Postgraduate	Signature	Date

DEDICATION

This work is dedicated to my late mother, Hauwa Hamma Saleh.

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ABSTRACT

This study examined the influence of Mother Tongue on the Spoken English of Television correspondent reporters: implication for SS students with a view to determine whether correspondent reporters' use of English vowels, consonants and stress pattern are influenced by their mother tongue and also to see the implication on students. Consequently, three research questions were raised as follows: In what areas does mother tongue influence the use of vowel sounds of television correspondent reporters? What is the influence of mother tongue on the use of consonant sounds of television correspondent reporters? What is the influence of mother tongue on the use of stress pattern of television correspondent reporters? To determine these, live report of two correspondent reporters from Desmims International Television (DITV) and Nigeria Television Authority (NTA), Kaduna were recorded and played back. Errors detected were grouped according to whether they are Substitution, Epenthesis, Under-differential or Re-interpretation errors. Points at which the mother tongue phonic features conflicted with that of English language were presented side by side. A basic assumption was raised based on the general belief of people on the place of correspondent reporters as regards proper use of the English language segmental and supra-segmental features. The overall study revealed that the television correspondent reporters committed errors when they pronounced vowel sounds, consonants in some English words and also they stress every syllable of bisyllabic and polysyllabic words of English language. Based on these findings, it is recommended that in-house routine intensive training be organized for reporters on the job in order to train them before any television report. Similarly, well trained English language graduates with good command of language should be employed as reporters in order to avert unwarranted errors where the general public would be misled on the pronunciation of words.

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DEFINITION OF OPERATIONAL TERMS

Error: in this study error is the persistent use of some sounds of Hausa phonemes in place of English sounds

Interference: based on this study interference is regarded as the conflict of two language rules.

Mother Tongue: this simply refers to the native language of a person.

Noise: this is situation whereby phonemes of a language influenced another; the errors that emanate are noise as used in this study.

Phonic Interference: it refers to the ability of a language sound system to influence one another and results to errors.

Target language: this refers to the language that a second language learner seeks to master.

DEFINITION OF ACRONYMS

MT: Mother Tongue

TV: Television

TL: Target Language

DITV: Desmims Independent Television

NTA: Nigeria Television Authority

AIT: African Independent Television

L2: Second Language

SSS: Senior Secondary School

NL: Native language

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

It is a fact that language remains the medium of communication in any society. Nigeria, as a multilingual society, has adopted English Language as its lingua franca to enable its over 450 ethnic groups to mutually communicate. This suggests why Bamgbose (1971) asserts that of all heritage left in Nigeria by the British colonial administration, probably none is more than English in value and importance. It is now the language of government, business, education literature, mass media....

Despite the importance attached to English Language in Nigeria's educational sector which trains correspondent reporters, there has been so much worry and concern over the problem of errors in the use of English of correspondents, particularly the spoken aspect of the English Language, which, interestingly, is the obvious tool that broadcasters use to communicate to the masses. Okpara (2001:120) opines that the central problem of errors committed by second languages users is in the concept of interference; which is the trace left by someone's native language, mother tongue (MT) upon the foreign language (FL) he or she has acquired (Quirk, Greenbaum, Leech, Svartvik, 1972). This follows that some Nigerian broadcasters are highly likely to be haunted by the problem of mother tongue interference. However, it should be assumed that this problem is tackled in-house before such a broadcaster is allowed to face the world on television. They should be allowed to conquer their intrusion before they come on air.

The last sentence, ideally, should be what is expected but scholars argued it is rather absurd to see trained correspondent reporters, some, senior correspondent reporters committing serious errors as a

result of mother tongue interference on television; an avenue with over one thousand viewers. These viewers include secondary school students who may hope to improve their spoken English by listening to broadcasters. This is so because television broadcasting houses are seen as yardsticks for measuring well polished standard speakers of English.

People believe that the media is the bastion of knowledge as such whatever emanates from it is assumed to be correct. This implies that, as much as broadcasters pronounce words wrongly, use a deviant intonation or stress word unwarrantedly, many school students are infested with wrong knowledge of the English Language phonology which is brought about by the mother tongue lapses. This follows that unless most, if not all, of the lapses of correspondent reporters is drawn back to the class rooms and corrected; many learners of the English language will live with the wrong notion of word pronunciation, intonation and stress patterns and may pass it on to their generations since it can become a habit. It is sad to hear reporters pronounce “airport” as “hairport” or “earport” (Punch mobile, 2013). As Confucious (551-479) in Chikere (2003) rightly said, “ if language is not correct, then what is said is not what is meant; if what is said is not what is meant, then what is to be done remains undone”. Terrible as it may become, some of these students may become teachers in future which imply that many learners at a time will be taught wrong spoken English.

Observation shows that a correspondent reporter ethnicity is quickly identified from their accent. Words like; chocolate; /cho-co-late/, school; /sukul/, stupid; /sutupit/, people; /fiful/, the; /ze/, sorry; /sorit/; screwdriver /su-ku-di-ra-fa/… are commonly heard on the television and radio from reporters.

Interaction with some students (who are interested in becoming national broadcasters like Cyril Stober, Aisha Katung, Ruth Opia and others) reveals that one of the reasons for choosing such a career is the broadcasters “good” use of English; and when told to say some of the words presented by the broadcasters, some of the students pronounced market /ma:kit/ as /ma:keit/ with the stress on /kit/;

some pronounced "marked" as /ma:kd/ instead of /ma:kt/ thereby displaying the consonant cluster /kt/ and misplaced the intonation in "/miSTAKE/" to become "MIStake". The enthusiasm they displayed in pronouncing these words and pointing to the fact that some correspondents on television pronounced them the same way prompted the need to look closely if these mistakes are as a result of the mother tongue interference of these reporters or other forms of errors like overgeneralization, teacher induced error and so on.

1.2 Statement of the Problem

Language remains the bedrock of the broadcast media. This implies that, correspondent reporters are expected to properly manipulate the segmental and supra segmental features of English to effectively pass across media messages without distortion that may hamper semantic expression via mother tongue interference.

However, errors as a result of mother tongue interference, affect the effective communication of reports by some correspondents. This does not rest only on the reporters' image but that of the media house they represent. This affects school students as well, and particularly those who look up to such reporters as role models since media houses are seen as "language teachers". In the light of this, the study is set to investigate whether the errors of the correspondent reporters under study are as a result of the influence of their Mother Tongue and identify implications for the teaching of spoken English in senior secondary schools.

Objectives of the Study

Basically, the study is designed to:

i. Find out the influence of mother tongue on the pronunciation of vowel sounds by Hausa TV correspondents.

ii. Investigate the influence of mother tongue on the pronunciation of consonant sounds of English by Hausa TV correspondents.

iii. Find out the influence of mother tongue on the pronunciation of intonation and the stress pattern by Hausa TV correspondents.

1.3 Research Questions

i. Does mother tongue influence the pronunciation of vowel sounds by Hausa TV correspondents?

ii. What is the influence of mother tongue on the pronunciation of consonant sounds by Hausa TV correspondents?

iii. What is the influence of mother tongue on the pronunciation of intonation and stress pattern by Hausa TV correspondents?

1.5 Basic Assumption

The study adopts this basic assumption:

i. The use of segmental and suprasegmental features of English by correspondents is not influenced by their mother tongue.

1.6 Significance of the Study

This study could be of immense importance to the teachers of English Language, students, curriculum planners, examining bodies, textbook writers, educational administrators and possibly parents. Thus, the study altogether could be of great importance not only to the above mentioned category of potential beneficiaries, but also to researchers and other interested bodies in the field of language and communication studies.

Furthermore, Teachers of English Language would find this study valuable. This is because an important aspect of language ie spoken English is explored using Hausa TV correspondents. The study could benefit the teachers in their choice and emphasis, regarding ways in planning and presenting their lessons. As a result of this choice, teaching/learning materials appropriate to the students' spoken ability could be selected and used for the lesson.

Other teachers in other fields could equally benefit from the present study. Aspects of knowledge organization and presentation that involve spoken English, analysis and transcription would definitely require insights from studies such as the present one.

Curriculum developers could find this study relevant. It would help in making decisions relating to content selection, materials and areas for development, reading diagnosis and subsequent relevantly curriculum choices.

1.7 Scope and Delimitation of the Study

This study is basically concerned with identifying the errors of correspondent reporters via the transfer of the MT to the TL. The errors of interest are the spoken aspect, both the segmental and supra-segmental features. The work is not concerned with those errors that are committed due to poor teaching learning process, over generalization or those that reflect the early learning of learners due to

limited exposure to the TL, but those that are as a result of mother tongue interference (also known as Interlingua; Olaofe, 2010).

Two media houses, which are situated in Kaduna, are used for the study. These are:

1. Desmims Independent Television (DITV)
2. Nigeria Television Authority (NTA)

This study is not concerned with radio broadcast but television broadcast. This is so to help the researcher get the non-linguistic form of language in order to further get meaning of what these reporters say and only two Hausa native correspondents will be used for this study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter, attention will be given to the positions of scholars on the conceptual framework of this study, concept of mother tongue and its place in Nigeria, the place of English language in Nigeria, the concept of interference as it affects the mother tongue and English Language, the errors of correspondent reporters as a result of MT interference, the implication of interference to senior secondary students (SSS), and finally, the summary.

2.2 Conceptual Framework

This study is hinged on two theoretical foundation known as communication Process and Error Analysis propounded by Corder (1974) and Anome, Akpan, Anorue, Obayi, Etu and Onyebuchi (2012) respectively.

2.3 The Concept of Mother Tongue

Mother tongue (MT) is a language which a person acquires in early years and which normally becomes the person's natural instrument of thought and communication (Adeyanju, 1989:33). The statement suggests that a language is said to be the mother tongue of a person which he or she is 'born into', meaning it is the language of the parents of the child as such acquires it.

To Olagoke (1979), Hellandendu (1997) and Maisamari (2003), MT is the language in which children obtain their first experiences, and one which they dream and think and in which they can most easily and conveniently express their feelings and emotions. A close view suggests that a mother tongue must

not necessarily be the language of the parents of the child. This may suggest why Shaughnessy (1998) in D'souza (2001) and Statistic Canada (2009) see MT as language that a child learns from infancy and not necessary the language of the parents of such a child. They further state that an Indian child whose parents stay in England and who has not been exposed to Bengali, will have English language as his MT and first language as well. This seems to make a lot of sense since language cannot be inherited but can only be taught and learnt.

According to Odewumi (2001), the mother tongue is the language which the child can communicate ideas and feelings with ease. In it, he is inquisitive, creative and original. Denying him learning in the medium therefore would render him tongue-tied. Here Odewumi (2001) seems to support the National Policy on Education that call for the use of the MT or language of immediate community (LIC). This is in agreement with Nadine, (1982), Olurunselu, (1993) and Denga, (1997) who assert that pupils who commence school education in MT or LIC learn better and later learn other languages more effectively. Emenyonu (1997) drawing from the international success of early education in MT, advocates the use of MT in primary school education because it has succeeded in countries like India and Tanzania and it will guard against the loss of pupils roots. Krashen (2004) asserts that children learn English much more effectively if they continue to develop their proficiency in their MT. This follows that MT is not totally a negative phenomenon in the learning process (Mangvwat and Dimka, 2004). It is a sign that learners are in the process of learning a foreign language and this is because learners are between the mother tongue or source language (SL) and the TL. It starts from near the SL level competence to a place close to TL competence. Complete native-like competence is never attained in second language situation (Olaofe, 2010).

This is why Selinker (1971) refers to the MT and or SL as interlanguage. Baker (2000) and Akindele and Adegbite (2005) assert that the MT is usually the sequential first language of a bi/multilingual person,

however, if a Yoruba-English bilingual who was born in and grew up in England, uses English for most of his needs without having recourse to using Yoruba will have English as his MT. This suggests that a mother tongue is the language that bilinguals have very good mastery of and which he or she can conduct and communicate effectively with. It is what a person has learned from birth or within a critical period, where the ability to acquire a language is biologically linked to age, and thus becomes the basis for social identity (Onike, 2009; All Africa, 2012 and Norquist, 2013).

A close look at the concept of MT, it is obvious that such a language is acquired without formal education. As Gbenedio in Aziza and Emenanjo observe

> *In the process of learning MT, the child acquires the basics of the language through imitation and trial and error. During this period, the child acquires the intuitive grammar, vocabulary necessary for him to function properly in community as well as the uses to which he can put the language. These are acquired without formal training, what is learnt is basically oral.*
>
> *(Aziza and Emanenjo,1990 p.50)*

This implies that even as a child goes into school and eventually gets a job, the mother tongue remains with him or her. This may suggest why Gbenedio (1990:50) says that "the process of acquiring ones MT is an inseparable part of growing up as a normal being". It then follows that it should not be shocking when some traces of the mother tongue of a speaker manifests in his usage of a second language (a language that is learnt to fulfill necessary needs). This may inform why Baljit (1999) observes that the major difference between English languages spoken as second language in many countries is on the fact that speakers already have a native language while Nemser (1974) calls it "Approximate systems". As such, they find it difficult translating their thoughts from the MT into English because of lack of the

knowledge of the linguistic equivalent in the foreign language. This creates learning frustration and consequently ineffective learning.

Okpara (2001) Gbenedio (1990), Abubakar (2002) and Qorro (2007) see MT as a language that shapes a child's understanding of the world. Though taught without aids like blackboard, teachers, time table, classroom, and curriculum and so on, children tend to be 100% good users of their MT and can carry out their daily activities since it is language that culture, which is the total way of life of a people, is expressed. These suggest that the MT becomes a habit which is deeply embedded in a learner which also implies that he or she may, sometimes, inevitably, transfer some of the traits of the MT into a new language or second language. Walterstein, (1983:5) gives reason for the situation mentioned above, "the speech of an average Nigerian, even the well educated has, traces of cultural background. This is because the MT is more than a means of communication; it is a reflection of culture."

Onwubiko (2011) sees the influence of MT on English language as a result some ethnic groups over indulgence in their primitive cultures in addition to a misguided passion to create impression that they cherish their supposedly "rich cultural heritage". The sad thing is that children grow to have their mindset conditioned in such manner. He warns that it is high time the irrational pasturing mindset and perception be checked to enable children key into the norms of the language of instruction and communication around the world.

Okoye (2012) and Alabi (2007), in line with Onwubiko (2011), stressed that MT constraint has, in every possible assessment, endangered a staggering and persistent decline in the quality of English spoken in Africa. This may not make one to wonder why, in all levels of schools in Nigeria, many learners have so much difficulty with their communication skills in English such that they cannot function effectively in the academic use of English. Recent researches churned out by the West African Examination Council indicates that less than ten percent of senior secondary school leavers pass English at credit level. In

2001 (51.19%); 2002 (52.19%); 2007 (52.08); 2009 (23.39%); 2010 (22.02%) and 2011 (22.92%) (Okoro, 2000; Banjo, 2012; Okoye, 2012). However, Andhra (2009) argue that in learning English as second language, the influence of MT is the most difficult to get rid of; it is like getting Krishna, Guntur or West Godavai languages into extinction. This seems to suggest that there must be a balance between MT and TL usage at some particular situations that should not affect the other.

From the review of MT, it is obvious that bilinguals, which Nigerians are, will posses higher degree of competence in their MT than any other language, since the MT is with them and around them even as they go to school and after school. This further implies that they may transfer some traits of the MT into the second language (L2), through pronunciation, vocabulary, and sentence structure and so on. This is so because when a person has acquired a first language or mother tongue and wants to learn a second one, there is tendency of the first language to influence the second one. Since in Nigeria where English language is an official language and language of education, every child who passes through the formal educational system invariably has to learn it. Learners continue to battle with the problem of not only adjusting their speech organs to accommodate the sounds of the new language, but also have to learn to pronounce sounds correctly in order to be understood in the second language (Ogbonna and Ogbonna, 2003).

However, since languages differ, it is not accepted that rules of one language be applied to another especially when such rules are conspicuously different. When such is done, Okpara (2001), states that it may break comprehension and communication. This suggests why Onwubiko (2011) warns that all words, whether indigenous or foreign were meant to be articulated properly.

2.4 Influence of Mother Tongue Interference on Second Language Learning

The term “interference” in second language acquisition and language contact refers to the influence of one language or variety on another in the speech of bilinguals. Gregor (2009) states that many speech communities in the world are constituted of individuals who speak two or more shared languages and such individuals are bilinguals. This seems to suggest that a Nigerian is at risk of transferring the language system of his MT into the use of English language; a child or an adult tend to think in his MT and tries to express him/herself in the second language (Okpara, 2001 and Rahamtu, 2013).

Jenkins, Osgood and Underwood in Olaofe (2010) see interference as the influence that the learning of the subsequent list has on the retention of the original learned list, termed retroactive interference and the detrimental effects on the retention of the subsequent learned list resulting from prior knowledge of learning called Proactive interference. Interference is due to unfamiliarity with the second language, as such language structure of the native language tends to be transferred to the second language (L2) and that where their structures differ, it becomes difficult for the L2 user of English language (Imoleoyo, 2011; Sutra, 2010 and Adebisi, 2006).

Okpara (2001), Onike (2009) and Nordquist (2011) opine that a Nigerian will find English language difficult because there is inherent difference between the forms and meaning of English and those of the MT. This implies that learners are likely to produce the substandard form of the L2 which can bring about the breakdown of communication. Interference is the automatic transfer, due to habit, of the surface structure of the MT onto the surface structure of the language learnt. It is governed by learners’ perceptions about what is transferable and by their stage of development in second language learning (Ellis, 1997; Dulay, Burt and Krashen, 1982). Language interference is the situation where the habits of MT stand in the way of proper pronunciation and grammar of the TL. It results to easy identification of non speakers of the TL by the mistakes they commonly make in syntax, word choice and especially pronunciation. It is when the previous performance disrupts the performance of the second tasks. The

formal elements of L1 are used within the context of L2 resulting in errors in the L2 since the structure of the two languages are different (Ringbom, 2007; Brown, 2000; Kamis, 2010 Ifeagwazi, 2008; Eyisi, 2004).

Skiba (1997), Jarvis and Pavlenko (2008), Nitchete, Kidd and Serratrice (2010) and Chang and Mishier (2012), though using different words but with a common ground, see interference as the instances of deviation from the norm of either language which occur in speech of bilinguals as a result of their familiarity with more than one language. It involves moving the elements of a speaker's native language and equating them with those of the foreign language that is being learnt. It affects various levels of language including phonological, grammatical, lexical and orthographical.

However when learners apply knowledge of their MT to the TL, there are two possible results that may arise: positive or negative transfer. Positive transfer occurs when items in the first language is similar to those of the second language. Here the learner acquires the L2 with ease and faster. Negative transfer in the other hand occurs when items and structure of the MT and L2 are not similar. This brings about errors which hampers communication. It implies that the more differences that exist between the MT and L2, the more negative transfer. For instance, a positive transfer may occur when Mwagavul speaker from Mangu Local Government Area of Plateau State comes in contact with Ngas native speaker of Kanke Local Government Area of the same state. However, negative transfer occurs when Fier, though a language in Pankshin Local Government Area, comes in contact with Ngas, a language also in the same local government.

Interference can be conscious or unconscious. In the former, speakers may guess when producing speech or text in the TL because they have not learned or have forgotten its proper usage. In the latter, they may not realize that the structures and internal rules of the two languages are different (Elnaeem, 2012).

Grosjean (1982) sees interference as the involuntary influence of one language on the other. It is not a voluntary action as borrowing and code switching can be nor is it a variation but a complete deviation from the norms of the TL. According to Ellis (1997), interference is the transfer that influence a learner's L1 exerts on the acquisition on an L2. It is govern by the learner's perceptions about what is transferable as a result of the development in learning the L2. Learners construct their own interim rules by the use of their L1knowledge.

From the discussion on interference, it is obvious many Nigerians may inject their understanding of their MT into the TL when trying to express themselves in the TL. This may suggest why an Ngas learner of English pronounces "sorry" as "sorit" due to the fact that the /i/ sound does not occur at the final position of words while /t/ does. An Igala learner also finds it difficult to pronounce words that the /t ʃ/ sound occurs in as it is realized as / ʃ /. So "chair" /t ʃ eə(r)/ becomes / ʃ ja:/ and so on. All these lead to errors that bring about a break in communication. Bodhisutra (2010) asserts that if you can guess where a person is from by the way he or she speaks English; his or her English communication suffers from mother tongue interference.

2.4.1 Overview of mother tongue interference on English language

It is a truism that the correctness of any language can only be attended when the actual usage of the native language to be learned is used effectively and appropriately. However, it is an indisputable statement of fact that the complex and multiple of languages spoken in Africa have to a great extent influence their use of English language (Ndamanomhafa, 2012; Perrett, 2000 and Akinfeleye, 1990). Alabi (2007) says that no matter how people tried to speak English language in Nigeria, it cannot be the same as the native speakers will speak it because the variety of English used in Nigeria has been indigenized to suit Nigerian environment.

Onwubiko (2011) observes that MT influence can come as a result of the difference between English sound system and that of the MT particularly those that are absent in one of the languages. This leaves a learner to either approximate such sound feature to the closest in the MT or literally pronounce a word as represented by the letters. For instance, Igboanisi (2002), Okafor (2008) and Anuforo (2012) claim that difference which lie with vowels, consonants and supra segmental element of English and Igbo often interfere in the pronunciation of English sound. English has twenty four consonants and twenty vowels while Igbo has twenty eight consonants and eight vowels. Due to influence, the palatal approximant /j/ is deleted in many words:

English- new /nju:/ few /fju:/

Igbo- /nu/ /fu/

Orua (2000) and Okperogi (2013) state that Tivs interchange /l/ for /r/ and /r/ for /l/ where ever they occur in a sentence. This affects their pronunciation of “rice” for “lice”, “run” for “lon” (a word that does not exist in English). Hausa speakers exchange “the” for “za” (a senseles “word” in English). “The boy” becomes “za boy”. The Efiks and Ibibios produce /j/ where the letter “y” occurs particularly at the beginning of words; “John is articulated as “Yon”. According to Godiksen (2007), interference as a result of injecting the /ŋg/ sound of Dutch to replace /ŋ/ of English forces the word “finger” /fiŋə(r)/ to be realized as /fiŋger/. All these affect the proper pronunciation of English language sounds.

Jha (2008) and Bodhissutra (2010) opine that conflict between Punjabi and English language compel learners to pronounce “measure” as “meajure”, “pleasure” as “pleajure”, “support” as “sport” and “develop” as “devolp” and so on. This is because Punjabi lacks the vowel /ʒ/ and structure of stress and syllable formation. Some Uphindi consonants are strange to English consonants. The /v/ phoneme is realized as /bh/ and this leads to pronunciation of words in English like “love”, “very” and “give” as

"labh", "bhery" and "gibh" respectively. Also /z/ is realized as /j/; as such "zero" and "examination" become "jero" and "egjaminesan" respectively. (Anonymous, 2010).

Skiba (1997), and Oluwafunminiyi (2012) assert that MT influence brings about code mixing and switching. This is a situation where bilinguals alternate between two languages during interaction or exchange with another bilingual of the same speech community (Hudson, 2001). It is as a result that a speaker is not fluent in the TL as such switches to the MT to compensate for the deficiency. This damages the very core of the rich language culture of both languages. For instance, Russia can be mixed with French: "chustvovali, chto le vin est tire et quil faut le boire" meaning "they felt that the wine is uncorked and it should drunk" (cook, 1991 in Skiba, 1997). Yoruba and English: "e wa careful ni beyen o, nigba ti mo consider gbogbo circumstances to surround matter yen, mo wa conclude pe mo must to wa ni be…. The underlined specify English linguistic items mixed with that of Yoruba.

Direct translation or transliteration from the MT to English language tends to break communication between native speakers of English. Ndamanomhafa (2012) claims Namibians often speak their MT while trying to speak English. For instance:

English- "the principal ate school fees" is directly drawn from **Oshikwanyami-** "omukulunhufikola okwa iyapo iimaliwa yofikola". **English**-"Julia if I went to your house, I was find the plates their" a direct translation from **Oshiwambe**-"Ngeenge on dayi konduuda yoye, oko ha nduuhange".

Daudu and Mangvwat (2001), Okporegi (2009) and Toafiq (2011), in line with Ndamanomhafa, assert that expressions like "it is paining me" (it gives me pain), "two days" (long time), "father" (to include uncles) and "brother" (to include biological brother, cousin and a person from the same village, state or region with), "the problem is very serious in the nature of it", "tourist came to Egypt to enjoy the

weather beautiful" and so on, are drawn from cultural understanding which is expressed in the MT. Azikiwe (2007) asserts that transliteration from Igbo to English leads to faulty expressions like:

Igbo: Akwukwo gi di n'isi ankwa.

English: your book is at the head of the bed. (Your book is under the pillow).

Igbo: o gara ahia

English: she went market. (She went to the market)

Mangvwat and Dimka (2004) assert that transliteration is evident in Mwaghavul (a language in Mangu LGA of Plateau State) and English language.

Mwaghavul: Nanpet shua tima.

English : Nanpet drinks cigarette.

Mwaghavul: aan sham Jos

English : I will go down to Jos (even though Jos is of higher altitude)

MT also influences the TL at the grammatical level where unnecessary repetition of grammatical items is use close to each other for the sake of emphasis. Moludeen (1996) asserts that Arabs transfer and inject some adjectives in sentences where they should not be in Standard English. For example, "please work more harder". Here there is application of Arabic structure to that of English. Gutkowski (2011) asserts that possessive adjectives are lacking in Italia as they are used as accordance to objects. As such "his" and "her" are used wrongly due to equating of Italian structure with English. As such instead of saying

“John live alone. His parents live abroad”, a structure like this emanates “John e solo. I suo genitori vivono all’estero” meaning “John is alone, he his parent live abroad”.

It can be seen from the few examples discussed that the principal barrier to L2 acquisition is the interference of L1 system with those of L2 system. This may be because a child’s views and thoughts are in his or her native language. This point to the fact that MT influence is a pressing problem in second language teaching such that it becomes necessary to correct such mistakes (Bdliya, 1992; 2003).

2.4.2 Types of interference

According to Richard (1971), Okpara (2001) and Akindele and Adgebite (2005), there are generally two types of interferences:

i. **Proactive**

ii. **Retroactive**

Proactive interference is an interference phenomenon that helps in the acquisition of the target language. For instance sound like /b/, /d/ and /t/ which occur in most Nigerian languages help in the acquisition of similar sounds in the English Phonology. As such the pronunciation of words like “Bed”, “bet” “take” and so on will not be difficult to articulate. This suggests that not all interferences that are errors.

Retroactive interference is one that retards the process of acquisition of the target language (TL). For instance the absence of the voiced dental fixative /ð/ in Yoruba language hampers the acquisition of the TL (Akindele and Adegbite, 2005:38). As such words like “then”, “that” and so on will be difficult to be pronounced correctly.

To be specific, there are four types of interferences:

a. Phonic interference

b. Grammatical interference

c. Lexical interference

d. Discourse interference

According to Hoffman (1991), there are four major interference of mother tongue in English.

i) interference at the grammatical level

ii) interference at the phonological level

iii) interference at the lexical level

iv) interference in spelling

Alabi (2007) also identify three types of mother tongue interference In English which are phonological interference, grammatical interference and lexical interference.

From the three classifications, phonological interference remains consistent and this implies that it is of interest to scholars. As such, this study will concentrate on the phonological level of mother tongue interference because it deals with day to day conversation. Also because, as Bamgbose (1971) and an Anonymous (2013) observe, the major differences between English language in Nigeria and natives of English is mainly found in the spoken form as most of the phonetic characteristics in English of Nigerians can be traced to the transfer of features from MT. Phonic interference is the transfer of the rules guiding the production of speech sounds of the MT in the L2. This is realized at the Phonemic, stress and intonation levels. It is the interference of items including foreign accent such as rhyme from the L1 into the L2 (Nitcheke, Kidd and Serratrice, 2010).

According to Akindele and Adegbite (2005:39), phonemic interference is predominant and which is brought about because of the differences between the sound pattern of MT and that of the L2. For

instance, the interchanging of /p/ phoneme for /f/ by Hausa users of English distorts the actual pronunciation of words like people /pi:pl/ for /fi:ful/.

Again, most MTs lack consonant clusters. As a result, vowels are inserted immediately after consonant sounds. E.g little /litl/ became /litu/. Furthermore there is noticeable interference at the stress and intonation. This is because most Nigerian languages are tonal while English stressed-timed intonational. This suggest why many Nigerians stress all syllables; e.g “ cha/rac/ta” instead of “character”. Such approach affects the meaning of what the speaker intends to say in the TL (Obiamalu, 2002; Nkamigbo, 2000).

Moludeen (1996) and Elnaeem (2012) assert that due to difference in the sound system of English and Arabic, many learners are compel to equate some words in English with its Arabic equivalent. For instance the word “number” /nʌmbə/ is produced as “/nomba/”; “mystery” /mistri/ as “/mistiri/”.

Kamis (2010) points that Indonesian language, due to MT influence, cannot differentiate between long and short vowels of English language. As such, “sheep” / ʃi:p/ is pronounced as “ship” / ʃip/. Also, the language sound system lacks consonant clusters. This compels users to interpose extra vowel. For example “department” becomes “departement”. It is done by rearrangement of the vowels and consonants available into a configuration which fit their MT order. In some cases, phonemes that are not available in Indonesian sound system are substituted with those that exist and injected into English sound arrangement. For instance, / ʃ/-shade for /S/-said, /ϴ/-thank for /S/-sank, /V/-very for /f/-ferry.

From the discussion above, it is pertinent that most learners of English as a second language, including Nigerian television correspondent reporters, are victims of bilingualism and possible candidates of interference. However, these substandard forms brought about as the result of interference can be

corrected. As such, the classification of errors will help the researcher to classify the errors that correspondent reporters are likely to make as it concerns the spoken English.

2.4.3 Phonic Interference and the correspondent reporter.

Every language has peculiar sounds with which the language is produced and communicated. English language has been very significant segment of the communication network in the Nigerian multilingual society (Danuta, 1998 and Madubi, 2007). Some languages have limited number of phonemes while others appear to possess extremely large phonology. The English language has unique phonemes in its structure that makes its acquisition difficult because of the irregularities. With discrepancies in the phonetic structure of English and Nigerian languages, correspondent reporters, if not well informed and guided on the demands of job becomes a square peg in a round hole. This does not only rest with the reporters but students who see these reporters as idols.

A correspondent is a person who reports news from a particular country or a particular subject for a newspaper or a television or radio station. This implies that a correspondent can be reporting within or outside a country (Hornby, 2004). For the purpose of this study, the correspondents that will be under study are those who report for television stations in Kaduna State.

The spoken language remains the bedrock of broadcasting in media houses. As such, in broadcasting, proper manipulation of the segmental and supra segmental feature of English language will purposefully promote excellence and credibility to not only the reporter but the television house of such a reporter. This follows that there is high expectation from the general public from television houses in reporting news with near native like control of the English language. Ayodele (1988) describes the spoken languages of a reporter to be “impeccable” devoid of trace of the mother tongue, Pidgin and the Nigerian variety of English. This may suggest why Onwubiko (2011) holds that news reading had to be undertaken with close attention to stress timing and cadence as well as pronunciation. He holds that

there is need to sanction recalcitrant reporters and relieve them of their duties if they insist in polluting English language. Alabi (2011) emphasizes that broadcasters are expected to have crossed the hurdle of wholesale MT interference because they have been trained as journalist to speak and use educated variety of English language.

In support of the expectation of the standard usage of English language by correspondents, Folarin (2001) points that Everyday language of ordinary discourse and language of the news casting significantly differ due to the difference in expected roles. The language of journalism or broadcasting is to facilitate effective communication between an encoder and the decoder. A close look at Folarin's Position, the language of a broadcaster should be flawless, at least, not to the extent of being an error rather than a mistake.

However, Anome, Akpan, Anorue, Obayi, Etu and Onyebuchi, (2012) assert that research has shown that many broadcasters still find it difficult to shed away the interference of their MT into English which has continually made them produce the substandard English. This becomes evident as the problem rests on the improper manipulation of the segmental and supra segmental features which invariably is the inevitable form with which a news correspondent reports a story. Though interference may be ignored in ordinary conversation as many Nigerians speak their MT while assuming they are speaking English, it became a serious faux pas when it comes to reporting as it can breed semantic noise and sends negative signal to students in schools. Phonic noises that are negative render a reporter incompetent and incomprehensible.

Roman (2005) and Hulit and Howard (2006) hold that when the rules of the phonological features of the MT conflicts with that of the L2, the following distortion of messages come to play:

i. **Under Differentiation*:***

This is a situation whereby MT habits are brought to L2; multiple sounds or phonemes are used in place of one word.

ii. **Over Differentiation*:***

Phonemes that do not conform to the TL in a semantic sense are used. For instance, a reporter with the NTA, Kano, consistently pronounces the word “the” /ð/, for /Za/ and “father” /fa:ðə(r)/, for /pada/. A Yoruba broadcaster with the kwara state television interpolates the glottal sound in introductory statement- /ham/ instead of “ I am”

iii. Substitution

This is interference that is brought about as a result of self substitution for the phonemes of the target language to suit their MT structure. Galandanci (2000:15) affirms such occurs because the L2 phoneme is absent in the MT, little wonder that reporters from the Hausa tribe tend to produce the word “very” /very/ as /beri/, the Igbo replace /l/ with /r/ , the Yoruba pronounce /has/as /as/ and Igala “chief” as /shif/ where / ʃ / replaces /t ʃ / and so on.

iv. Re-interpretation*:*

Here, interference occurs because there is self reorganization of the MT to fit theL2. For instance, the word “marked” /ma:kt/ is produced as /mæk/ thereby displacing the place of consonant cluster which is present in English and not in native Nigerian languages.

iv. Hyper-correction:

This refers to the over pronunciation of sounds in a word. E.g /debt/ instead of/det/, listen /lisn/ as /listin/ and doubt /daut/ as /dobt/.

v. Epenthensis:

This is the superfluous insertion of vowel segments as a way of alleviating complexity of consonant clusters. E.g /sukulu/ for /sku:l/, screen /skri:n/ as /sikirin/ or skip /skip/ as /sikip/ (Imoleoyo, 2011)

In support of the fact that many television correspondents commit a lot of spoken language crime, Akinfeleye (2000 p 12) asserts that

> *when you read any Nigerian newspaper or magazine, listen to any Nigerian radio or watch television, you begin to wonder if the majority of Nigerian Journalists think of what they say, why they say it and to whom they say it to.*

This suggests that there are usually interference errors committed by correspondent reporters when they report news on TV. This angle is perceived because if what reporters say are mistakes, they could be easily corrected. But as Corder (1974) and (1982) observes, if there are mistakes they are not problematic but become so when they become errors. He sees MT influence as the systematic consistent deviant characteristics of learner's linguistic incompetence of the target language (Corder (1974) in Olaofe 2010:17).

From the discussion so far, it is obvious that correspondent reporters commit phonological errors brought about by their incompetence in the use of the TL. They transfer the phonological structure of their MT that deviates from the L2 into the L2 and which brings about conflict as regards vowels, consonants and consonant clusters, stress and intonation between the MT and L2.

Based on the above fact, concerned educationists will be faultless to assume that these errors committed by reporters do not only tarnish the image of the particular reporter or the television houses they work for, but its ugly effects on the struggle by the education sector to train students who will manipulate the properties of English language close to native-like control. The ripples of these influences affect the phonological features of students, particularly those who aspire to become correspondent reporters of television broadcast (Ayodele, 1988).

Effective reporting means more than merely good looking reporters or well dressed reporters; but reporters that stimulate the viewers to be glued to their chairs when they report news due to impeccable manipulation of spoken English. Though the position above does not suggest the manipulation of 100% of the spoken English of the TL, yet it should not be a reporter that flays the nerves of viewers as a result of innocuous-looking linguistic error that quietly become fashionable, either because they have not been openly challenged or because the society has acquiesced in them (Ayodele, 1988). A good reporting, therefore, ought to first of all catch the attention of viewers due to correct pronunciation of English words before inducing them to want to watch a reporter on television (TV). Whatever it is, as Jackson (1984), Oluwole (2008) and Olaofe (2010) opine, interferences are undesirable, particularly those that affect communication and hampers proper education of the usage of the correct form of the TL. This may suggest why Quirk, Grenbaum, Leech and Svartvik (1972) opine that it is only the trace of the MT that is pedagogically desirable to identify and eradicate that should be urgently corrected.

Ayodele (1988) holds that excuse may be given to newspaper reporting when errors are committed possibly because of its nature, process and use is usually in a hurry governed by time, story size and market factors. Most of the errors usually waved by readers are heaped on typographic factors. But

such is not accepted in television reporting. A correspondent reporter is usually presented in person, known to the viewers and assessed by his or her correct use of spoken English. The moment some sounds, words and intonation pattern deviates from the TL they automatically become errors.

It is based on the assertions that this work seeks to bring out those errors committed by some television reporters as a result of the influence of the MT on English as it concerns the correct usages of segmental and supra segmental features of English language in order to help avert the spread of these errors to students who see these reporters as role models. Errors, particularly spoken types, does not only embarrassed the elite but also affects the use of spoken English of school students who see these reporters as good users of English language. It is pertinent therefore for reporters to make well articulated speech sounds to attain require standards in broadcasting.

2.4.4 Mother Tongue Interference from Correspondent Reporters: Vowel Sounds.

According to Okpara (2001), correspondent reporters tend to unnecessarily bisect vowel sound in some word which contravenes the phonological structure of the TL. He asserts that some Igbo reporters tend to pronounce the word “school” |skju:l| as |sukulu|, “screen” |skri:n| as |sikirin| or “people” |pi:pl| as |pi:pul|. This may be as a result of the fact that some vowels in Igbo tend to be reduplicated and also because most Nigerian languages are syllabus-timed.

Obiamalu (2002), Idowu (2010) and Nkamigbo (2011) see the problem of Igbo speakers of English language as related to transfer of vowel system of their language into English. For instance the English word “follow” /fɔləu/ is pronounced as /folo/ because the diphthong /əu/ is absent in Igbo language. Also, “problem” /prɔblәm/ is articulated as /problem/ since the “shwa” vowel does not exist in the language. Onwubiko (2011) claims that in most Nigerian languages, there is no distinction between long

and short vowel sounds as well as existence of diphthongs. However, Hausa has five vowels which contains two diphthongs, /ai/ and /au/, and has long and short vowel counterparts. According to Okpara (2001), the vowels /ə/ and /□ /are also not present in Nigerian languages. This implies that where ever these phonemes occur in words, speakers have no any alternative than to either pronounce them based on the letters represented in the word or approximate the phonemes in their MT such that they are pronounced as "MT in English".

The influence of MT vowels on English is not only peculiar to only Nigerian languages. For instance, Kamis (2010) points that because English has more vowels than Indonesian, the language pronounces two different English vowels with the same pronunciation and that such act changes the meaning of words as well as sentences. E.g:

/i/	/i:/	
Fill	/feel-	this bag
/ei/	/e/	
Taste	/test-	can you taste/test it?

/u:/	/u/	
Pooling	/pulling-	they are pooling/pulling it.

From the review of vowel problems of second language learners of English language, it is obvious that correspondent reporters' mother tongue phonological system conflicts with that of English language. This suggests that vowels that are present in both languages may be realized differently or there may be

vowels that are alien to one of the languages. However, Okpara (2001) asserts that Nigerian speakers of English smuggle vowels of their native languages into English by making them do the duties for the phonemes which they find difficult to realize in English.

2.4.5 Mother Tongue Interference from Correspondent Reporters: Consonant Sounds.

Oji (1997) asserts that Nigerians have difficulty, mostly in recognizing and pronouncing the English consonants /ŋ/, /ϴ/, /ð/ and some consonant clusters. Because of the absence of these consonant features, many Nigerians approximate them to the closest available phoneme in the MT or drop them entirely. However, Okpara (2001) and Akindele and Adegbite (2005) point out that even those consonant sounds that are present in Nigerian languages and English language are realized differently. For instance, Ayodele (1988) and Oji (1997) opine that /k/ and /p/ are brought together as /kp/; /g/ and /b/ as /gb/, /n/ and /w/, nw/. For instance, "panseke" a name of a place in Ogun State is spelt as above but pronounced as "kpansheke". The non availability of the /h/ sound in Yoruba language see some correspondent reporters omit /h/ sounds in words they are to be realized – "home" /həum/ becomes /om/; "how" /hau/ becomes /au/ and so on. The Yoruba consonants /gb/ and /kp/ do not occur in English or any European language. /kp/ is said with closed velum close to pronouncing /k/ and sudden release of lips for /p/. The same process applies in articulating /gb/. The letter "x" is produced as /s/. As such, the word "fix" is pronounced as "fis" (African studies Institute, 2011; Ibiowotisi, 1988 and 2010).

Paul (2000) observes that Hausa has thirty-two consonants different from English that has twenty-four. This makes glides/semivowels occur only on the onset of a syllable. There is no contrast between /f/ and /p/ rather, /p/ is realized as /f/. This is because /f/ is bilabial where the lips are brought near each other and air is blown between them which made /f/ produced much as /p/. This suggests that "few" /fju:/

becomes “pew” /pju:/. The consonant sound /v/ is realized as /b/-“very” /veri/ becomes /beri/ and “government” becomes “gobment” (Phillips, 2001, UCLA centre for world languages, 2012).

A research on Nigerian languages carried our in the university of Ibadan (1976) shows that there are no consonant clusters in most Nigerian languages especially the Igbo language (Igboanusi, 2002). Some sound segments are added or inserted in certain positions of words to break up clusters of consonants. For instance:

“Stew” /stju:/ is pronounced /sitew/

“School” /skju:l/ -/sukul/

“Christmas’ /krisməs/-/kirisimas/

“Cupboard” /kʌbəd/-/kopubodu/

Onike (2009) points that due to lack of /v/, /z/, /t ʃ/ and /ɵ/ in Yoruba phonology, words like “zoo”, “champion”, “fever”, “pat” and “think” are pronounced as “soo”, “shampion”, “fifa”, “kpat” and “tink” respectively.

In Arabic, the absence of /p/ and /v/ poses a serious difficulty to Arab learners of English. This is because /p/ is realized as /b/ and /v/ for /f/. This follows that “park” will be articulated as “bark” and “van” as “fan” (Admin-English teachers, 2009).

From the discussion on the use of consonant, it is explicit that MT of Nigerian reporters, to a great extent, may influence their use of the phonology of English language. This is because when a reporter pronounces “few” (small number) as “pew” (seats in a church); “rice” (food) as “lice” (insect); “house”

(building) as “aus” (non word in English) and so on, there will be total break down of communication between viewers that use the educated variety and natives of English language.

2.4.6 Mother Tongue Interference from Correspondent Reporters: Stress and Intonation.

Balde (1990) in Okpara (2003) has this to say on stress and intonation:

> *…since most of Nigeria’s plethora of local languages and dialects are tonal, Nigerian learners, ipso fact, transfer this feature to English, which is, a stressed-timed language. Indeed, stress, rhythm and intonations are difficult…. As a Matter of fact, it is in the area of suprasegmental features that there is bound to be at a time a breakdown in communication between the native speaker and the Nigerian speaker of English (okpara, 2003 p 122).*

In English, stress is deployed in individual words and stretches of utterances. It comes at regular interval known technically as isochronicity of stress. In Nigerian languages, what is obtainable is regular spacing of syllables named isochronicity of syllables (Banjo, 2012). This suggests why some television reporters seem to stress all syllables of words and even names of people. A correspondent was heard stressing all the syllables in the word “President” – PRE-SI-DENT; the name “Christopher” as CHRIS-TO-PHER. In the case of a Hausa native speaker of English, the “PHER” becomes “PA” (Phillips, 2013).

The stress of all syllables definitely affects intonation thereby rendering meaning difficult. For instance, Yoruba language has three tones: High-“Wale” (a male name), Mid-“aago” (watch) and Low-“dodo” (fried plantain). The high tone has an “acute accent”. Here, the stressed syllable of a word is at a point where a vowel is stressed. At the mid tone, the “macron accent” is realized. It involves long heavy stressed syllable like “oowa”. The “grave accent” is realized in the low tone. Low pitch is used at the last syllable of a word when the word is followed immediately by another word in a sentence (African studies institute, 2011, The free encyclopedia, 2012).

Uguru (2009) and Nkamigbo (2011) assert that Igbo language is heavily tonal as such a word produced with a slightly different tone will result in an entirely different meaning. For instance, the word “akwa” in Igbo will mean “cry”, “beg”, “egg” or “cloth” depending on the pitch. Also, the word “akwukwo” can mean “leaf”, “paper”, “book”, “school” or “education”. “isi”, base on tone means: head, smell, blindness and to cook. Nkamigbo (2012) asserts that interference is not only prevalent to major languages but also minority languages even those that endangered. He studied “Jaba”, a minority language in Kaduna State in Nigeria and found out there are three syllable structures (high, mid and low) and each syllable is stressed. For instance, the word “three” is “tat” in Jaba while “thirteen” is “souda-di-ka-tat”. This means that “thirteen” is pronounced “THIR-TEEN” with both syllables stressed. This suggests why some L2 speakers tend to use words like “PA-PER?” (Suggesting a question) or “PA-PER” (statement). In the sentences below, there display a clear intonation conflict between English native reporters and typical Nigerian reporters:

English reporter: “He has been to the uni ver si ty”.

Nigerian reporter: “ He has been to the uni ver si ty” (Banjo, 2012).

From the review of errors of correspondent reporters, there is no doubt that Meierkord (2010) asserts that phonologically, Nigerian English is characterized by the following: a reduced vowel system, reduction of consonant clusters in syllable final positions (“hand” becomes “han”), insertion of vowels into consonant clusters (e.g “silk” becomes “silik”) and a tendency towards syllable timing.

2.5 The position of the media in Education

The media (the television media to be precise) gives a wide range of viewers the opportunity to hear and see newscasters and reporters present news as vivid as possible. Medubi (2007) opines that the media

inform, educate and provides service and entertainment to people. Programmes that are educational in nature are broadcast on television to help learners to be more knowledgeable.

The television media, as Norbrook (1990) observes, gives the viewer a better understanding of the messages a reporter intends to pass, linguistically and non linguistically. However, Ibagere (2001) submits that it is the spoken form of the TL that has been problematic as noises in form of misuse of segmental and suprasegmental features of English language hamper effective communication. The television media provide programmes that build in pupils and students understanding of many subjects in school. Educational packages like “kiddies show”, “quiz” and “adult education” have been of tremendous help to learners. In fact as Dominik (2005) observes, in the digital age, the television media brings to the door steps of viewers happenings around the world.

The introduction of cable television like Digital Satellite Television (DSTV), African Independent Television (AIT) and the Nigerian Television Authority (NTA) among others have packages that range from Politics, Science and Technology, the humanities, Art and Social Sciences to Entertainment. Theses varieties of programmes make people to have favourite programmes on television. Sometimes, it is because of the individual’s professional interest that attracts him or her to the programme, while for some, it is how these presenters or reporters anchor programmes. This again presents spoken language as very important in broadcasting. Okunna (2003) says:

> *The very role of language in broadcasting and consequently the great impact of those two variables to human communication make the study of language and its relationship to better communication a sine qua non. Both language and broadcasting serve as means to communication end. Language serves as means of broadcasting just as radio and television serve as media of mass communication. (Okuna, 2003,p163)*

From Akunna's (2003) point of view, it is obvious that whatever the television house intends to broadcast is to educate as well as entertain; but this can be effectively achieved only when communication is reached. The speech of reporters should be of top-notch quality not quantity. This can only be achieved by the proper manipulation of the spoken English language. However, many scholars claim that poor use of the segmental and supra-segmental features of English by correspondent reporters as a result of mother tongue interference hamper the proper pronunciation of phonological properties of English language.

Most reporters think in their mother tongue and just translate it into English language sound system; they speak the English sounds like the ones in their MT. This suggests why scholars have also warned that parents, and particularly students, should be wary of what they hear or read from the Nigerian media. This is because the mediocrity with which government policies are run has not spared the media industry (Punch mobile, 2013).

2.6 Implications of Mother-Influenced Spoken English of T.V. Correspondents on Oral English Language Teaching in SSS

From the discussion so far, it is doubtless to assume that senior secondary school students may be affected by faulty use of English spoken form used by television reporters as a result of interference from their MT. Anome et al (2012) opine that a good reporting ought to first of all catch the attention of viewers before inducing them to want to watch. Errors, particularly spoken types, do not only embarrass the educated elite, but also affect the use of spoken English language. One will not hesitate to agree with the above since everything about television broadcast is assumed to have been thoroughly edited by experts including those errors caused by the influence of MT in the English language. Oluwole (2008) reveals that the influence of MT results to poor performance in oral English of the students. This follows that since the students are still in secondary school, they can be excused, but not reporters who are

often graduates journalists and are exposed to the language of communication. This again implies that they should have good command of the spoken English features.

As a result of the assumption, it will be excusable if a student tries to polish his or her spoken English as used by broadcasters. But unfortunately, some television reporters make unpardonable errors which when copied by students, will surely affect their use of English in every day conversation and ultimately, their performance in the final certificate examinations, particularly the test of orals. However, Sutra (2010) asserts that with more and more listening to those fluent in the second language, individual practicing of how to speak and correcting mistakes, people learn to replace their MT sounds with the original sounds of English. Regrettably, some of the "assumed" fluent speakers are TV broadcasters.

It is partly the reason this work is very important and highly relevant. This is because when interference errors committed by television reporters in Kaduna State are identified and corrected, it would help students in schools such that even when they eventually graduate and find themselves as reporters, they will maintain the use of correct form of spoken English. And should these corrections be extended to other communities; states and gradually, the nation will have competent television correspondent reporters who will report news item error free. Little wonder that Ibiowotisi (2010) asserts that investigation of learners errors has double purposes; to diagnostic and prognostic. It is diagnostic because it tells the teacher the learners "etat de langue" (Corder, 1967) at a given point and prognostic because it can tell curriculum developers to reorient language learning materials base on learners current problems.

2.7 Previous Studies on Mother Tongue Influence on Spoken English of Correspondent Reporters

Some studies have been conducted in Nigeria on mother tongue influence on spoken English of broadcasters. However, since Nigeria is a multi-lingual nation, it is pertinent that more studies be carried

out on the influence of mother tongue on English spoken form in order to correct some of the errors committed by broadcasters. This is because of the likely effect it may have on students who listen to this broadcasters. Below are some studies carried out on the influence of mother tongue on the spoken English of broadcasters.

Ayodele, Odejide and Ekong (1984) using "Oral English Assessment Sheet" for measuring language achievement investigated the spoken English of Nigerian radio broadcast in nine (9) different radio stations. Twenty announcers, presenters and broadcasters were studied to see the sources of errors committed by them while on air. The results shows that majority of them used a variety of spoken English which is different from either the Nigerian or a native speakers' standard variety.

This study is relevant to the present study because it focused on the spoken form of English language and the influence broadcasters' mother tongue influence the standard pronunciation of English phonemes. Also, it seeks to determine the point of errors made and the possible means to correct them. However, the present study is not concern with radio broadcast but television broadcast. It does not draw its population from many tribes or ethnic groups as done by Ayodele etal (1984), but from a particular ethnic group- Hausa. The present study seeks to investigate only errors caused as a result of mother tongue influence and the implication it has on senior secondary school students.

Also, Aladeyomi (2003) evaluates the spoken English performance of Nigerian Television newscasters in order to find out the extent to which newscasters' use of spoken English segmental and supra-segmental features could serve as models for the country in general and senior secondary school learners of oral English in particular. The study used error analysis approach to investigate the level of spoken English performance of the broadcasters. The result shows that many broadcasters made lots of blunders on air.

Aladeyomi (2003) focus on the implication of errors committed by broadcasters on senior secondary school students is adopted for this work. Also the use error analysis approach to generate data is of interest to the present study as it may help show points at which phonemes of the mother tongue and English language clash.

In his study on "mother tongue interference in English news cast: a case study of Kwara television news", Imoleayo (2011) investigated two Yoruba newscasters with the intention of pointing areas of conflict between Yoruba sound system with that of English language. The study reveals that the Yoruba reporters interchange /f/ for /v/, /a/ for /h/ and stress silent sounds of English language.

The present study adopted the use of two broadcasters. This is because the outcome from their use of spoken forms would show if the errors committed are as a result of MT interference or not. However, the present study is not only concern with pointing areas of conflict between the MT and English phonemes but the implication their errors have on secondary school students. Also, this study investigates Hausa correspondent reporters which are different from Imoleayo's Yoruba broadcasters.

Akpan etal (2012) studied "the influence of mother tongue in the broadcasting industry in Nigeria". They use the communication process model to observe seven-three (73) broadcasters from two (2) television stations and three (3) radio stations. Questionnaires were used as the instrument for data collection. Simple percentage and frequency distribution tables were used to analyze data collected. The findings reveal that majority of the respondents indicated that Nigerian broadcasters' spoken English is corrupted by the influence of their mother tongue in the course of their programmes. It also reveals that most Nigerian reporters are not grounded in the phonological structure of English language.

The areas of the use of communication process model and frequency were adopted for this study. However the present study is not concerned with radio broadcast but television correspondent

reporters. Also, the present study did not use questionnaires to gather data but live programmes were video-recorded, transcribed and analyzed.

In another study, Aladeyomi (2013) investigates the prevalence of standard of British model of oral English in Nigeria: a case study of Nigeria television newscasters to identify errors committed by television newscasters in relation to consonant, stress and intonation. Sixty (60) newscasters were drawn from different NTA and state owned television made up the population for the study. Live coverage of the newscasters was video-recorded and transcribed by five (5) experts and teachers of English language. The study shows that news casters use of English language consonant, stress and intonation is generally on the average level. However their use supra-segmental features are far below average.

Aladeyomi (2013) study is in line with the present study as both studies focus on consonant and stress of English phonology. However, the present study also investigated how Hausa TV correspondents use of vowel sounds of English influenced by their mother tongue thereby resulting to unwarranted errors. Also, his study selects newscasters randomly and without paying attention to errors caused as a result of mother tongue interference while the present study focus on Hausa correspondent reporters whose use of segmental and supra-segmental features of English are influenced by their mother tongue. It also seek to point at the possible implication correspondent reporters' wrong pronunciation of segmental and supra-segmental could have on senior secondary school students especially those in their final year-SS3. Video-recording of live presentations and transcribing of their pronunciation is adopted for the present study.

From the review of previous researches, it seems two Hausa correspondent reporters from different television stations have not been put side by side to detect if errors committed was actually due to mother tongue influence or not. This follows that the present study is very important as the findings

may play a vital role in alleviating Hausa correspondent reporters and secondary school students' poor pronunciation of English segmental and supra-segmental features

2.8 Communication Process

The Communication Process holds that information in broadcasting should travel from a speaker, via channel to the receiver. In television reporting, the following will be presented:

Reporter	**Television**	**Viewers**
Speaker	Channel	Receiver.

The theory holds that information is seen as powerful ammunition that is aimed at the target viewers with the aim of communicating messages as vivid as expected. The theory adds that any distortion in disseminating information to viewers may lead to break in communication that could lead to chaos.

A closer look at this theory makes its importance to this work immeasurable. This is because it establishes bases upon which effective communication should flourish. And for it to be effective, television reporters need to minimize, to a large extent, the prevalence of noise which is brought about by the influence of the MT on segmental and supra-segmental features of English language. By "noise" Ayodele (1998) means the unwarranted use of faulty English language in TV broadcast which is brought about by influence of MT on the TL. It is the responsibility of the educational sector to help scrap such errors (Ibiowotisi; 2010 and Anome et al, 2012). This again makes this study very relevant.

2.8.1 Error Analysis in Spoken English Language

Error Analysis is based on the notion that there is a linguistic system which deviates from the native and the target form. The concern of error analysis is to carefully study a large corpus of errors committed by

speakers of a source language while attempting to express themselves in the target language. (Hendrickson, 1984; Nwankwo, 2008; Olaofe, 2010).

Proponents of the theory claim that for errors analysis to be meaningful, standards of correctness and errors in a particular language must be established. They view error as a negative and bad phenomenon which signaled a breakdown in teaching and learning. In error analysis, many errors are classified: for instance, Olaofe (2010) asserts that error can be classified under the system of language acquisition. This include systematic error which occurs when a learner has noticed a system and error consistently occur; pre systematic error occurs before the learner acquires the new language as such correcting an error becomes difficult and post systematic error occurs when the learner is consistent in learning the new language.

Another classification of error are interference or interlingual, intralingual and developmental error. Interference errors are caused by the influence of the native language on the target language; intralingual occurs as a result of the complexity of the English structure itself. E.g regular verse irregular forms- laugh- laughed- laughed; come- came – come and go- went- gone and so on. Developmental error occurs during the early stage of learning a language, limited exposure to the target language, or a beginner. However, this work is concerned with interference error. Error analysts opine that interference errors are caused by the influence of native language on the TL, particularly those areas that two languages differ markedly (Corder, 1974; 1982). They believe that errors identified should be classified according to a system and corrected by teaching proper target language examples (Towell & Hawkins, 1994; Cathcart & Olsen, 1972; Dussap & Phillip, 2000; Onyemachi, 2001).

The above theory is of immense relevance to the present study. This is because it will aid the researcher in the classification of the errors that correspondent reporters commit as a result of MT interference

along vowels, consonants, consonant clusters, stress and intonation. Again, it will urge the researcher to teach these corrections in class to help the SS3 students avert some of the spoken English errors committed by correspondents in DITV, and NTA in Kaduna metropolis. This is tied to the assertions of Olaoye (2005), Okafor (2008) and Ibiowotisi (2010) that the focus of error analysis is to investigate the L2 errors committed by learners when they try to produce the TL. The errors are analyzed and classified to see if there are commonalities among them; if the cause of the error can be explained, it could be adapted to teaching

The theories stand as foundation on which the present study draws the concepts of reporters, mother tongue, interference, target language and errors. It focuses on influence of mother tongue on the English of correspondents with the aim of training secondary school students to correct such errors. The table below summarises literature reviewed.

Table 2.1: Summary Table for the review of related literature:

Authors Reviewed	Summary of Aspects Reviewed	Areas Relevant to the Present Study
Richard (1971)	Two types of interference.	Areas of interferences
Alabi (2007)	Three types of interference.	The importance of correct pronunciation cannot be overemphasized
Nwobiko (2011)	MT influence.	Identifying the wide range of causes of MT will be used in this study.

Ayodele (1984)	Oral English Assessment	There must be direction and emphasis of assessing oral English.
Oji (1997)	English consonant sounds.	Areas of difficulties.
Ibiotosi (2010)	Investigation of learners' errors.	The students would be involved in activities and other relevant task related to spoken English.
Okpara (2001)	English vowel sounds.	The vowels must be learnt before practicing.
Corder (1967)	Guiding teachers and learners to be speak correct English.	It is relevant because the subjects would be taught on how to speak correctly by the teachers.
Meiekord (2010)	Nigerian English.	Characteristics of Nigerian English.
Chikere (2003)	Correct pronunciation and meaning	Words must be spelt correctly to have meaning.

2.9 Gains from review of related literature

The review of related literature in respect to the present investigation covers all areas that concern it. This is the influence of mother tongue on the use of English of television correspondents.

It is going to redirect the attention of school learners that some reporters make blunders while broadcasting as such they should be careful on the total trust they place on correspondents.

It will help in the classification of interference errors cause by over differentiation, under-differentiation, substitution, epenthesis, hypercorrection or re-interpretation.

Recording live broadcast of correspondents will help to provide unbiased data leaving sentiments and the general perception of lay people about some tribes in some regions of the country about the use of English language.

It gives an insight that some errors are not as result of mother tongue interference but as a result of teacher induce errors, overgeneralization, and self introduction of some phonemes by second language learners. As such the study has a focus on the error it is concern with- interference error. The review is going to aid in showing sounds that are not present in the MT but present in the TL and the errors identified will be corrected and which is going to aid school students.

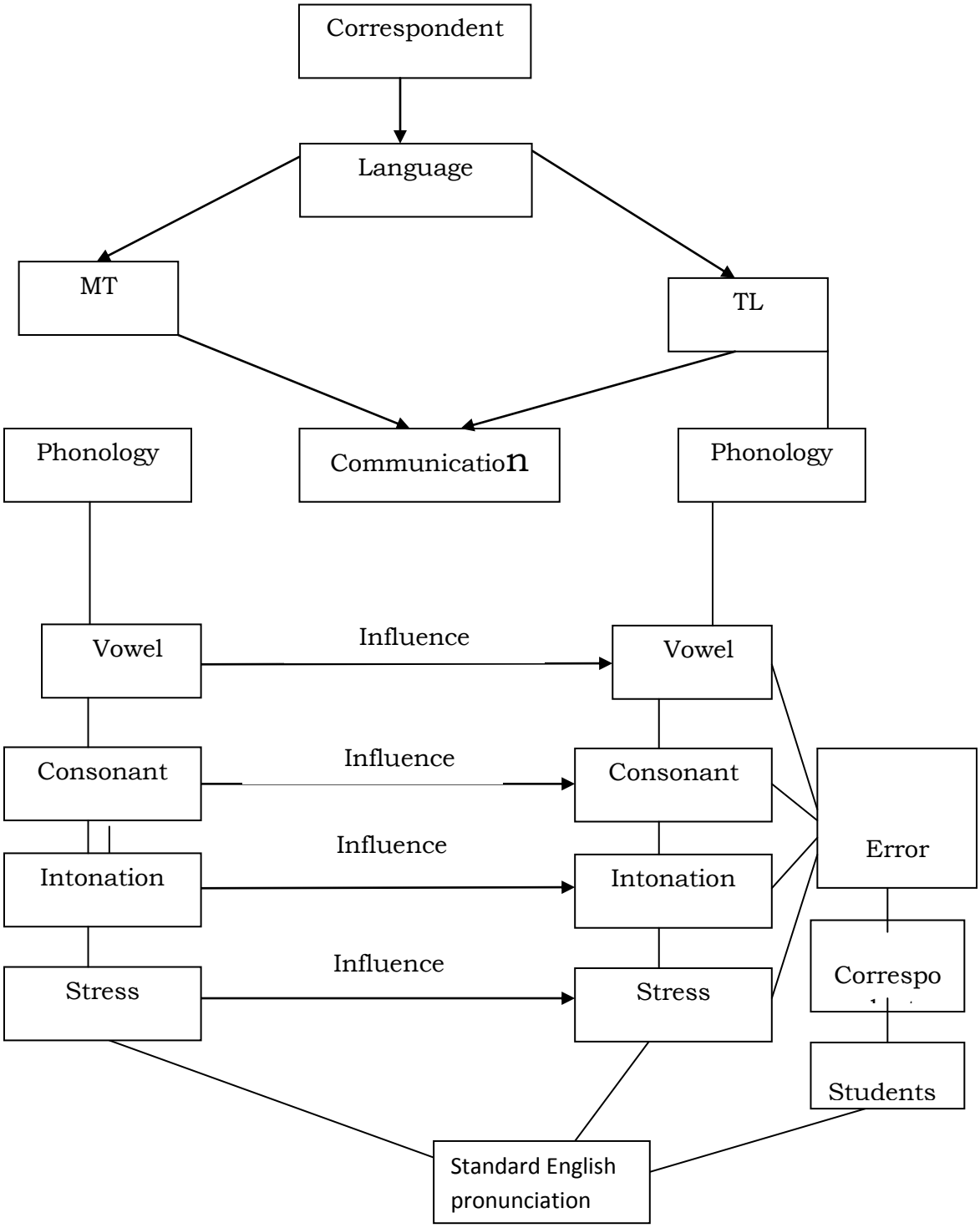

Correspondent
Language
MT
TL
Phonology
Communication
Phonology
Vowel
Influence
Vowel
Consonant
Influence
Consonant
Error
Intonation
Influence
Intonation
Stress
Influence
Stress
Correspo
Students
Standard English pronunciation

Figure 1: Graphic Representation of the Conceptual Framework

2.10 Summary

There is no doubt that most second language learners battle with the ability to control their MT when they speak the TL. Television reporters in Nigeria, though second language users, are assumed to have gotten thorough training that would have shed away the influence of the MT on TL. However, many of them seem to report news that is heavily impoverished because of the misuse of the segmental and suprasegmental features of the TL. This suggests why Akinfeleye and Okoye (2003) opine that while the number of journalism training institutions and the status accorded to it in the society has increased, the quality of their output has decreased. This obviously affects their competence in reporting news, which in turn affects students in schools. This is so because students see correspondents as experts in the use of phonological properties of the TL. But as the theory of error analysis postulates, errors should be corrected. This study hopes to correct errors identified with some correspondents in DITV and NTA so as to cut out unnecessary spread of bastardized use of English language phonology.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

In this chapter the researcher explains the procedure employed in carrying out the research. This is to give insight on the population, the design of the research, the actual number of respondents that are to represent the population, the instrument to be used and how the data collected will be analyzed.

3.1 Research Design

This study adopted the descriptive design since the concern of this study is on mother tongue interference which is a general problem of almost all second language learners in Nigeria. This is so as Gay (1981) observes that a descriptive research should be used to specify the nature and causes of a given phenomenon. As such, the choice of the design will deliberately produce results that may concern Hausa native correspondents that work in different television stations and correspondents in different states in the country.

3.3 Population of the Study

The population of the study consists of all the correspondents from the Nigeria Television Authority and Desmims Independent Television (DITV). There are twenty seven (27) television correspondents in the two stations.

3.4 Sample and Sampling Procedure

This study used the purposive sampling technique. This is because it focuses on particular characteristics of the population that is of interest and not representative of the population of the study. As such, the researcher selected two Hausa TV correspondents for the study. The choice is because Hausa language is widely spoken. This suggests that corrections made will help good number of students and teachers alike.

3.5 Instrumentation

The researcher used a tape recorder as an instrument to gather data. The live reports of the sample correspondents were recorded. Each of the correspondents was recorded for six weeks on different days. The reason for the choice of this instrument is that it gave the researcher the opportunity to listen to a correspondent's report over and over after which interference errors caused as a result of MT influence were collected and transcribed to detect the point where the sound properties of the MT and English Language deviated.

3.6 Data Collection Procedure

The method of data collection involves recording the reports of two correspondents in Kaduna State drawn from the two television stations. In administering instrument used in the study to draw data, procedural steps were taken**:**

1. The researcher visited the two stations to obtain data of their correspondents. The researcher selected the respondents taking into cognizance the tribe, age, level of education, number of years the correspondents have worked in the Northern part of the country and if they had worked in other parts of the country at any point in time and the time they present reports on television.

2. The researcher watched and recorded these correspondents as they give reports at designated time for news broadcast of the two stations.

3. From the errors committed by the correspondents, sampled group was formed.

4. The researcher recorded broadcast of other Hausa correspondents in other states to check if the errors committed is as result of MT influence or not. If two correspondents display similar difficulty in articulating some phonemes, it then means that there is the possibility of MT influence.

5. After recording the broadcast of reporters, the tape was played over and over again to enable the researcher carefully brings out the errors made by correspondents. The errors were classified based on those committed as a result of interference or transfer from the MT into English language and those from other sources like poor training, overgeneralization and so on were discarded. This exercise took six weeks.

6. The interference errors were discussed under errors caused by substitution, re-interpretation, hyper-correction, over-differential and epenthesis. However, they will be sub grouped as errors caused via vowels, consonants, stress and intonation.

3.7 Pilot Study

A pilot study was conducted using two correspondent reporters with the aim of determining the validity and reliability of the instrument to be used. The researcher recorded the various reports of the reporters within a spate of two weeks. Close attention was given to the errors these reporters made based on the transfer of the MT into the rules of the English language. Some of the errors detected include:

Table 3.1: Sample of Errors Committed by Students

Correspondent A	**Correspondents B**
English: The People	English: hope
MT: ze fiful	MT: 'ope'
(sound conflict)	(omission of sound)
English: CON- tact	English: change
MT: CON-TACT	MT: shengi
(stress deviation)	(substitution of sounds)

The result of the pilot study revealed that correspondent reporters tend to bring phonetic symbols present in their MT into English; also, there was unnecessary stressing of unstressed syllables and

omission of sounds of English that are not readily available in their MT. The researcher purposely selected four students each that are natives of Yoruba, Hausa and Igbo languages. The students are selected from Government Girls' Secondary School, independence Way, Kaduna. The researcher taught them the correct pronunciation and proper usage of the errors identified. This includes practical drills on general pronunciation of segmental and suprasegmental features of English language three times in two weeks, and training on the problematic phonemes identified in the usage of English sounds by the correspondents for five days.

3.8 Validity of Instrument

The instrument is assessed based on its face validity. This is so as Olaofe, (2010) opines that, the instrument will clearly present originally, the voices of the reporters as well as the MT interference on English language without ambiguity or any form of fabricating data.

3.9 Reliability of the Instrument

In determining the reliability estimate of this study, the researcher collected the reports of two correspondents from the same region, but only one was part of the sampled population. The two reports of the correspondents were put side by side to see if they both display some similarity that can be traced to MT influence. The method was adopted to verify if the deviant use of some spoken forms are actually errors as a result of MT influence or mistakes. The number of errors identified in the speeches of each reporter was converted into simple percentage scores. The reliability estimate was measured at 0.9.

3.10 Data Analytical Procedure.

The errors identified from the recorded reports of correspondents were grouped and points where there is conflict between the MT and TL were pointed out and analyzed. The errors will be placed under the following headings: vowels, consonant (clusters), intonation, stress and absence of vowel/consonant articulation. The basic assumption raised was answered based on the result observed from the analyses of the recorded reports of correspondents.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

In his chapter, the researcher presents the analysis of data collected from the spoken form of English of Hausa TV correspondents. The data were extracted from live recorded report of correspondents and analyzed in order to detect whether correspondents use of English is corrupt via the influence of MT on TL at the vowel, consonant, intonation and stress levels. Below is Tables 4.1 showing the summary of the raw data collected as a result of thorough investigation.

Table 4.1: Summary of the Raw Data of the Correspondents from NTA and DITV Use of English Vowels and Consonant Sounds

Vowel		NTA			DITV		
English	Hausa	F	M	SD	F	M	SD
/ai/ for	/a/	5	10.20	2.33	5	10.60	2.50
/ə/ for	/a/	7	7.29	0.11	6	8.83	1.16
/e/ for	/a/	7	7.29	0.11	7	7.57	0.22
/ʌ/ for	/a/	3	17.00	8.08	4	13.25	4.63
/o:/ for	/o/	6	8.50	1.02	6	8.83	1.16
/ʌ/ for	/o/	6	8.50	1.02	7	7.57	0.22
/ə/ for	/o/	7	7.29	0.11	7	7.57	0.22
/əu/ for	/o/	6	8.50	1.02	6	8.83	1.16
/ʌ/ for	/u/	4	12.75	4.38	5	10.60	2.50

Consonant	F	M	SD	F	M	SD
/p/ for /f/	12	4.33	2.21	11	4.73	1.89
/f/ for /p/	13	4.00	2.50	14	3.71	2.75
/v/ for /b/	11	4.73	1.89	10	5.20	1.52
/b/ for /b/	12	4.33	2.21	13	4.00	2.50
/đ/ for /z/	4	13.00	4.50	4	13.00	4.50

Table 4.1 shows the frequency (F), mean (M) and standard deviation (SD)of the interference discovered after the played-back recorded video of live reports of correspondent reporters from NTA and DITV stations in Kaduna.

4.2 Presentation and Analysis of Result

The errors committed by TV correspondent reporters are presented and analyzed.

Research Question 1: Does mother tongue influence the pronunciation of vowel sounds by Hausa TV correspondents?

Table 4.2 below presents the English words and their transcription (standard form) as well as the pronunciation of these words by TV correspondents side by side the errors committed when they pronounce them.

Table 4.2: Errors Committed as a Result of MT influence on English Vowels

Standard Form	**Transcription**	**Correspondents' Pronunciation**	**Errors Committed**
Nigeria	/naid3eriə/	Najeriya	**/**ai/ replaced with /a/
Talking	**/**to:kin/	Tokin	/o:/ with /o/
Government	**/**gʌvəment/	Govament	/ʌ/ with /o/ and /ə/ with /a/
Centre	**/**sentə(r)/	Santa	**/**e/ with /a/ and /ə/ with /a/
Study	/stʌdi/	Sutodi	**/**ʌ/ with /u/. Introduction of /o/
Secretary	/sekrətəri/	Sakatari	**/**ə/ and /e/ replaced with /a/
House	**/**haus/	Howus	Omission of /au/ and injection of /w/ and /u/
Spectacle	**/**spektəkəl/	Sfeftakul	/ə/ with /u/
Expensive	**/**ikspensiv/	Esfansiv	/i/ with /e/
Real	**/**ri:l/	Riyal	Omission of /i/ and injection of /j/

Reveal	/rivi:l/	Ribil	/i/ with /i:/
Governor	/gʌvənə(r)/	Gofna	/ʌ/ with /ɑ/ and /ə/ with /a/
Similarly	/simələli/	Simlali	Omission of /ə/
Trade	/treid/	Tired	Misplacement of /ei/
Third	/ɵ:d/	Tad	/3:/ replaced with /a/
Propose	/prəpəuz/	Frofos	/ə/ with /ɒ/ and /əu/ with /ɒ/

As indicated in Table 4.1 above, there are lots of errors committed by the correspondents under study in their use of vowel sounds of Standard English phonology. These errors are grouped below to detect the type of errors and why the errors.

i. Substitution

The correspondents tend to substitute some vowel of English for that of their mother tongue. This is evident in the examples below

(a) Study /st□ di/----------sutodi

(b) Real /ri:l/----------riyal

(c) Secretary /sekrətəri/----------sakatari

From the examples, item (a) shows that the short vowel /□ / is substituted with short /u/ vowel. This is so because /□ / is an alien phoneme inHausa phonology as such, since /u/ is present in the Hausa

phonology system, the correspondent manipulates it to the closeness it could be to /□ /. In (b), /i:/ is substituted for "y" (/j/) and /a/ is infused to support "y". /i:/ is substituted probably because the Hausa phonology lacks the long /i:/ as a phoneme. Item (c) reflects that the "shwa" vowel sound /ə/ is replaced with /a/ which is present in Hausa phonology. From all these, it follows that errors occur as a result of influence of MT on the vowel sounds of the TL because correspondent substitute sounds of English with that of their mother tongue.

(ii) Epenthesis

From Table 4.1, it is doubtless that the MT influences the TL thereby bringing about Epenthesis errors. This is the superfluous insertion of vowel segments of the MT as a way of alleviating the complexity of consonant clusters which characterized the English language. This claim is buttressed by the examples below.

(a) Study /st□ di/----------sutodi

(b) Trade /treid/----------tired

(c) Secretary /sekrətəri/----------sakatari

It is obvious that the consonant clusters /st/ in "study", /tr/ in "trade" and /kr/ in "secretary" are inflected with /u/, /i/ and /a/ respectively. This is so because Hausa phonology doesn't have consonant clusters. As such Hausa correspondents injected some vowel sounds to ease the pronunciation of words with consonant clusters.

(iii) Under-differentiation

This is an error caused by the use of many sounds/phonemes for only one. For example:

(a) Real /ri:l/----------riyal

(b) Reveal /rivi:l/----------ribil

(c) Talking /to:kin/----------tokin

The examples above clearly showed under-differentiation error as the short monothongs /i/ and /o/ are used as /i:/ and /o:/ respectively.

(iv) Re-interpretation

This is the case of reorganizing the phoneme of the TL based on the features of the MT. This is evident in Table 4.1:

Trade /treid/----------tired

The reporter used the arrangement system of Hausa language which is highly tonal to pronounce English words that are stressed timed. For that reason, “trade” which is a monosyllabic word is forced to become a bisyllabic word-“ti-red”.

From Table 4.1 therefore, it is easy to conclude that correspondents in DITV and NTA Kaduna use of English vowel phonemes is negatively influenced by their MT. Below is Table 4.1.1 showing vowel sounds of English that conflicts with that of TV correspondents MT.

Table 4.2.1: English Vowels Influenced by Hausa Sounds

ENGLISH VOWELS	CORRESPONDENTS USE
/ai/	/a/
/ə/	/a/
/e/	/a/
/□:/	/a/

/o:/	/o/
/□ /	/o/
/ə/	/o/
/əu/	/o/
/□ /	/u/
/au/	/u/
/ə/	/u/
/i/	/e/
/i:/	/i/

As presented in Table 4.2.1, the phonemes are not the same. As such, they must not be use to replace the other. But because Hausa correspondents manipulate vowel sounds of their native language and equate it with that of English vowel systems, it led to interference errors at different levels. To buttress this position, a T-test statistical tool is used to see if there is departure as regards the use of English vowels by the two correspondent reporters under study. Below is Table 4.2.2 showing if there is difference between the use of English by the correspondents from NTA and DITV.

Table 4.2.2: T-test Analysis of TV Correspondents Use of Some Vowel Sounds of English

Correspondent reporter	Number	Mean	SD	DF	T-Cal	T-Cri	P-Value	Decision
NTA	**9**	**5.67**	**1.33**	**8**	**1.23**	**1.96**	**0.01**	**Accept**
DITV	**9**	**5.86**	**0.99**					

From Table 4.2.2, it is obvious that T-cal is less than T-cri. This therefore implies that there is the influence of the two correspondents' mother tongue vowel sound system on English language vowel.

Research Question 2: What is the influence of mother tongue on the pronunciation of consonant sounds by Hausa TV correspondents?

Table 4.2 presents correspondents wrong use of English consonant sounds by imposing the phoneme of Hausa instead of that of English.

Table 4.3: Errors Committed as a Result of MT influence on English Consonants

Standard Form	Transcription	Correspondents Pronunciation	Errors Committed
Nigeria	/naid□eriə/	Nanjeriya	/ʤ/ replaced with /j/ and /n/ is introduced
Advice	/advais/	Adbais	/v/ with /b/
Typical	/tipikl/	Tifical	/p/ with /f/
Vibrant	/vaibrənt/	Baibran	/v/ with /b/; omission of /t/
Event	/ivent/	Ibent	/□/ with /b/.
Spouse	/spaus/	Sfaus	/p/ and /f/
Have	/hav/	Hab	/v/ with /b/
Partner	/pa:tnə(r)/	Fatna	/p/ with /f/
Portharcourt	/po:ha:co:t/	Fotakot	/p/ with /f/ and omission of glottal /h/
Peaceful	/pi:sfl/	Fisiful	/p/ with /f/
Division	/divi□n/	Dibition	/v/ with /b/
People	/pi:pl/	Fiful	/p/ with /f/
Honour	/onə(r)/	Hono	Articulation of silent glottal

			/h/
Their	/eə(r)/	Zia	/ / replaced with /z/
Withdraw	/wiro:/	Wizuro	/ / replaced with /z/
Report	/ripo:t/	Rifot	/p/ with /f/

It is lucid from Table 4.3 that the consonant sounds of English is negatively used by correspondents by shaping sounds of their native to suit that of the English language. All these led to certain types of errors which are discussed below.

(i) Substitution

The Hausa TV correspondents in the two TV stations substitute voiceless bilabial plosive /p/ for voiceless labia-dental fricative /f/; voiced labia-dental fricative /v/ for voiced bilabial plosive /b/ and voice dental fricative // / replaced with voiced alveolar fricative /z/ These are prevalent in all the reporters pronunciation of words like:

(a) people /pi:pl/---------- fi:ful

(b) spouse /spaus/----------sfaus

(c) report /ripo:t/----------rofot

(a) event /ivent/----------ibent

(b) have /hav/----------hab

(c) division /divin/----------dibition

(a) their /ðeə(r)/----------zia

(b) the /ði/----------za

(c) withdraw /wiðdro:/-------wizuro

(2) Re-interpretation

This error is evident in the correspondent's articulation of the word "portharcourt" as "fotakot". He manipulates the phonemes readily available in his MT and injects into the TL thereby displacing the glottal /h/.

Basically the MT of correspondents influence their use of the English consonants and this led to errors. Below is Table 4.2.1 displaying the phonemes of the MT that is usually used in place of English consonants.

Table 4.3.1: Consonant of Hausa language that Conflicts with that of English of correspondents

English Consonants	Hausa Replacements
/p/	/f/
/f/	/p/
/v/	/b/
/b/	/v/
/ð/	/z/

Table 4.3.1 showed that when the voiceless bilabial plosive /p/ appears in words, the correspondents pronounced it as /f/ (voiceless labia-dental fricative); voiced bilabial plosive /b/ is replaced with voiced

labia-dental fricative /v/ and vice versa. However, in the case of /□/ and /z/, only /□/ is replaced with /z/ and not the other way round. To support the fact above, below is Table 4.3.2 showing the T-test analysis of the correspondents use of consonant sounds in order to determine if there is commonality or not.

Table 4.3.2: T-test Analysis of Correspondents Use of Some Consonant Sounds of English

Correspondent reporter	Number	Mean	SD	DF	T-Cal	T-Cri	P-Value	Decision
NTA	5	2.87	2.87	4	0.24	1.96	0.00	Accept
DITV	5	10.04	3.50					

As can be seen from Table 4.3.2 above, the T-test shows that T-cal is less than T-cri. This invariably means that both correspondents use of consonant sounds of English language is influenced by their mother tongue.

Research Question 3: What is the influence of mother tongue on the pronunciation of intonation and the stress pattern by Hausa TV correspondents?

Table 4.4 shows how correspondents stress every syllable of words as drawn from the recorded live report.

Table 4.4: Stress Pattern of English side by side wrong use by correspondents

English Stress Pattern	**Correspondents use of English Stress**

Employment-emPLOYment	EM-PLOY-MENT
Regional- Regional	RE-GIO-NAL
Representative- repreSENtative	RE-PRE-SEN-TA-TIVE
Nationality-natioNAlity	NA-TIO-NA-LI-TY
Nigerian-niGErian	NI-GE-RI-YAN
Federal-FEDeral	FE-DE-RAL
Legislature-Legislature	LE-GIS-LA-TURE
Conviction-conVICtion	CON-VIC-TION
Championship-CHAMpionship	CHAM-PION-SHIP
Political-poLItical	PO-LI-TI-CAL

It can be deduced from Table 4.4 that there is deviation in the use English stress pattern by the Hausa correspondent reporters. While there are variation in the syllables that are stressed in English stress pattern, this rule is neglected and the stress pattern of Hausa is injected into pronunciation of English words by correspondents. This is as the result of the fact that English is stressed timed while Hausa is tonal. This may suggest why correspondents stress every syllable. As such, the MT stress pattern influences the TL use.

4.3 Overall Findings

(a) The mother tongue of Hausa TV correspondents significantly influenced their use of vowel sounds of English

(b) The consonant sound system of English as used by Hausa TV correspondents heavily influenced by their Mother Tongue.

(c) The mother tongue of Hausa TV correspondents significantly influenced the use of intonation and the stress pattern..

Discussion of Findings

The first finding of this study showed that Hausa TV correspondent MT influences their use of vowels of English language. As a result these reporters pronounce “talking” /to:kin/ as “tokin” neglecting the long sound feature of English vowel system. In some cases, lack of /□ /, /ai/, ɸ/, /□:/, /əu/ and /i:/ in Hausa phonology compels the correspondents to force the available equivalent sound in Hausa to replace them. Though researchers like Okpara (2001) and Galandanci (2000) looked at this angle, they do not specifically point at vowels sounds that are usually influenced which this study shows. This is with the view to aid teachers pay close attention to aspects they should emphasize when teaching students with similar phonic problems. This follows that the general belief by scholars like Ayodele (1988), Akinfileye (1990), Imoleayo (2011) and Anome etal (2012) that broadcasters use of English is flawless of phonemic errors is not totally true. This is because correspondents of DITV and NTA Kaduna stations use of vowel sounds of English is influenced by the sound system of Hausa. As a result the diphthong /ai/ in words like “Nigeria” is substituted for /a/ and this leads to the word pronounced as “Nanjeriya”. Again, where the vowel /ə/ occurs in a word, /o/, /a/ or /u/ are introduced. This is evident in words like “propose” /prəpəuz/ (frofos), “centre” /sentə(r)/ (santa) and “spectacle” /spektəkəl/ (sftakul). Therefore, correspondents need intensive in-house training on proper pronunciation of the vowel sounds of English and this should be a routine exercise.

The second finding illuminates that Hausa TV correspondents of DITV and NTA Kaduna stations wrongly pronounce some English words as a result of conflict between the phonic system of their MT and the consonant sounds of the TL. This is obvious in their pronunciation of “division” /divi□n/ as “dibition”. The /v/ consonant is replaced with /b/ and the /□/ with /ʃ/; “their” /□eə(r)/ as “zia” or “spouse” /spaus/ as “sfaus”. All these keep listeners off balanced. In the case of “zia”, it could be concluded that the speaker used a word directly from the MT. Though scholars like Maisamari (2003) and Nkamigo (2013) specify that Hausa speckers are likely to use /p/ in place of /f/, they do not outline consonant sounds of English that are likely to conflict with the MT of correspondents which this study has achieved. This again points to the fact that there are lapses on the part of TV stations as regards routine training of correspondents on proper pronunciation of consonant sounds of English language.

The third finding revealed that Hausa TV correspondents stress every syllable of English words. For instance, they pronounced “championship- CHAMpionship” as “CHAM-PION-SHIP” and “nationality- natioNAlity” as “NA-TIO-NA-LI-TY” and so on. This is because most Nigerian Languages are are tonal while English language is stress-timed (okpara, 2001; Galandanci, 2000). However, this situation is peculiar to second language learners (students and pupils) and not expected of correspondents. This is because, as Imoleayo (2011) and Akinfileye (1990) observed, reporters are suppose to be “champions” when it comes to proper pronunciation of English words. Terrible as Ayodele puts it; even articles are stressed in words by some Nigerian broadcaster.

Based on the situations displayed above as a result of findings of this study, it is very important that these findings to be taken seriously since one of the TV stations under study has gone International. This suggests that the correspondents used for this study may present live report of some pressing issues on TV. At such situation, one would doubt whether when they pronounce “secretary” /sekrətəri/ as

“sakatari”, “real” /ri:l/ as “riyal”, “report” /ripo:t/ as “rifot” or “peaceful” as “fisipul” they would be understood even by Nigerians in other states and worst, other African countries and Europe.

From all these, it is easy to conclude that teachers must take the findings of this study as a challenge in order to nib these problem of MT interference at the bud. This is because since even correspondent reporters are faced with difficulty in pronouncing vowels, consonants and stress pattern, it then follows that students who are not trained professional may be victims of unwarranted bastardizing of English segmental and supra segmental features. As such, teaching strategies should be geared towards pronunciation of difficult sounds of English that are likely to conflict with the Mother Tongue of learners. This implies that other study on Mother Tongue Interference of reporters should be taken in more Nigerian languages in order to solve the problem of phonic interference. This can be done by assigning students to record live reports and bring to the class for identification and analysis of MT phonic errors.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

The study is concern with "influence of Mother Tongue on the Spoken English of selected Hausa TV correspondents: implication for the teaching of spoken English at SS level". It sought whether the spoken English of correspondents is free of errors or not. Based on this background, three research questions were raised to determine if correspondent reporters' articulation of vowel, consonant sounds and stress pattern are molested via influence of their MT sound system. They are: Does mother tongue influence the pronunciation of vowels by TV correspondent reporters? What is the influence of mother tongue on the pronunciation of consonants by TV correspondent reporters? What is the influence of mother tongue on the pronunciation of intonation and the stress pattern by TV correspondent reporters?

To answer the questions above, the series of live broadcast of two Hausa correspondents from DITV and NTA were recorded. The videos were played back several times and this allowed the researcher to detect phonological interference errors. The errors were categorized according to types- substitution, epenthesis, under-differential and re-interpretation.

The findings are:

(a) The Mother Tongue sound system of the correspondents influenced their use of English language vowel system. This brought about substitution, epenthesis, under-differential and re-interpretation errors.

(b) The standard use of English consonant sound system is influenced by the Mother Tongue phonological system of correspondents. This caused substitution and re-interpretation errors.

(c) The stress pattern of correspondents Mother Tongue influenced their pronunciation of English word. This made them to wrongly stress every syllable of English words.

5.2 Conclusion

This study has shown that Hausa TV correspondents commit serious errors while on broadcast as a result of influence their MT has on the TL. As such, an in-house intensive training must be employed by the TV stations to curtail these errors most especially because the world sees correspondent reporters as the custodians of correct pronunciation of English words. This implies that experts in the field of English language must be employed to train correspondent reporters on the pronunciation of words that they find difficult before every broadcast. Unless this is taken seriously, reporters would continue this trend of anomalies of unwarranted pronunciation of English words.

5.3 Recommendations

(1) News casting and reporting should not be all-comers affair. As such, trained English language graduates from reputable universities should be broadcasters. Unless this is taken into consideration, many listeners, students inclusive, use of segmental and suprasegmental features would be corrupted with wrong pronunciation of English words and surely leads to break in communication.

(2) Intensive workshops and trainings must be carried out frequently in order to upgrade reporters on the job to pronounce words they find difficult to articulate correctly. This can be achieved by applying practical drills in minimal pairs. For instance, in the case of the

correspondent reporters under study, drill on minimal pairs of consonant /p/ and /f/ can be practiced.

/p/	/f/
Pat	Fat
Leap	Leaf
Peel	Feel
Cap	Calf

(3) Students should not depend totally on the use of English of correspondent reporters at all times. The pronunciation dictionary is highly recommended for use particularly words that they are not sure of.

(4) For those correspondent reporters who noticed that their MT influences their TL, must employ the self correction strategy. These include acquiring recommended pronunciation texts and also, language experts could be approached for necessary help. Errors identified can be fervently studied before every report. This would help to alleviate and eventually eradicate errors committed.

5.4 Contribution of the Present Study

Speaking is arguably one of the most neglected areas of the four language skills. The knowledge and skills of spoken English is of utmost importance to overcome the problems of misconception. Most at

terms some words are pronounced and the meaning is misunderstood because of wrong pronunciation of the words. Sometimes people rely heavily on radio and television reporters to emulate them as models. It is on this basis the researcher conducted this present study and it is established that even the correspondent reporters that are considered to be models commit such mistakes.

5.5 Suggestions for Further Studies

a. The Influence of Mother Tongue on use of English Consonants of Yoruba TV Correspondents.

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APPENDIX I

Sample of the Raw Data of the Correspondent Reporters from NTA Use of English Vowels

English	Hausa	Frequency
/ai/ for	/a/	5
/ə/ for	/a/	7
/e/ for	/a/	7
/ / for	/a/	3

/o:/ for /o/	6
/□ / for /o/	6
/ə/ for /o/	7
/əu/ for /o/	6
/□ / for /u/	4

APPENDIX II

Sample of the Raw Data of the Correspondent Reporters from DITV Use of English Vowels

English Hausa	Frequency
/ai/ for /a/	5
/ə/ for /a/	6
/e/ for /a/	7
/□ / for /a/	4
/o:/ for /o/	6
/□ / for /o/	7
/ə/ for /o/	7
/əu/ for /o/	6
/□ / for /u/	5

APPENDIX III

Sample of the Raw Data of the Correspondent Reporters from NTA Use of English consonant

English	Hausa	Frequency
/p/ for	/f/	12
/f/ for	/p/	13
/v/ for	/b/	11
/b/ for	/b/	12
/□/ for	/z/	4

APPENDIX IV

Sample of the Raw Data of the Correspondent Reporters from DITV Use of English consonant

English	Hausa	Frequency
/p/ for	/f/	11
/f/ for	/p/	14
/v/ for	/b/	10
/b/ for	/b/	13
/□/ for	/z/	4

APPENDIX V

Sample of Errors Committed as a Result of MT influence on English Vowels

Standard Form	Transcription	Reporters Pronunciation
Nigeria	/naid□eriə/	najeriya
Talking	/tɒ:kin/	tokin
Government	/g□ ə□ment/	govament
Centre	/sentə(r)/	santa

Study	/st di/	sutodi
Secretary	/sekrətəri/	Sakatari
House	/haus/	Howus
Spectacle	/spektəkəl/	Sfeftakul
Expensive	/ikspensiv/	Esfansiv
Real	/ri:l/	Riyal
Reveal	/rivi:l/	Ribil
Governor	/g nə(r)/	Gofna
Similarly	/simələli/	Simlali
Trade	/treid/	Tired
Third	/:d/	Tad
Propose	/prəpəuz/	Frofos

APPENDIX VI

Sample of English Vowels Influenced by Hausa Sounds

ENGLISH VOWELS	CORRESPONDENTS USE
/ai/	/a/
/ə/	/a/
/e/	/a/
/□:/	/a/
/o:/	/o/
/□ /	/o/
/ə/	/o/
/əu/	/o/
/□ /	/u/
/au/	/u/
/ə/	/u/
/i/	/e/
/i:/	/i/

APPENDIX VII

Sample of Errors Committed as a Result of MT influence on English Consonants

Standard Form	**Transcription**	**Reporters Pronunciation**
Nigeria	/naid□eriə/	Nanjeriya
advice	**/**advais/	Adbais
typical	**/**tipikl/	Tifical
vibrant	**/**vaibrənt/	Baibran
Event	/ivent/	Ibent
spouse	/spaus/	Sfaus
Have	**/**hav/	Hab
partner	**/**pa:tnə(r)/	Fatna
portharcourt	**/**po:ha:co:t/	Fotakot
peaceful	**/**pi:sfl/	Fisiful
division	/divi□n/	Dibition

People	/pi:pl/	Fiful
honour	/onə(r)/	Hono
Their	/eə(r)/	Zia
withdraw	/wiro:/	Wizuro
Report	/ripo:t/	Rifot

APPENDIX VIII

Sample of Consonant of Hausa language that Conflicts with that of English of correspondent reporters

English Consonants	**Hausa Replacements**
/p/	/f/
/f/	/p/
/v/	/b/
/b/	/v/

/□/ /z/

APPENDIX IX

Sample of Stress Pattern of English side by side wrong use by Hausa correspondent

English Stress Pattern	Reporters use of English Stress

Employment-emPLOYment	EM-PLOY-MENT
Regional- Regional	RE-GIO-NAL
Representative- repreSENtative	RE-PRE-SEN-TA-TIVE
Nationality-natioNAlity	NA-TIO-NA-LI-TY
Nigerian-niGErian	NI-GE-RI-YAN
Federal-FEDeral	FE-DE-RAL
Legislature-Legislature	LE-GIS-LA-TURE
Conviction-conVICtion	CON-VIC-TION
Championship-CHAMpionship	CHAM-PION-SHIP
Political-poLItical	PO-LI-TI-CAL

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