LANGUAGE ACQUISITION: A CASE STUDY OF THE SYNTACTIC DEVELOPMENT OF A HAUSA CHILD

BY

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DECLARATION

I hereby declare that this thesis has been written by me and that it is a record of my own research work. It has not been presented in any previous application for a higher degree. All quotations are indicated by quotation marks and the sources of information are specifically acknowledged by means of references.

Munir Mamman Katsina
December, 1992.

CERTIFICATION

This thesis entitled "Language Acquisition: A Case Study of Syntactic Development of a Hausa Child" by Munir Mamman Katsina meets the regulations governing the award of the degree of Doctor of Philosophy (Ph.D) in curriculum and instruction of Ahmadu Bello University, Zaria, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This work is dedicated to:

Hajiya Umma Munir (My wife),

for her assistance and

patience throughout the

period of the study.

Amfanin abin ado daurawa.

(One has a thing, one should make use of it.)

A Hausa Proverb.

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ABSTRACT

The aim of this study was to identify the language acquisition of a 25 to 60 months old boy as it related to the development of statements, interrogatives, commands and negatives. The concentration was on the types of patterns, stages and strategies of language development adopted by the child and the factors that influenced their development. It was also the aim of the study to identify whether or not the child passed through similar developmental stages, or adopted similar strategies of language learning as other language acquirers reviewed in this study.

The subject of the study was observed to pass through the one word, two word, three word, and sentence stages of language acquisition. The one word stage ran from 25 to 27 months, while the two word stage was from 27 months and continued up to 30 months, when three words appeared. Sentences began to emerge at this stage (i.e 30 months) and continued to the end of the period of the study *(60* months). Thus, about four developmental stageswere passed through by the subject in an attempt to acquire his language.

The patterns of the subject's speech from 25-36 months ware of the one to two word types accompanied by gestures and body movement. The patterns of the subject's sentences

from 36 - 48 months were of telegraphic speech. He produced three words without function elements such as co-ordinators or modifiers. From 48 - 60 months, function werds were used. Possessive elements such as - na (mine (m)) and - ta (mine(F)) were attached to the words signifying the things possessed. The referentials - n (the known referent (M) and -r (the known referent (F)) alse develeped. Towards the end of the study i. e at 60 months, co-ordinators and conductions were freely used te Join clauses and sentences.

The subject adopted various strategies in his L-, acquisition. The first observable strategy was that of comprehending speech heard from adults before starting te produce it. It took the subject 20 months of listening, documenting and observing the adult's speech before he started te speak at the age of 25 months. When he, however, started the actual speech, he continued to progress until he was able te closely master the language at 60 months.

The next observed strategy was that of simultaneous use of imitation and repetition of the adult's speech. The subject used to imitate words and sentences heard from adults and repeated them over and over. The imitation was tbserved to be systematic, because he imitated only one or two words of the long adult sentences.

This was the practice during one to two word stages (25 - 36 months).

The comparison between the subject and other acquirers (reviewed in the Literature) revealed that the subject passed through similar stages of language acquisition, but the ages at which the stages were passed differed. Also, the patterns used differed due to the different patterns of the languages. The two groups of acquirers (Abubakar and others reviewed in this study) passed through the one word, two word, three word and sentence stages. The findings showed that the strategies were also similar especially as they related to imitation, repetition and telegraphic speech. However, the European children (reviewed in this study) regressed and became confused when they reached an advanced stage of language acquisition, while Abubakar over generalized by retaining the previously acquired structure and extending it to other structures without transformation.

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CHAPTER ONE

1.0 INTRODUCTION

Most of the Nigerian language researchers who have conducted studies on language acquisition have focused on how children acquired English as a second language. This situation has, until very recently, created a total neglect of how Nigerian children acquire their first language (L_1).

This study is a psycholinguistic one directed towards the acquisition of L_1. Specifically, it focuses on how a Hausa child acquired syntactic components of the Hausa language - statements, interrogatives, negatives and commands. Since L_1 is acquired within a social context, it is necessary to look at the Hausa language in the context in which the subject acquired it.

1.1 BACKGROUND TO HAUSA SPEAKING CHILD

Hausa is spoken as a first language by many communities in the northern part of Nigeria. It is also spoken as first, second or third language in some of the remaining states of the Federation. Most children from the predominantly Hausa speaking areas of Katsina, Kano, Jigawa, Sokoto, Kebbi,

parts of Kaduna, Bauchi and Niger states, grow up to find themselves speaking Hausa as their first language. This is because the language is the initial medium of communication in most homes, spoken by parents, relatives, siblings and peer groups.

Most children in the Hausa speaking community are introduced to Quranic schools where they learn how to read Quranic verses in Arabic through Hausa as the medium of instruction. The schools, initially serve as nursery schools and later as primary schools for the children. As Ndahi (1982) indicates, nursery schools provide a unique opportunity for the acquisition of language. The child has the opportunity to interact with many other children and adults.

The nursery schools of Ndahi's reference are of the types organized along the line of the Western Education system which are in fact not many especially in the rural areas of Hausa communities. Therefore, the first formal schools for most Hausa children are the Quranic schools which they attend from the age of two up to the time they are ready for primary school, and for some children

tp adulthood.

Children in the urban areas, including the subject of this study, get en additional opportunity to acquire Hausa through television programmes. There are some interesting programmes in Hausa particularly designed for -the children by the Nigerian Television Authorities of mest Northern States. Programmes such a£ Ku Matso Yara ("Come Together Children") by the Nigerian Television Authority, Kan#; Yara Manyan Gobe ("Children the Adults of Tomorrow") by Nigerian Television Authority Katsina, and Shirin Yara ("Children's programme") by the Nigerian Television Authority, Stkoto, do broaden the children's knowledge of the Hausa Language through the songs, folklore, riddles :MV\ stories they hear during the programmes.

This is the kind of setting in which the child of this study was acquiring Hausa as L_1• He was living in an urban area of Katsina town and was attending a Quranic school. Hausa is his first language, the language spoken at home and outside the home. The selection of such a. setting for the study of a/first language would, therefore, help to obtain comprehensive and reliable information

on tt» language acquisition process.

1.2 THE PURPOSE OF THE STUDY

It is true that the speech of young children differs radically from the speech of adults (Smith, 1933)4 This study does not intend to describe the child utterances according to how closely they resemble the speech of adults* The emphasis is mainly on the process of the child linguistic development, especially the development of state-nents. interrogates, commands and negatives in Hausa by a Hausa child.

The study is exclusively devoted to the syntactic aspects of the Hausa Language acquisition process of a child aged 25> - 60 months with the aim of finding out the strategies he adopts in learning Hausa, the stages he passes through in mastering the language, and the factors that may enhance %r delay his language development. The study is aXso intended to compare the strategies and stages found by other researchers (reviewed in the literature) with. those in the present study. The aim i_m* to find out whether or not a Nigerian child learning Hausa as a first language differs in his Language acquisition from other children. The observations,

data resources about the child and the conclusions or findings of this study are presumed to hold true for most Hausa children in the same setting as the Hausa child in this study.

1.3 STATEMENT" CF THE PROBLEM-

phomsky (1965) formed a generative grammar point of view and maintained that every child is *horn* WitH universals of linguistic structures. Sltbin (1971) proposed that there is a high degree of uniformity across languages in the kind of meaning that is expected in children's early two-word utterances. Meers (1976) indicated that there is a variation in the age at which language skill develops and even greater individual variation in the age at which words and sentences are acquired, •nd that the ages and stages of the acquisition of language can be widely different but still normal.

These and other studies are competing psycho-Linguistic issues on Language acquisition process conducted t>n European children in an environment which is entirely different from that of African settings. This, therefore, calls for more researches on /.frican children in order to find *out* the

nature of the language learning process they adopt.

The present study, therefore, focuses on the language acquisition of a Hausa child Learning syntactic structures in a predominantly Hausa environment of Katsina town. The study is intended to answer the following questions:

1: What stages of language acquisition does a Hausa child aged *2^>* to 60 months pass through?

2. At what stages does a Hausa child acquire single-words, two-words and sentences, if these s'equen»es do at all occur in the child's process of language acquisition'"

3. What is the order in the child's mastery of syntactic elements such as statements, interro-gatives, commands and negatives in Hausa language?

k> What strategies does the child employ to atquire : simple and complex sentences in Hausa?

5. What are the pedagogical implications tf the learning and acquisition of Hausa sy»tatti« aspects?

1.U. THE SIGNIFICANCE OF THE STUDY

Most of the psycholinguistic studies, especially those on first language acquisition, have keen

conducted in Europe (e.g. Braine (1963); Brown and Bellugi (1964), Bloom (1970)). The researcher is aware of a few studies that have been undertaken in the area of language acquisition of Nigerian children. The first is that of second language acquisition in childhood by a child aged three to five years conducted by Ndahi (1982). The other is the study of the phonological development of a Hausa child aged three to five conducted by Yusuf (1984). In yet another study, Akpughunum (1986) treated the interlanguage hypothesis in second language acquisition by a Nigerian child from age three to five years.

Although Ndahi (1982) and Akpughunum (1986) have shown a general language acquisition of a Nigerian child, their work have been based on how children acquire English as a second language, and not on first language per se. And although Yusuf (1984) studied how a Hausa child acquires his first language, his study is purely on the phonological development of the language. It reveals very little about syntactic, semantic and morphological developments and this necessitates a further study on

the undiscovered areas, especially the syntactic process in child language acquisition. This is what the present study sets out to do.

This study is a contribution to the overall theory of developmental psycholinguistics, and in particular, that of language development of a Nigerian child. This is because, the research is expected to focuse on language acquisition process in a Nigerian environment, identify the mechanisms of first language acquisition, and the strategies adopted.

Due to the neglect of the first language studies in Nigeria, some teachers (especially Primary School teachers) do not know enough about the best strategies for first language teaching. Many of them are not aware of the different stages that children pass through in acquiring their mother tongue. This study is, therefore, relevant not only to Hausa language teachers, but also to all teachers of Nigerian languages at pre-primary and early primary schools level.

Most of the articles in Nigerian journals on the study of Nigerian languages and literatures, are based on the findings of adult language to the almost total neglect of the child language acqui-

sition processes. For example, "The Nigerian Language Teacher" journal of 1981 has specifically been concerned with the problems of teaching African languages, national language policy and other related matters. No single article touched the area of child language.

In the conference of Linguistic Association of Nigeria of 1989, the contributions made concentrated on pragmatism and the search for national language policy on education, bilingualism in Nigeria, linguistic elections for Nigeria/African languages and related topics. None of the articles specifically discussed the language acquisition process of a Nigerian child. It is, therefore, significant to conduct research in this neglected area with a study like this.

In many Universities and Colleges of Education, students and teachers of languages are mainly exposed to pure linguistic studies, especially to the phonological, semantic, syntactic, and morphological aspects of adult language. Attention is not given, by many of these higher institutions to the study of psycholinguistics on first language

This study is expected to pave the way for a better understanding of the child, the strategies of his language acquisition and the factors that improve or delay his language development. It is hoped that the study would be a guide to teachers on the teaching of first language in pre-primary and early primary schools.

Focus on ages two to five years in this study is based on the assumption that it is the period when grammatical structures develop rapidly and with increasing variety. During this period, child language begins to approximate the adult's grammar in its simple form (Slobin , 1971). This study is aimed at focusing on this age range in order to find out the important contributions it offers to child language acquisition in the Hausa society.

Child acquisition of statements, interrogatives commands, and negatives, is the major concern of this study. This is because it is the age where the forms of negation and interrogative as well as statement and command develop until they approximate the adult's grammar (Meers, 1976).

By conducting a research on these syntactic aspects, useful findings may be discovered, especially as they relate to child acquisition of these structures in the Hausa language.

In summary, this study hopes, to among others:

1. pave the way for a better understanding of the language acquisition process of a Hausa child especially as it relates to statements, interrogatives, commands and negatives.
2. find out the important contributions the age range 25- 60 months offers to child language acquisition in the Hausa society of Nigeria;
3. expose the earlier findings on language acquisition conducted else-where in order to affirm or discard the findings; and
4. contribute towards stimulating other researchers' interest into carrying out further studies in the area of child language development

1.5 BASIC ASSUMPTIONS

The basic assumptions of the study are stated below:

1. Every child is born with a universal linguistic device for the acquisition of language (Chomsky, 1965) and (McNeilL(1966). It can be assumed that the Hausa child is endowed with this universal device.

2. Several stages are passed through by a child in acquiring the grammar of his language (Crystal, 1971). These are one word, two-word, three word and sentence stages. It can, therefore, be assumed that the subject of the study may pass through similar stages.

3. Since most studies on the development of complex sentences indicate that the major types of complex sentences emerge between the ages two and four (Bowerman, 1970), the subject is assumed to start the construction of sentences between ages two to five years.

4. There is variation in the age at which major skills develop and even greater individual variation in the age at which words and language are acquired (Meers,1976).

This individual difference may apply to the subject of this study.

5. Negatives, interrogatives, and commands, are syntactic structures involving certain operations which children do not acquire easily (Meers, 1976). It is assumed that the subject may not easily acquire the structures mentioned.

6. At the early age of language acquisition (18-20 months), a child only retains the "contentive" words such as noun, verb and adjective, and omits the "function" words such as inflection, conjunction and other connective words (Lenneberg, 1967). It is possible that the subject would adopt similar strategies in his language acquisition process.

1.6 SCOPE OF THE STUDY

The study of language acquisition by children is carried out at, among others, the phonological, morphological, syntactic and semantic aspects. In order to thoroughly study the language acquisition process of a child, these four fundamental aspects

need to be studied. It is a wide area of study to involve the four aspects because it requires a series of longitudinal psycholinguistic studies. It seems impossible to adequately deal with the whole process of language acquisition by children if these broad based areas are covered. It, therefore, becomes necessary to make some kind of selection.

The present study has been specifically restricted to the acquisition of syntax with emphasis on how a Hausa child from aged 25 to 60 months develop statements, interrogatives, negatives and commands in Hausa. The study also gives some indications as to what is involved in the process of language acquisition by children in general. For this reason, a longitudinal study device have been adopted to study the child's syntactic process in Hausa. Other areas, such as phonological, semantic and morphological processes, have not been specifically treated in the study but have been used where necessary for the purpose of illustrating some points.

The child of the study is the researcher's own child. This has given the researcher ample

opportunitys to freely observe the child's use of the language on different occasions during the research sessions. It had made it possible to observe the subject at night, in the day-time, when he was in his mother's room, in the toilet and other restricted places to which outsiders may not have access.

Such longitudinal study on one's own child is a normal practice in psycholinguistics. For example, Piaget (1959) studied his own children to find out the active quality of meanings in the single word stage; Leopold (1939 - 1949) studied speech development of his own bilingual child; Bloom (1970) studied the function of the words of her daughter and their apparent meaning. A study on only one child gives a researcher ample opportunity to concentrate all his effort on that particular child alone, to systematically observe his developmental stages and the strategies he adopts to acquire his language.

Psycholinguists such as Brown (1973); Brusier (1975); Fourcin (1976), and Whtaku (1976) had studied language disorders in the child and

extensively expanded the literature on the subject, mostly from the research discipline centred on cognitive psychology and linguistic sciences. Although language disorder in the child is a neglected area of study in Africa, it is not the intention of this study to venture into such a study. This is because to do that, the study has to touch on the patterns of Language disability from a clinical view point such as hearing loss, language deficit, childhood deafness and others, based on a detailed developmental approach, which is outside the scope of the present study.

Sociolinguists like Nelson (1973); Miller (1964); Danziger (1971), and Speier (1970), had studied child's language purely from the socialization and language use view point. Although this is an important area of language acquisition process, this study is not particularly based on pure sociolinguistic pattern. To conduct such exclusive study, a researcher has to, among other things, study so many factors such as social class, stratification, class mobility and other aspects which are not directly within the scope of this study.

In summary, this study is a psycholinguistic study of language acquisition of the Hausa child. Sociolinguistic, semantic, morphological and cognitive aspects have been used where necessary for the purpose of illustrating certain points only.

1.7 DEFINITION OF TERMS

It is necessary to define the following terms which are important to the understanding of the study.

Aspect in Hausa is an action rather than time of action. It indicates the action by changes in the person aspect of verbs not by the verb itself. Example:
Ya sha (He drank), Yana sha (He is drinking)
(Skinner 1977).

Bound Morphemes are those which cannot stand alone and can only occur when attached to other morphemes (Skinner 1977). Examples are wa (a dative pronoun), -n (the known referent (M)), -r (the known referent (F)) that function as linkers.

Built-in system of recording progress is an approach aimed at achieving accelerated language development while following the normal developmental stages. Progress is recorded stage by stage for each child by whoever is carrying out the programme so that a logical sequence is achieved and progress can be continuously assessed (Moove 1973).

Continuative aspect indicates action occurring as a process rather than at a single point in time. This process may occur in present, past or future time as the context may indicate. The aspect employs the tense marker - na (indicating doing of action) of the meaning "be in the process of," "be at," preceded by a high tone, short vowel set of person marker ni- (I or I am); mu-(we); ka- (you(m); etc, as in muna (we are), kana (you are (m) respectively (Skinner, 1977).

Creative Construction is a subconscious process by which language learners gradually organize the language they are learning according to rules that they construct to understand and generate sentences.

Denial indicates negating the truth of a statement or action; the identity, state, or event, expressed or implied in his or her own utterances or action or in other's utterances (Bloom and Lahey, 1978, Ndahi 82)

Declarative Questions involve the use of the rising intonation only, without inversion of the subject and the operator, e.g. You came yesterday?' (Ndahi 82)

First Language is language which is chronologically first even though it may belong to a brief stage of the child's development and subsequently forgotten and never used (Ndahi, 1982).

Future Aspect employs aspect za (will) plus the subjunctive person-aspect pronoun . Example, "Za ta" (she will), "za su" (They will)(Skinner, 1972)

Free Morpheme stands alone and does not need to be attached to other morphemes (Skinner, 1972). Examples, nan (here), can (there), da (and) etc.

Fanctors are words such as inflections, auxiliary verbs, articles, preposition and conjunctions. They are fanctors because their grammatical functions are more obvious than their semantic content (Lenneberg, 1967).

Holophrase is a single word representing a whole thought as 'no Zookie" (Trantham, 1976).

Imitation is the process whereby the child produces the speech of an adult by preserving the word-order of the model sentence he hears (Lenneberg, 1967).

Language Acquisition Device (LAD) is a series of innate concepts and principles which the child brings to first language acquisition. LAD accounts for the striking similarities among human languages even those which as far as is known, are historically and geographically unrelated. It also accounts for the speech ease and regularity with which children learn their first language (Smith, 1973).

Language Environment refers to everything which a learner sees or hears in the language which he or she is learning (Smith, 1973)

Method of expansion is the process of discovering the cognitive structure of one-word speech of the child by the adult expanding it into adult form. That is, by interpreting the child's speech on cues from that context to arrive at his or her interpretation. This includes the child's gesture, orientation and intonation as well as logical relation between the child's word and the context (Smith, 1973).

Non-existence refers to object, person or action-event that does not exist or occur in the context,

or the child does not see it/him in the context, but there is some reason to expect it/him to be there or to look for it/him (Bloom and Lahey 1978; Ndahi 1982).

Pre-syntactic utterance is a speech which spans from the age range of roughly 9 - 19 months whereby each sentence is only one word long (Corder 1983; Ndahi 1982).

Pre-linguistic stage is a stage at which children produce stably significant but idiosyncratic sounds (Corder 1983; Ndahi 1982).

Pre-Verbal Pronoun is a pronoun that appears in Hausa tenses to refer to the person of reference. For example Yana karatu (He is reading.) the ya- is a pre-verbal pronoun (Galadanci 1976).

Performance ability includes not only verbal, but also non-verbal concrete tasks such as picture puzzles, copying models and others (Cooper 1978).

Prohibition refers to a situation when the child opposes an action which someone else is doing or intends to do, or when he opposes an object which he does not want/like (Bloom and Lahey 1978; Ndahi 1982).

Phase refers to language development of the subject at 12 months intervals. For example, phase one (25 - 36 months), phase two (36 - 48 months),

phase three (48 - 60 months) of Hausa language acquisition in the present study.

Reduction is the tendency of the child to omit some words or morphemes from the adult's longer sentences by retaining some words and omitting others (Lenneberg,1976).

Referential comprises elements such as -n and -r as in Littafi: -n (Littafin: the book), shanu-n (Shanun: the cows), and riga-r (rigar: the shirt) (Galadanci 1976) "The elements (i.e -n and -r refer to things of discussion previously known by the speakers.

Rejection refers to a situation in which a child apposes an action or refuses an object that is in the context, imminent or implied within the situation, and uses forms of negation (Bloom and Lahey 1978; Ndahi 1982).

Semantic function is the process whereby children combine words freely with available vocabulary to produce a variety of utterances. An example is where the word dada is used not just to name father but also as reference to his father's coat (Greenfield 1976).

Short Possessive is analysed in terms of a link element -n or -r plus a pronoun depending on masculine singular, plural or feminine singular to refer to something. For example: Gidansa (His house), Gidansu (Their house) and Akuyarka (Your goat) (Galadanci 1976).

Sentence is a meaningful group of words, functioning as a unit in the give-and-take of communication. It normally contains at least a subject and a verb, but it may also be an elliptical, (Quirk, 1972)

Speech act is a variety of acts of speaking. Examples are, asking questions, making statements, requests (Greenfield, 1976).

Specifier refers to several forms which are mutually exclusive within the nominal phase (NP). There are three sub categories of specifier, namely: The interrogative specifier - Wane? (which one (M)?), wace? (which one (F)?) and wadanne? (which ones(P)?). The long demonstrative specifier which comprises, Wannan (This one (M)), waccan (That one (F)), Wadannan (These one's (P) (Galadanci, 1976).

Stage refers to the language development of the subject of this study at monthly intervals. The stages, (as found in the subject's acquisition of Hausa) have sub-stages as 25 months, 26 months, 27 months to 60 months.

Strategy refers to a device or technique of language acquisition. The device is an inborn linguistic ability of language acquisition known as "Language Acquisition Device", (LAD) (Clark, 1975). The technique, on the other hand, is a kind of method which a language acquirer consciously or unconsciously adopts to learn language (Kagan, 1967).

Telegraphic Speech is a speech that consists of nouns, verbs and adjectives. It is a speech that omits functors such as my, has, I, here, to, at, in, etc (Lenneberg, 1967).

Utterance in the present study refers to the subject's speech which is in the form of one word, two words and above.

Verbal Complex is the type of verb that comprises pre-verbal pronoun (PP), tense marker (TM) and the verb(v). For example, Tana sha (She is drinking) contains ta- (as pre-verbal pronoun (PP)), -na (as a tense marker(TM)) and sha (as a verb) (Galadanci, 1976).

Word is a unit of spoken language (Quirk, 1972). In the present study, the word represents an utterance of the subjects speech.

1.8 KEY TO ABBREVIATIONS

In this study words have been abbreviated and the notational conventions of the abbreviated words are described below, using Galadanci's (1976) model of sentence analysis.

Adj = Adjective

Adj + N = Adjective + Noun

Adv = Adverb

Asp. Pro = Aspectual Pronoun

Commd = Command

F = Feminine

IMP. Pro + Verbal. Ph = Impersonal Pronoun + Verbal Phrase

Kadɑ Commd = Kada Command (Don't Command)

L_1 = First Language

L_2 = Second Language

LAD = Language Acquisition Device

M = Masculine

N = Noun

N + N = Noun + Noun

N + Adj = Noun + Adjective

Neg = Negator

N + V = Noun + Verb

NP + n + NP = Nominal Phrase + Referential -n + Nominal Phrase

NP + -r + NP = Nominal Phrase + Referential -r + Nominal Phrase

N + VC = Noun + Verbal Complex

O (N) + S (N) + VC = Object Noun + Subject Noun + Verbal complex

Prop.N + Verbal Ph = Proper Name + Verbal Phrase

P = Plural

Pro. Pronoun

1st. P. Pre-V. Pro = First Person Pre-Verbal Pronoun

2nd P. Pre-V. Pro = Second Person Pre-Verbal Pronoun

3rd P. Pre-V. Pro = Third Person Pre-Verbal Pronoun

1st P. Pro = First Person Pronoun

Q = Question

Ref = Referential

Short. Poss = Short Possessive

S(N) + VC + O(N) = Subject Noun + Verbal Complex + Object Noun

Spec = Specifier

Stab = Stablizer

Subj = Subject

Tag Q = Tag Question

Trans. Q = Transformation Question

V = Verb

V + N = Verb + Noun

VC + Adv = Verbal Complex + Adverb

VC + N = Verbal Complex + Noun

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

The literature on child language acquisition is wide. It covers psycholinguistic theories of language acquisition such as the behaviouristic, nativistic and cognitive theories. Other psycholinguistic perspectives are the longitudinal studies based on the developmental sequences such as pivot grammar theory by Braine (1963), Brown's (1973) analysis of stages and Bloom's (1970) study on early two word utterances. Other areas of child language studies are the sociolinguistic, biological and semantic perspective of language acquisition.

This chapter attempts to review the literature on language acquisition processes in sequential order, starting with psycholinguistic theories, the behavioural psychology and its opposing innatist and cognitivist theories. The review of longitudinal developmental stages of language acquisition, the biological, sociological and semantic perspectives are reviewed in sequential order.

The methodology of first language acquisition is also reviewed in this study so as to enable the researcher adopt suitable analytical tools and model for the study. Finally, syntactic structures of the Hausa language and Hausa morphemes are accordingly reviewd.

2.2 PSYCHOLINGUISTIC APPROACHES

There are opposing psycholinguistic approaches to the study of language acquisition by children. The behavioural approach has the view which is in sharp contrast to the nativist and cognitive approaches. The behaviourists, for example, state that language is imitative and that verbal responses are a subclass of responses in general, and have to be learned through the establishment of connection between stimuli and responses (Skinner, 1957). The general laws governing language learning are, therefore, environmental factors such as reinforcement, frequency and contiguity of occurrence.

Skinner's (1957) approach has been criticised by Chomsky (1959), for ignoring the rule-behaviour system the speaker of a language is learning. The approach ignores the creativity of language, the innate language ability which children naturally posses, and cannot adequately explain processes of the phenomenon of human mental life (MCDonough 1981).

Although Skinner's approach has been criticised, this study does not disregard the theory in its totality. The researcher does not, however, share the view that a child is a tabula-rasa with nothing in his head, but believes

that the verbal behaviour of the child can be increased through environmental reinforcement, encouragement and stimulation as proposed by Skinner (1957). The researcher, therefore, would encourage the child of the study to talk through stimulation and reinforcement by rewarding him with something he likes to eat or drink and by providing him with an assortment of toys to play with.

As a result of the simplistic view of the behavioural theory and its inadequancys to explain language acquisition by children, the innatist or nativist theory emerged. According to this position, the child is born with specific innate knowledge of language known as Language Acquisition Device (LAD) (MCLean, 1978).

Chomsky's (1957, 1965) was the best known theory which proposed that all sentences have a "deep structure" and a "surface structure". In the deep structure he hypothesized the meaning desired by the speaker to exist in the form of the basic syntactic structures consistent with that meaning. In the surface structure these basic grammatical structures are maintained even though the surface structure of a sentence might be considerably different in form from its deep structure representation (MCLean, 1978).

Chomsky (1957, 1965) maintained that although the two sentences, "The boy hit the girl", and "The girl was hit by the boy" are different in surface structure, their deep structure is considered to be the same; and the passive transformation maintains the relationship of the boy as the agent of the action and the girl as its object even though their grammatical forms (as subjects of the sentence) have been reversed (MCLean, 1978).

Faced with the problem of how children acquire language of the structure form he described, Chomsky (1965, p37), maintained that a child has an innate knowledge of grammatical structure. Children, according to him, are born with the knowledge of the basic grammatical relations and categories such as subjects, verbs, and objects, nouns, and a auxiliaries.

Chomsky's (1965) theory has been criticised for lack of direction about the contexts in which his structures might be sought. Although it is accepted that language has structure, Chomsky's view of language has not been found to be particularly appropriate for either describing natural language acquisition or for generating effective clinical or teaching procedures. (Snyder 1978)

The researcher considers the nativist or innatists theory as an important approach to the study of language acquisition. The knowledge that a child has a predestined ability to learn language not only helps a researcher to observe the natural strategies that a child adopts to acquire his language, but also leads him to the understanding and interpretation of the natural stages which a child innately passes through before he masters his language. The researcher would observe the innate tendencies of the subject of this study, and how these would enable him to acquire the Hausa language.

Due to the weakness of Chomsky's (1957) theory to adequately expain how children acquire language naturally, the cognitive theory emerged. This began with the publication of Bloom's (1970) study. According to this position, children's utterances, especially, in the early stages of multi word structures can only be interpreted by observing carefully the contexts in which they occurred (Synder, 1978). Bloom (1970) found that early childhood language can be described as "here and now", in that it is directly related to the immediate context of its occurance.

The cognitive theory has been criticised for considering only lexical relations and immediate contexts. This, according to

MCLean (1978), forces the language study to be restricted to early stages of language acquisition process only. The theory cannot adequately explain the language acquisition process of children of between three to five years, where syntactic structures rapidly develop.

The three approaches: the behaviouristic, nativistic and cognitivistic, have important contributions to make to the study of the language of a child. The child needs an environment through which he can imitate and acquire the language. Reinforcement also plays an important role in the acquisition process. The child cannot, however, learn the language if he does not possess an innate ability to which he has been predisposed. This ability facilitates the acquisition of the language provided by the environment.

It is also true that learning comes through free activity by the child in an environment, that is, a two-way interaction between the free will of the child and the rich environmental stimulations. As a result of these competing approaches to child language learning, an ecelectic model which takes in the strong aspects of each of the three approaches would be used to observe the language acquisition of the subject.

The researcher would observe, for example, how imitation plays an important role in language acquisition, and how reinforcement governs language acquisition as proposed by Skinner (1957). The researcher would observe how Language Acquisition Device (LAD) operates in the subject which as proposed by Chomsky (1965) enables children to acquire language categories. Similarly, the Bloom (1970) cognitive theory and how language is directly related to the immediate contexts of its occurrance would be observed.

2.2.1 LANGUAGE AND PSYCHOLOGY

What is referred to as language is a system of highly patterned behaviour with specific laws governing specific form of human behaviour (Crystal, 1971). Psychology, on the other hand, is a general principle that underlies human and animal behaviour (Miller, 1964). Language and psychology are, therefore, interrelated because they both deal with the study of human behaviour whether linguistic or cognitive behaviour of a child. The psychology of child development reveals that cognitive development in children takes place in successive stages, and each stage has its own manfestations and limitations (Piaget, 1959).

Although the study of language is mainly directed toward the study of language structures which include speech sounds and meanings, and the psychology, on the mental processes of human being, the two are interrelated.

Each contributes to the study of the other. The researcher intends to combine the psychological and linguistic procedures. For example, psychological aspects such as maturation relating to physical, mental growth and development, motivation and other psychological aspects are expected to appear in the child of the study. Egocentric use of language and how a child conceptualizes things are also important areas where psychology and language are interrelated and worth studying. These aspects would be studied to see how the subject uses them and how they influence his first language acquisition.

2.2.2 PIAGET'S THEORY OF LANGUAGE DEVELOPMENT

Piaget (1959) built his theory of language on the relation between maturation and development. According to him, linguistic development follows other aspects of intellectual development. He also considered linguistic development as part of the development of intelligence (1959, 1973).

Piaget (1959) divided the intellectual development into stages such as, sensory-motor stage, about 0 - 2 years; pre-operational state, about 2 - 7 years which has been divided into pre-conceptual stage (about 2 - 4 years) and intuitive stage (about 4 - 7 years). The other stages are concrete operations, from about 12 years of age. The subject of this study falls within the pre-operational stage, and this is what would, therefore, be reviewed in this study.

During the pre-operational stage, i.e. during the years from two to seven, the child develops symbolic function of language and can differentiate between signifying and signified elements. During the period (2 - 7 years) language is still mainly egocentric (Piaget, 1968).

This egocentric act lacks communicative intent. It can occur in solitude or in the presence of others, but in the latter case it shows no regard for possible listeners. It is speech bound up with the activity of the moment. Children of this stage assume that any listeners are also bound up in that activity, (i.e. activity of the moment), and see in it exactly the same way as they do (Piaget, 1959). Children of the pre-operational stage cannot step outside of themselves in order to adopt another's perspective, They are at the centre

of their own universe, and no one, particularly the children themselves, can do anything about this egocentric behaviour.

The Russian psychologist Vygotsky (1969) disagreed considerably with Piaget's (1959) view of the relationship between language and thought and of the functions of language in childhood. Vygotsky's (1969) major concern was with the development and function of what he called inner speech. He defined inner speech as speech for oneself as opposed to external speech, which is speech for others. Inner speech, which is for oneself, turns inward to thought; external speech, being for others, turns thoughts into words.

In summary, Piaget (1959) is of the opinion that much of the language development of children depends on their cognitive development. Children's intellect develops as part of a natural process in which interaction with the environment plays and important part. Vygotsky (1969), on the other hand, regards the egocentric speech as a phenomenon of social activity. The disagreement is, therefore based on the natural (cognitive) and social (environmental) factors that influence the egocentric speech of a child. The researcher attempts to critically observe these two important psychological aspects (i.e natural and environmental influences on language and examine how they affect the language acquisition of Hausa language by a Hausa child.

2.3 LONGITUDINAL STUDIES ON LANGUAGE ACQUISITION

Longitudinal studies on language acquisition describe how child language develops chronologically. They are the studies that observe the developmental stages of language acquisition by children (Pfleum 1974). These studies have been described by Braine (1963), Bloom (1970), Brown (1973) and others as highlighted below:

2.3.1 THE PIVOT GRAMMAR

Children's early attempts at syntax have been described in the longitudinal studies on language developmental literatures in terms of the "Pivot grammar". Regers (1975) indicated that the use of two-word and three-word sentences during the second half of the child's life of the study (i.e. about 30 months), has received greater attention by investigators. A number of such studies reported similar phenomena in the samples of early child speech. There were for example, similar reports by different studies such as Lennenberg (1967) which showed that when children begin to use two-words in juxtaposition, a small number of words occurred frequently in relatively fixed positions in combination with a large number of other words, each of which occurred less frequently. Example of such phenomena are indicated by Lennenberg (1967) as:

more	milk	here	sock
more	nut	here	all gone
more	up	here	bird

More and here, in the example, occurred frequently in relatively fixed position and milk, nut, up, sock, all gone and bird, are the examples of a large number of words which occurred less frequently. Braine (1963), named the first group of words (i.e the ones that are in relatively fixed positions) as "Pivots". Children's speech has since been described in the literature as 'Pivotal' and an account of the syntactic productivity of early utterance is often referred to in terms of "Pivot grammar".

The studies of Miller and Ervin (1964) and Brown and Fraser (1963) were essentially Pivotal in that they looked at a large number of children's utterances and described what they saw in terms of classes of words based on their occurrences. What the investigators found was essentially an orderly arrangement of at least two classes of words, that is, those that occurred frequently in fixed position and those that occurred less frequently. Words such as 'no', 'no more', 'all gone', 'this', 'that', 'here', 'off', 'on', and so on occurred frequently and shared contexts with a large number of words that occurred less frequently.

Pivot grammar has been criticised for only accounting for superficial characterization of the form and distribution of linguistic elements in early two-word utterances (Bloom 1970). It is, therefore, suggested that a more productive model of early language development for use in evaluation and treatment of language pathology would need to specify the semantic relations among the words which the children used and coded by syntax. Pivot grammars referred only to distributional phenomena rather than meaning and because of that they referred only to performance, and not competence (Bloom, 1970, 1973; Schlesinger 1971; Bowerman, 1970, Bale, 1976).

The present study is a longitudinal one based on the language acquisition of a child; Pivot theory would therefore, be carefully observed to identify whether the position actually applies to the Hausa language acquisition process. This is because there are individual differences among children. The strategies adopted by one child in learning his language may not necessarily be adopted by another child. Whatever may be the case, Braine's (1963) theory would be observed and the extent of its application to Hausa language acquisition would similarly be examined in this study.

2.3.2 BROWN'S ANALYSIS OF EARLY LANGUAGE

Brown and Bellugi (1964) studied the development of English syntax of the sentence constructing process in three children between eighteen and thirty-six months of age. From the data, they discovered five stages in early pre-school language acquisition and each stage was defined by a measure of mean length utterance (MLU).

In stage 1 (MLU point 1.75 and MLU span 1.5 - 2.0), the child's utterances are of two morphemes long, known as 'two-word' stage, mainly consists of nouns, verbs, adjectives and adverbs with noticeable absence of function words. Example of such utterances are:

Model Sentences	Child's Utterances
Daddy's brief case.	Daddy brief case.
Fraser will be unhappy.	Fraser unhappy.
He is going out.	He go out.
Daddy will hit.	Daddy hit.

Stage 2 (MLU point 2.25 and MLU span 2.0 - 2.50) is the stage of emergence of grammatical morphemes, the stringing together of two word relations. At stage 3 (MLU point 2.75 and MLU span 3.0 - 3.5) the child develops sentence modalities, that is, sentence types, such as declarative, negative, interrogative and imperative. This has been labelled by Brown (1973) as the simple sentence stage. At stage 4 and 5 (MLU 3.50 point, 3.0 - 3.5 span; and 4.00 MLU point and 3.5 - 4.0 MLU respectively), the

child has succeeded in mastering the complex structure of his native language.

Brown's analysis of early language has been criticised for generalizing the mean length utterance (MLU) of English syntax of sentence construction. Brown did not consider the individual differences of children as well as the environmental peculiarities which may affect language learning (Pflaum, 1974). Although Brown's analysis has been criticised, his finding is of relevance to this study because it shows the strategies a child adopts in acquiring his language. Stage 1, for example, which begins from one year and ends at about two years, shows absence of function words such as auxiliaries and inflection. But by the end of four years a child of Brown (1964) analysis is reported to have mastered the complex structure of his language, which by implication, means that he has, by the age of four, learnt how to use the function words. Although there may be individual differences in acquiring this strategy, Brown's (1964) findings are relevant to this study and would be carefully observed in the subject of the study to see whether or not he adopts this kind of strategy.

2.3.3 BLOOM'S ANALYSIS OF LANGUAGE ACQUISITION

An important change in the perspective applied to the study of language acquisition among children emerged when developmental psycholinguistics began

to use semantic consideration in the study of language. In her analysis of the utterances of three children in early stages of multi-word structures, Bloom (1970) revealed the interpretation of meaning of the utterances as ascertained by observing carefully the context in which it occurred. That is to say, early childhood language can be described directly in relation to the immediate context of its occurrance.

Bloom (1970) recorded two occasions of the utterance, "Mommy sock" from Kathryn, one of her subjects, and found that the utterance occurred in two different contexts. In one context, Kathryn was picking up her mother's stocking, while in the other context, her mother was putting Kathryn's sock on Kathryn. This, therefore, indicates that the grammatical relationship manifested in Kathryn's utterance "Mommy sock" in one case was judged to be genitive (possessive); and in the other, a subject-object grammatical relationship of agent - object of action (Bloom, 1970).

Bloom's (1970) study, like the studies preceding it (Braine, 1963; Brown and Bellugi, (1970)) was based on the superficial distribution of early word utterances of a child's language. The only difference is the emphasis she gave to semantic interpretation of words rather than their use in juxtaposition. The study did not, however, give a

detailed syntactic description of how children used more than two words in sentences. It focused on the contextual speech of early words.

As Crystal (1976) indicated, it is difficult to say very much about the grammar of single or two word utterances. We cannot, for example, say that dada expressed by a child, is the subject or object of a sentence. Meers (1978) has, in the same way, criticised single word studies because the grammatical endings and other morphological devices which serve to clarify syntactic relationships are in rudimentary forms and, therefore, from a purely formal point of view, there is little of syntactic structure to report. This indicates that a more productive model of language acquisition process has to be looked into for evaluation and treatment of the child's syntactic acquisition process.

Although Bloom's (1970) study was criticised for concentrating on one to two word utterances, this study would benefit from the analysis especially on the semantic interpretation of the words. A researcher needs to know the context of the child speech before he actually understands what he intends to say. The contextual situation, gestural reactions of the child and other semantic elements may help the researcher to fully understand the utterances of the subject. Thus, the researcher would observe Bloom's (1970) semantic interpretation of words for proper evaluation of the subjects speech.

2.4.1 TRANTHAN AND PEDERSEN STUDY ON EIGHT CHILDREN

Tranthan and Pedersen (1976) conducted a longitudinal study on eight children through a critical language learning period of one to three years. They studied the development of types of sentences (declarative, imperative, interrogative and negative).

Their examination of the development of negation showed that the children demonstrated various patterns of development. The first observations of negation consisted of a head shake in combination with a single word or a phrase. At 17 months, Kristin (one of the subjects) touched a tape recorder, simultaneously saying hot and shaking her head. All the children were using the single word no as a vocabulary item at the time of the initial samples at about 18 months.

No or not occurred in phrases: No pencil, No spoon (Michael, 24 months); No fix it (Kristhin, 20 months). After 5 months of this negation phrase development, the children began to use don't as a single word imperative, and don't and can't within sentences. They don't fit (Brook,

26 months); I don't know it won't come off, I can't can't open (Anne, 24 months).

The inquisitive nature of all children was reflected in the wide spread use of question forms beginning at the two word level. The question forms which were used most frequently involved what? and Where?. The children (Warven, Matthew and Michael) used more what? than where? questions and the other children used more where? questions than what?

The development of Where? questions began at the two word level with where + object?: Where purse? (Brook, 19 months). All the children used two word combination with a rising intonation such as, spoon go? (Matthew, 25 months). These two word combinations were then expanded to Where + object + go?: Where Tommy go?(Warren, 25 months, then to where is + object + go?: Where is it go? (Michael 30 months), and finally to the correct form: Where does this come from? (David, 29 months Where are they going? (Anne, 33 months).

Majority of sentences used in the sample were declarative. In their two word combination of their early samples, the children tended to rely on a pivotal word in combination with other words

as described by Braine (1963): Have it, Fix it, Lock it, (David, 19th Months). A similar behaviour continued on the phrase level, (Boy in there, that in there, Sleep in there) (David, 22 months).

Majority of sentences used by all the children were simple sentences. Compound sentences emerged in the language of all the children between the ages 23 and 29 months, and complex sentences between 24 and 36 months. An interesting phenomenon occurred as sentences became more complex. When a child was attempting a compound or complex sentence, a breakdown frequently occurred in a previously established grammatical form. For example, Michael had used the first person singular pronoun I correctly in previous samples, but at the age of 31 months, he attempted a compound sentence and regressed in personal pronoun use (He hide eggs and me find them).

Successful use of the past tense was achieved with irregular verbs between the ages 18 and 29 months. The children, however, followed the previously documented pattern of first using irregular verb past tense, learning the regular verb-ed rule, over - generalizing rule to the

irregular verbs (seed, sticked, sleeped, broked, falled, taked). This over-generalization occurred at 23 months after the - ed rule had been learned.

The over - generalization process found by Tranthan and Pedersen (1976), particularly where their subjects over - generalized the rule of the regular to irregular verbs, is not a universal language acquisition process that children generally follow. It may be attributed to individual differences of children or to environmental factors. The researcher, however, attempts to examine the over - generalization strategy of language acquisition process and asses whether or not the subject adopts a similar method in his language acquisition process.

2.4.2 SPEECH OF A HINDI-SPEAKING CHILD

The research of a Hindi speaking child is based on the record of spontaneous utterances of a Hindi-speaking child Chofi, between 1, 4 and 1, 10 conducted by Varma (1979). One of the interesting aspects of Chofi's utterances was the rapid development of words relating to nouns and verbs in the first weeks of the data.

Varma (1977) discovered that in the first weeks, Chofi's utterances consisted largely of simple verbs with imperative meaning (clearly observed from the context and intonation), and single uninflected nouns. Despite a considerable amount of contextual detail in the data, it was extremely difficult to pinpoint the functions of many of these single nouns (Varma, 1979). In most of the cases where the intention seemed fairly clear, the noun served to name or identify an object pointed at. With an interrogative intonation, a noun was used seemingly to ask about some missing person or thing, or perhaps to express a wish for that absent person or thing.

According to Varma (1979), Chofi often used a noun to name a person as he came into the room or to name an object which was being given to her or which she came across. She (i.e. Chofi) did the same as she went to fetch something. There were no clear cases where one might assign the nouns other definite functions. But here and there, as indicated by Varma (1979), one could find single nouns which might reasonably be assigned the function of agent or direct object.

Two morphemes stage was restricted to two or three weeks with the imperative consisting of the root of the verb plus -0 and a couple of fixed rountines. From the fourth week, the researcher fcund nouns being used as subject of the verb; caca a gaya (uncle come past) and as object of the verb: Dekho admi' (see imp (the)man.)

Toward the end of stage 1, beginning at week 11 (MLU 1.76) Varma (1979) found a number of verbs used in the future, all having reference to the immediate future. These were the beginnings of a development that flourished at the start of stage II. In stage I, the future was reduced in an incorrect but consistent form of Chofi's own making. The normal future form consisted of the root of the verb and a future ending. The future ending -egi was reduced by Chofi to -i so she produced Chofi Kari (Chofi do will) instead of Chofi Karegi.

Varma's(1979) research (just like Bloom's(1970) study) focussed on the one to two words. The concentration was on the contextual relations of the words produced with physical objects or person present, which made it difficult for the

researcher to pinpoint the functions of the single nouns or verbs used by the child of his study.

Considering the age of Varma's (1977) subject (i.e 1:4 and 1: 10), single words might be expected from the child. This age range, especially, 1;10 (i.e. 22 months), is closer to the age at which the present study began (i.e 25 months). The findings of Varma (1977), particularly, the use of single nouns and verbs with reference to immediate contexts, the reduction of words in an incorrect but consistent form, may help the present study to observe how Abubakar deals with the single nouns or verbs of his language.

2.4.3 CLAHSEN AND MYSKAN STUDY ON A GERMAN CHILD

In a recently conducted study, Clahsen and Myskan (1990), discovered that there is considerable amount of evidence that stable principles of Universal Grammar (UG) are available for first language learners (L_1) in structuring their intuition about the language grammar. There is also evidence from the acquisition of word order, agreement and negation that Universal Grammar Principles guide L_1 acquisition. The first is that

language learners do have recourse to such fundamental UG notions as structure dependencies from the very beginning of language acquisition by the child.

Clahsen and Myskan (1990) established a generalized developmental sequences for child first language acquisition of the German verb, and found that in the earliest stage of L_1 development, the verb is dominantly placed in clause final position as adults do, which shows that L_1 acquirers discover the verb - final structure of the VP in German quite early as children of other European languages do. That convinced the researchers to believe that there is UG principle guiding L_1 learning.

The researchers conducted a longitudinal study on German children on the acquisition of L_1 but did not clearly indicate the developmental stages and ages at which the acquisition of the verb - second pattern of German was achieved. This, /makes it difficult to compare the developmental stages of the German L_1 acquisition process with the rest of the European children or with those of the African. It is, therefore, difficult to

find out whether or not there is a uniformity in the principles of Universal Grammar which the researchers believe to exist in L_1 acquisition.

Another area in L_1 study is the syntactic negation and particularly the placement of the negator in relation to the verb. Myskan and Clahsen (1990) found preverbal and most typically post verbal negation in the early stage of syntactic development in German child language. They also found in the German L_1 development that there are developmental correlation between the acquisition of correct NEG placement and the availability of the verb second constraint.

In stage III of language acquisition of the German child, as soon as the agreement system and verb - second constraint have been acquired, the negator nicht is placed correctly. This can be illustrated as follows: NEG + X + V (nich das eis, "the ice not here") or X + V (das eis nicht haben,' "The ice not here").

The problem of this study is connected with lack of specification of the age. Their study did not indicate the exact age at stage III and this makes their finding and analysis difficult to apply. However, the placement of the

of negator at pre-verbal and post-verbal position of a sentence applies to Hausa sentence constructions which are usually found in clauses such as NEG + V + NEG ("Ba ta tafi ba," "She did not go") (Skinner, 1976). The researcher intends to identify the stage and age at which the subject will acquire the negation process, and the strategy he may possibly use in his attempt to master the language

2.5 STAGES FOR FIRST LANGUAGE ACQUISITION

The growth of speech is a complicated thing, and continues to be for all times, the child's greatest accomplishment (Lewis, 1951). The process of language acquisition by a child has been of great interest through the years. Although there is some disagreement as to the strategies a child adopts during the stages of his language development, there are broad areas of agreement among the researchers on the subject.

The first stage of child language is the "babbling" stage which begins in the first six months of the child's life, and which is considered as a training and preparatory period for later articulate utterance (Lewis, 1951). During this stage the baby really begins to

practise the variations of the sound system. As a natural result of this situation, the baby begins to make some sounds such as, gu, ga, ka cha, ru, ma, pa, ba, ta, and da.

The second stage is that of "talking", which usually begins during the second six months of the child's life. It is a period of repetition of "heard sounds", that is, the sounds the child heard from adults. However, the repetition of the sounds heard is merely for pleasure of oral activity and not as a result of environmental response (Lewis, 1951).

The third stage is that of "Echolalia" where the speech learning process soon develops into constant imitation of sounds in the environment (Lewis, 1951). This stage begins from ten to twelve months of life. It is the stage for sound manipulation and preparation for actual talking where parents begin to hear the first da as and mamas. Lewis (1951) stated that as of yet, children have no real comprehension of the significance of what they are saying, and the most single factor in the child's speech development at this stage is imitation.

The fourth stage is "true speech", where sounds gradually become associated with meanings. This begins at the age of twelve to eighteen months. Lewis (1951) indicated that the child of this stage intentionally uses conventionalized sound patterns (words), and that his observational behaviour indicates that he anticipates a response according to the situations in which the words are used.

Children learn their first words through a successive series of events: imitation, comprehension, gesture, vocal play and expression noises. These events occur at the one word stage, and the earliest of such words spoken by children are as follows:

mama	(mother)	nuh-nuh	(no)
dada	(father)	dih	(drink)

(Lewis, 1951).

At the age of two years, the child begins to use two or three words to carry meaning. The speech usually omits auxiliaries and other functional aspects. The words used by children at this stage are little more than "lingual-larynged" patterns rooted in a total action pattern, or they

are mere habit formation. That is, one needs to understand the action, intention and context of the child speech before one fully understands the meaning of the words (Lewis, 1951).

At age three, the child appears capable of "adult speech". However, he still makes many pronunciation errors because of the errors he makes in imitating adult language. By the age of four, children's language gradually approximates the adult's model as they are reinforced by people with whom they come in contact, especially their parents (Lewis, 1951).

From what has been discussed so far about child language, three things appear to be important to this study. Firstly the fact that a child makes pronunciation error in his attempts to imitate adult's language. This indicates that the study of speech development should take error in articulation as a natural phenomenon of child language.

Secondly, the description of the first language acquisition outlines a process in which, from the onset of 'lalling', children imitate

the speech they hear around them. Imitation is, therefore, a strategy for first language acquisition as well as societal reinforcement. Thirdly, the early words of the child can be quite understood by observing the context of their occurrences. This is an important finding which would greatly help the researcher in describing his subject's speech according to how it is related to the context.

2.6. STRATEGIES FOR THE CHILD'S FIRST LANGUAGE ACQUISITION

Children adopt various strategies in their attempt to acquiretheir language. Brown and Bellugi (1964) described imitation as a common strategy that children adopt to acquire their tongue. They indicated that a child learning language in the early years employs imitation with reduction as a strategy. That is, a child imitates the words and sentences produced by adults by preserving the word-order of the sentences but reducing auxiliaries and other inflectional patterns.

Example:

Model Sentences	Imitation
That is an old time train.	Old time train.
Write on Mr. Cromer's shoe.	Write Cromer shoe.
He is going out.	He go out.

This kind of imitation with reduction is characteristic of most or all the children's intellectual operations between ages two to three or even four years. A child, in his early stages of language development, is naturally compelled in his process of imitation to omit some words or morphemes from adult long sentences. The reduction is not, however, at random but systematic. For the most part, the forms retained by the child are nouns, verbs and adjectives, and the ones omitted include possessive inflection - s, the mod l auxiliary will, the progressive inflection - ing, the preposition no, the article the and an, and the model auxiliary can (Brown & Belliugi 1964).

It has been observed that the words the child retains belong to 'contentives' because they have semantic content and the ones omitted are 'functors' because their functions are more apparent than their semantic content. This strategy of child's speech (i.e. imitation with reduction) has been described as 'telegraphic' speech which retains the high-information words and drops the low - information words.

Another strategy is that of learning language

through grammatical errors. In his study Smith (1973) found that children of the Pre-school age make errors in their speech. The most common error was the omission of an essential word or words, leaving a distinctly incomplete sentence. For example, for every hundred words spoken by most of the children of two years they studied there were 26 omissions, 9 at three years, 4 at four and 3 at five years.

In the verb, the researcher found that the children made errors in conjugated forms of verbs used in the past tense. As soon as the child began to use the past tense, he appeared to conjugate all verbs irregularly using, for example, 'catched' and 'runned' instead of the regular forms. As for nouns and pronouns the children made errors in the formation of the plural of nouns which have irregular plurals, as for example; 'mans', 'mens', tooths', 'foots', The most troublesome error are in the wrong agreement of subject and verb such as 'he don't', 'she don't or 'it don't" these were used commonly.

Smith (1973) is of the opinion that children are able to generalize in the use of inflected

words often before they are three years old. This tendency is due to the extending of rules for the formation of regular forms to those that are irregular because they have already masterd first the regular rules. Thus, over-generalization is a possible language acquisition strategy.

The use of simple words to represent numerous meanings in many different contexts is also a common child language strategy in a first language situation (Frost, 1971). For example, the word 'drink' may mean 'water' or 'milk'. A 'dog' is often referred to every walking creature even remotely resembling a dog. Car means 'car', 'truck', 'bus' or even 'train'. This appears to be a natural strategy of a child learning language. Occasionally a child can be fixed to this strategy because he feels that there is no need for further language sophistication.

This tendency (i.e. being fixed to particular strategy) has been criticised for it may be attributed to the level of environmental influence. The device to fix or not to fix depends upon environmental reinforcement, encouragement and stimulation. It also depends on the individual differences of children.

The strategies reviewed above (i.e. imitation

with reduction, learning through grammatical errors, and using simple words to represent numerous meanings) are expected to serve as guide to the study of language strategies children usually adopt in their effort to learn their mother tongue. The Researcher intends to critically observe the subject and identify the extent towhich he applies these strategies in his L_1 acquisition.

2.7 BIOLOGICAL PERSPECTIVE OF ACQUISITION

So many studies have been conducted in the area of biological perspective of language and acquisition theories. For example, Lenneberg(1967) proposed that language is deeply rooted in man and that even the handicapped children learn it. For this reason, there is difficulty in suppressing language. He maintained that language is a biological perspective belonging only to man. This is because, there is no evidence that any non-human has the capacity to learn, acquire and analyse the syntactic structures of language, or to impart the total semantic domain of any word, be it concrete or abstract.

Lenneberg (1967) indicated that every language, without exception, is based on the same universal

principles of semantics, syntax and phonology. All languages have words for relations, objects, feelings and qualities, and the semantic differences between these elements are minimal from a biological point of view. This finding, seems to correspond to the grammarian theory of Greenberg (1966) who worked quite independently of each other, and found that the syntax of every language shows some basic formal pattern, which by implication means that all languages are based on a common principle of syntactic construction even though there are divergences of languages.

The biological perspective of language has been criticised for the absence of clear specific skills of language acquisition process, how they operate and how they universally enable children to learn human language (McLean, 1978). Another weakness is the isolation of society in the process of language acquisition. The society provides an environment for the learning of any language and its role cannot, therefore, be discarded (McLean, 1978).

The biological perspective of language, especially the assertions that all languages are

based on a common principle of syntactic construction, needs to be critically observed in this study. This is because there are divergences of languages, as well as individual differences of language acquirers. Thus, the researcher would observe the principles of the syntactic construction and how they operate on the subject of the study, and enable him to learn his language.

2.8 SOCIOLOGICAL PERSPECTIVE OF ACQUISITION

The sociolinguistic literature is concerned with the way in which a child develops his individual and group sense of language and his recognition of variation in the language of others (Meers, 1976). It is the way in which the interaction between parent and child leads to language development and change as the child grows older.

Kagan (1967) considered the social situation and language as very important relationships. Each child is born into a family unit, into a socially defined situation. He has, therefore, much to learn about the ways the people in it behave to each other. He has to learn the attitudes, habits, values and norms of living to be able to express them in language.

Kagan (1967) considerd social organization and settings as determiners of the types of speech and not the inherent language ability. He considered the growth of grammatical - lexical choices as resulting from the way that class system of society works, and the types of family, as well as organization in which a child lives.

Sociolinguistic literatures stress the importance of the society in the learning process of a language, and totally neglected the predisposed ability that innately enables the child to learn language. The researcher believes that no matter how well-prepared a society may be in helping a child to learn his language, if he has not the prerequisite ability of learning the human language, he will not be in a position to do so.

The researcher, however, strongly believes that the society has an important contribution to make to the development of language. It provides an environment for the acquisition of language, it provides reinforcement and stimulation for the successful mastery of language. Thus, since a child learns the language within social contexts, the effect of social settings such as attitude,

habits, values and norms of living as well as reinforcement and stimulation, and how these affect language learning, are important aspects worth considering in a study like this.

2.9 SEMANTIC PERSPECTIVE OF LANGUAGE ACQUISITION

It is pertinent to measure the vocabulary growth of a child in relation to semantic perspectives. It is also important to know how the words are used by the child in relation to the extralinguistic concepts of objects, ideas and experience, that is, how the child acquires the semantic meanings of the words he uses and how he develops ideas and experiences about the objects he uses everyday. How many words, for example, an average child of a particular age is likely to have, and to what extent is he able to relate their meanings (Bloom, 1970).

The difficulty envisaged here is that meaning cannot be measured in young children since, unlike adults, they cannot be asked what a word or sentence means. In addition, some lexical items are polysemic, that is, they have many senses. Common verbs like take, come, see may have many uses. If a child uses the verb see, it does not necessarily

mean that he has learned the verb in all its semantic entirety but rather it may be a particular sense of the verb (Bloom, 1970).

Bloom (1970) indicated that semantic relation is a fundamental component of a grammar as well as syntactic relations. This is because it is pertinent to assign the minimal semantic structure necessary to account for the utterance a child makes in its interpretive context. Word order alone is not sufficient to assign a unique base structure to a string of words. An utterance like, 'Mommy Sock" uttered by a child may mean different things depending on the context. It may have genitive (possessive) or a subject - object relationship. To, therefore, determine this kind of sentence construction, it is necessary to resort to semantic information.

Bloom (1970) indicated that the early action words that children use have considerable generality. That is, they are actions that are possible with many different actors, agents, affected objects and possession. For example, "ride my bike", "eat chocolate cookie" show possession or attribute from the semantic point of view because children recognize very early that a particular object is more

often associated with or connected to one person than to other persons.

The semantic relations described by Bloom (1970) are mostly based on early utterances of child language of between one and three years. This age range (2 - 3 years) is the age where language begins to approximate adult's speech, (Synder, 1978). The focus of the language acquisition process should, therefore, be directed to the syntactic constructions of language, how a child develops structures such as subject, verb, object and others in their correct grammatical positions rather than the semantic relations of the words.

Although the semantic perspective of language concentrates on how a child acquires the meaning of individual words, the researcher believes that the finding may be useful, especially, if the subject of this study begins his speech with one or two words. The researcher would observe how the subject acquires the meaning of agents or affected objects of the words he uses in his language acquisition

2.10 FUNCTIONS OF LANGUAGE IN COMMUNICATION

In his efforts to analyse the functions of language in communication, Halliday (1973) identified seven important models. These are, instrumental, regulatory, social interaction, personal, heuristic, imaginative and representational models.

According to Halliday (1973), Language is brought to serve the function of "I want", the satisfaction of material needs. Success in this use of language does not depend on the production of well formed adult sentences. It can be formed any how in the contextual or adult's form of speech. The regulatory model refers to the use of language to regulate the behaviour of others. Through the adult's prohibitions such as "If you do that again, I will smack you", the child gradually determines the specific awareness of language as a means of behavioural control (Halliday, 1973).

The child uses language to interact with adults and children alike. It is through such interactions that he develops group sense of language, becomes aware of the self and others. In his process of

self awareness the child develops his personality; language plays an essential role of personal function. Thus, for the child, language is very much a part of himself. The personal model is his intuitive awareness and the way in which his individuality is identified through language (Halliday, 1973).

The heuristic model refers to language as a means of investigating reality, a way of learning about things which he does by seeking not merely facts but explanations of the facts. The imaginative model according to Halliday (1973) relates to the child environment but in a rather different way. Here, the child is using language to create his own environment, not to learn about how things are but to make them as he feels inclined.

Finally, Halliday (1973) talks of representational model of language. According to him, language is, in addition to all its other guises, a means of communicating about something or expressing propositions. The child becomes aware of the fact that he can convey a message in language, a message which has specific reference to the processes,

persons, objects, abstractions, states and relations of the real world around him.

Halliday (1973) did not take individual and societal differences into account in his analyses of the functions of language in communication. His heuristic model which is referred to as a model through which a child develops sense of investigating reality, is entirely dependent on the type of society: whether the society is the type that encourages investigating activities, or moulds children to passively accept the norms and values of society.

The models as proposed by Halliday (1973) would be observed in this study. More specifically the researcher will observe the way the subject uses language to regulate the behaviour of others or how he develops group sense of the language.

2.11 METHODOLOGICAL APPROACHES TO CHILD LANGUAGE STUDY

Researchers in language acquisition process have adopted and used various types of method in their efforts to obtain comprehensive information

about child language. Most of such methods were longitudinally based studies, which necessarily required long periods of time.

The oldest research method used in first language study was observation, which is in the form of regular basis such as weekly, bimonthly or even daily observations. This observational method is being used in the form of analysis, conversations or other forms of observed spontanenous speech which is taped, transcribed and analysed. Some of such observational studies are, Leopold's study (1939, 1947 and 1949) of his bilingual English - French daughter's development. Stern and Stern's (1907) study of their son acquiring German, and Bloch (1921, 1924). Some of the recent observational studies are Bowermann's (1970) study of a Finnish child; Mcneill's (1966) study of a Japanese girl, Bloom's (1973) study of her daughter, and Ndahi's (1982) recording and observation on the second language acquisition of a child aged three to five years.

The weakness of observational studies have been that the data may be incomplete in the sense that they may not reflect the subject's syntactic

sophistication (Hatch, 1978). It is difficult to generalize from the finding of one case study. The method is also time consuming, especially the transcription time requirements.

Another method used in studying child language is experimental measures, which involves the testing of a large number of subjects. Such studies allow for stronger claims regarding generalizability of finding. The weakness of this method is that, it looks at the learner at only one point in his development (Hatch, 1978).

Some researchers have used the elicitation procedure. Raven (1968), for example, studied the development of English syntactic regularities in the speech of his 6½ year - old Norwegian - speaking son, by attempting to steer conversation in different directions to elicit different kinds of sentences referring to past, present and future events. In recent studies, video - tapes, in addition to audio - tapes have been used in child language studies. Examples of such studies are, Bloom (1973), Milon (1974) and Ndahi (1982). Video-tapes have the advantage of portraying the actual contexts

of speech as well as the physical gestures and reactions of the child. The tapes can, however, make the child to be shy and refuse to act naturally.

Bloom and Lahey (1978) pointed out that there are two principal options for obtaining evidence for the description of children's language. One option is to observe children's behaviour in naturally occurring events and describe the content, form and use of what the children do in naturalistic interactions with minimum control and interference. The second option is to experimentally manipulate one or another aspect of the component of content, form and use, and then observe what children do as the result of such manipulation.

In categorizing and interpreting evidences obtained through observational or experimental techniques mentioned, Bloom and Lahey (1978) used a "taxonomy" which represented the evidence according to similarities, regularities and consistency among the words, structures and other surface features of children utterances. They gave two examples of a taxonomy of language form. The

first is the grouping or listing of children's utterances according to the number of words (single - word) utterances, two words, three words, and so on). The second is that of grouping or listing utterances according to consistency of the word order (i.e. the number of occurrences of verb - object order, object - verb order, and so on.)

From what has been discussed so far, three important types of methodological approaches can be noted. These are, observational study, experimental measure and eliciting procedures. The instruments that can be used for the data collection are audio-tape and video tapes. Each of the above methods has its strong and weak points as earlier indicated. For this reason, the researcher is going to use a combination of methods to make the information to be obtained more comprehensive and reliable.

The researcher will use the observational technique to observe the utterances of the subject and preserve them in diary. This will enable the researcher to document (in the diary) the actual gestures of the child, and the physical contextual speech.

This method (i.e. observational) will be supplemented with the eliciting procedure. This will enable the researcher to involve the subject in a dialogue or conversation which will induce him to talk freely.

Bloom and Lahey's (1978) taxonomic method of analysis which groups children's utterances according to the nature of the words - single, two words, and three words, will be used. Sentences will also be grouped according to their construction and their order. For example, subject and verb, subject and verb plus object, subject and verb and complement, subject and verb and adjective, and so on.

By using several methods, more comprehensive information is expected to be obtained, and reliably analysed.

2.12 RECENT STUDIES OF CHILD LANGUAGE IN NIGERIA.

As earlier stated, Ndahi (1982) and Akpughunum (1986) conducted their studies on the L_2 acquisition process. The findings are relevant to this study because they attempted to find out whether L_1 and L_2

acquirers adopted similar strategies and passed through similar stages as their Nigerian subjects.

Ndahi (1982) conducted a study on a Nigerian child from ages 3 - 5 years to examine how she acquired English negatives and interrogatives. The study was particularly interested in finding out whether or not the subject passed through similar developmental stages as those found for L_1 and other L_2 acquirers, whether the subject adopted the same or similar strategies as those L_1 and other L_2 acquirers have been found to adopt, and also to know if there were any difference between the subject and other L_2 acquires which might be due to the environment in which they acquired English.

The researcher found that there are similarities in the developmental stages in the acquisition of the negative and particularly interrogatives, and also the strategies between L_1 and L_2 acquisition processes are similar. She found that her subject passed through three developmental stages in the acquisition of negation. The use of pidgin English forms in which the negators No and Not were used as free forms in declarative sentences

as well as contracted form with the operator, unanalysed auxiliaries such as don't, can't, and a further development towards the use of the indefinites.

Akpughunum's study (1986) was strictly based on the child's corpus of utterance during Ndahi's (1982) two phases of data collection. The aim was to find out whether a Nigerian child's language learning followed any sequence or built - in syllabus of the language acquisition order regardless of her L_1 and other language previously learnt, and the strategies the Nigerian child adopted in the acquisition of a second language.

The study examined the subject's interlanguage across the three stages of language development viz: The Pidgin English stage, the early standard English stage, and the late standard English stage. From the overal analysis, the researcher found that Mana's sequence of L_2 acquisition revealed certain aspects which are universal to other learners irrespective of her previously acquired language. She found, for example, that Mana acquired the (-ing) morpheme, the plural form

and the possessive markers just like other L_2 acquires. The reasearcher also found that the subject used the simple future tense, and substitutions of various types. With regard to the strategies adopted by the Nigerian child acquiring English as L_2, over - generalization and the creative construction were used by the child. The two studies, Ndahi (1982) and Akpughunum (1986), were based on how a Nigerian child acquired English as a second language and not a Nigerian first language per se. Although the two studies have been based on L_2 acquisition, they play an important role to guide the researcher on how to conduct this study. The two studies, espedially Ndahi's (1982) guides the researcher on how to collect data, how to transcribe and analyse them. This leads to finding out useful information of the child's language acquisition.

Another study on first language acquisition was conducted by Yusuf (1984) on a child aged

three to five, to find out whether the subject passed through similar phonological processes and adopted similar strategies as other acquires of other languages have been found to adopt. For example, he found that the greatest proportions of the subject replicas were syllable maintaining processes. These are processes that minimize segment contrast while maintaining segment numbers (e.g assimilation, reduplication and neutralization).

However, to determine children's early linguistic competence, one has to take into account not only the phonological aspects but also the psychological factors as well. Some psychological factors which are related to language development such as sex differences and physical and mental growth as well as sociological factors such as family size structure and social class are also important aspects worth considering. The study has, however, an important constribution to make to the present study especially as it is an L_1 acquisition study on a Hausa child.

2.13 HAUSA SYNTACTIC STRUCTURES

Galadanci (1976) indicated that the Hausa sentences can be made up of two segments - subject and verb segments. The subject segment which is referred to as nominal phrase (NP) is composed of various types of grammatical items.

In describing the structure of NP in Hausa, Galadanci has shown that it can be analysed in terms of head (Hd) and qualifier (Q). Every NP in Hausa contains a head (which is obligatory) and it may also contain one or more qualifiers (which are optional) (Galadanci, 1976). Thus, the structure of the Hausa NP may be any of the following:

1. NP where head is preceded by a pre-head qualifier.

Example:	Q	Hd
	Wani	yaro (Certain) boy)
	Wannan	yaro (this boy)
	Daya	yaron (the)other boy)

II. NP where the head is followed by a post-head qualifier (Q).

Example:

Hd	Q	
Yaro	Kakkarfa	(Boy strong: A strong boy)
Yarinya	baka	(Girl black: A black girl)
Yara	namu	(Children ours: Our children)

It is important to know that not only noun words occupy the head position. Other grammatical elements such as pronouns do. Example

Hd	Q	
Shi	fari ne	(He is white or light)
Ita	baka ce	(She is black)

The verb segment which is referred to as verbal phrase (VP) is composed of aspectual pronouns (Pre-verbal pronouns) and the actual verb, known as verbal complex (VC). Example in sentences are:

Yasayi	(He (past) bought)
Ta kama	(She (past) caught)
Sun zarce	(They (past) proceeded)

The other unit of VP consists of NP similar to that which appears in the NP. The representatives of both NP and VP are as follow:-

	NP	VP	
Q	Hd	Q	
-	yaro	-	ya zo (Boy (Past) came)
Wani	yaro	-	ya zo (Certain boy (past) come)
Wani	yaro	fari	ya zo (Certain boy light(past)came)
Wani	yaro	fari	ya zo gida (Certain boy light (past) came home)

All the above sentences are simple declarative sentences which can be transformed into either negative or question forms, by inserting certain grammatical elements. For example, to change a declarative sentence to negative, a negator ba has to be inserted some where in the sentence, either at the beginning only, or at the beginning and at the end of a sentence. Example

Declarative Sentence	Negative transformation
Ta zo gida.	Ba ta zo gida ba.
(She (past)came home).	(She did not come home).
Akwai ruwa.	Ba ruwa.
(There is water).	(There is no water).

(Hoddler, 1976)

The declarative sentence is transformed into a question by changing the intonation and transforming

the declarative sentence structure (Skinner,1976), and also by inserting certain questioning elements such as ina? (Where?), Yaushe? (When), Me? (What), mene ne? (What is it?), and so on, Example:

Declarative	Question
Yana ciki.	Ina yake?
(He is in or inside).	(Where is he?).
Taa zo.	Yaushe ta zo?
(She (past) came).	(When did she come?)

(Skunner,1976)

As for the command the word kada (don't) is inserted at the beginning of the sentence.

Example:-

Kada ka fita (don't you (male) go out)

Kada ya sha ruwa (let him not drink water)

(Mamman, 1988)

The description of the Hausa syntactic structure is expected to enable the researcher to analyse the Hausa syntactic development of the subject, and act as a guide in knowing what the subject omits or adds from the normal adult Hausa sentence constructions.

2.14 HAUSA MORPHEMES

A morpheme is the shortest piece of speech that has meaning (Skinner, 1977). The sentence, Yana budewa (He is opening) contains four morphemes as for example; Ya-,-na, bude-and - wa?

The best definition of a morpheme is that, it is the smallest grammatical unit that cannot be further sub-divided without destroying its meaning.(Quirk,1972) If this definition is taken into consideration, the sentence, Yana budewa (He is opening) contains not four but five morphemes as Ya-, -na, bud -, -e, and wa. To remove the final vowel a of ya, is to destroy its meaning of the third person masculine aspectual pronoun. Similarly to remove the a of - na is to destroy the meaning of the morpheme as a tense marker of progressive action (or continuative action).

Skinner (1977) postulates that it is probably best, for most Hausa words, to look for a base morpheme or a base form, from which words can be derived. He gives examples as follow:-

Base form	Derived forms
dak - /daak -	daakii (room)
	daakunaa (rooms)
	daka (inside room)
gid -	gidaa (house)
	gidaajee (houses).

The modern terminolgy for a base form is root which as Skinner (1977) himself indicates is obtained without a final vowel and a tone pattern. So dak - and gid - above are roots of the words daki (room) and gida (house)respectively.

Skinner (1977) considers the word wannan (this or this one) in relation to other words such as wancan (that or that one (f), wanda (the one (m), waccan (that one(f)) and wadda (the one (f)). He indicates that all of them (i.e. wannan, wancan, wanda, waccan and wadda) have wa in common; two of them (wancan and waccan) have can in common; two of them (wanda and wadda) have da in common, and three of them (wannan, wancan and wanda) have n. in common. He maintains that nan,can and da are, on many occasions, separate morphemes, and therefore calls them free morphemes that can stand

alone and do not need to be attached to other morphemes.

Similarly, Skinner has shown that the n is a common morpheme added to the end of words, as in Yaro - ɲ (the boy) as well as in wannan. He calls such a morpheme (i.e. n) a bound morpheme that can only occur when attached to other morphemes. The word wannan, therefore, can contain three morphemes, wa-, -n, and -nan.

The development of morphemes is most likely expected to appear in the speech of the subject of this study. Skinner's (1977) analysis of Hausa morphemes would put the researcher in a good position to examine the morphemes as produced by the subject and analyse them with accuracy.

2.15 SUMMARY OF THE REVIEWED LITERATURE AND CONTRIBUTIONS

The aspects of the first language acquisition process reviewed in this chapter include psycholinguistic approaches; longitudinal studies; biological; sociological and semantic perspectives of language, stages and strategies of language acquisition as well as methodological approaches.

The Behaviourists believe that environmental reinforcement is an important factor in the language acquisition process by a child, while the innatits believe that it is the predestined innate ability that enhances the language acquisition, not the environments. Braine (1963) and his associates conducted their studies on the process of acquiring single words in terms of pivot grammar neglecting semantic relations among the words children use, while Bloom (1970) and her associates took a different dimension by applying the semantic considerations.

The biological perspective of language has shown the regular phenomenon of language learning, how deeply rooted language is to man. The sociologists, on the other hand, consider social interaction and individual and group sense of language as important factors in language acquisition. As for methodological approach, the review has revealed diary - observation, elicitation procedure and experimental as well as tape and video recording techniques for obtaining information from a child of study.

The contributions of the review to the present study are specified in this section:

1. regardless of the different views expressed on the issue of L_1 acquisition process the review shows strategies, stages and the factors of language learning which are hoped to guide the study;

2. developmental sequence on L_1 have also been highlighted in this review. This will help the researcher in finding out the subject's order of L_1 acquisition, and

3. the methodological aspects of this review will be modified to suit the analysis of the subject's utterances in the subsequent chapters.

CHAPTER THREEE

THE RESEARCH METHODOLOGY

The present study is designed to observe the language acquisition of a Hausa child from ages 25 to 60 months, especially the development of statements, interrogatives, commands and negatives. The analysis of the data is basically syntactic and it aims at describing the forms and patterns of the child's speech. The analysis would be supplemented with the semantic interpretation of the child's utterances in their situational contexts. This would help in avoiding the over-concentration on the syntactic method of analysis especially where the child's utterances contain one to two words speech.

3.1 THE SUBJECT AND THE HOME BACKGROUND

The subject of the study was born on 16th January, 1985 in Katsina town. He was 25 months old when the study started and 60 months when it ended. Specifically, the study began on 10th January, 1988 and ended in December, 1990. The subject, prior to the beginning of the study, had acquired some rudiments of one word Hausa as his mother tongue. That is, he was imperfectly using one word utterances in his speech before the start of the present study.

He had not been exposed to English or to any other language apart from Hausa. The study has been designed to observe the patterns of child language acquisition from ages 25 to 60 months, the stages of his language acquisition as well as the strategies and factors that accompany the acquisition of the L_1.

The subject is the eighth child of his parents. The father (the researcher) and mother are both native Hausa speakers from Katsina, a town which is predominantly Hausa speaking. This social context provided stimulating opportunities for the subject to acquire fluent Hausa.

The mother is a house wife and did not formally attend Western school, but has learnt how to read and write in Hausa. The father, who is the researcher, is a lecturer of Hausa Language at Ahmadu Bello University, Zaria, and has lived there (Zaria) as a staff since 1988 . The language spoken at home is Hausa, and although the older children of the researcher did attend schools, they did not

speak English at home. They, instead, spoke Hausa because it was the only common language at home.

The next immediate elder sister of the subject is Halima, who developed a close relationship with the subject, This may be because she was only two years older than him. Halima cared for the subject for most part of the day, when the mother was busy or when the subject was playing, she joined him and played with him. Halima, therefore, played an active role in the data collection because she was present with the subject most of the time. She motivated and stimulated the subject to talk.

There is also a younger sister, Ummi who was seven months old. The subject frequently played with the child and teased her. There are also other children of the subject's age range from the neighbouring houses, who daily came to the subject's house and played with him during the period of data collection. The role of all these children (which was sometimes deliberately designed and sometimes coincidental) was to stimulate the subject to talk and act

partners in play and speech. This gave the subject ample opportunities to talk freely which benefited this study and provided valuable data.

The child did not attend nursery school, but sometimes joined his elder brothers and sisters to the Quranic School. Although children are made to recite some verses in Arabic, the language of instruction in the school is Hausa. It is the language of the teacher and the pupils as well. These and other experiences provided opportunities for the subject to freely talk in Hausa and, therefore, provided enough information for the study.

3.2 DATA COLLECTION PROCEDURES

The plan of the study was to combine diary observation, elicitation procedure and formal recording sessions to obtain a complete record of the subject's utterances. Diary observation was used to observe not only the speech forms of the subject but also his temporal reactions at different stages of his linguistic development.

In addition, the subject's infrequent use

of language, as well as the situational context of all utterances during recording sessions were observed and recorded in the diary.

As for the elicitation procedure, the subject was motivated to talk by asking him questions and engaging him in conversation in different directions to elicit from him different kinds of sentences referring to past, present and future tenses as well as to statements, interrogatives, negatives and commands.

The diary observation, tape recording and elicitation procedures were conducted at three week intervals, designed to take sixty minutes per session. The subject's utterances during the infrequent talking and elicitation time were recorded in the tape-recorder, and the observed spontaneous readtions in different situations were at the same time recorded in the diary. The diary observation was not, however, restricted by any time factor. this is because the subject's spontaneous utterances, his gastural reactions were observed and written in the diary.

Each session took place at home and included three people - the observer (the researcher), the subject and the mother. In addition, Ummi and Halima, his sisters, and other children from the neighbouring houses, were present throughout or parts of the sessions.

This is because the researcher intended to obtain a sample from the natural life of the subject.

A broad description of the relevant preceding, verbal context and situational cues on which the subject's utterances were based were noted. Special attention was paid to the gestures and tones of voice of the subject as well as the temporal relation of his utterances to surrounding actions. During tape recordings, materials such as toys, pictures and other relevant equipment were used to stimulate dialogue, conversation and free talking as well as the elicitation procedure.

Phase one of the observation, elicitation and tape recordings ran from January 1988 to December 1988, when the subject was three years old. Phase two ran from January 1989 to December 1989, when the subject was four years old. Phase three began in January 1990 and ended in December 1990, when the subject was five years old. The utterances recorded (in the diary and tape-recorder) were found to be reliable for transcription and analysis.

It is important understand that the contact sessions calculated in years have been based on the Hausa concept of a year, which calculates even a first month of a person as a complete year of life.

So, although Abubakar was actually two years as at December, 1987, at January, 1988, he was regarded as having entered his third year and, therefore, counted as part of his life (i.e as his third year of life).

3.3 TRANSCRIPTION PROCEDURE

The researcher used a combination of methods to transcribe the data presented in the subsequent chapter. First, the data was transcribed following the Bloom and Lahey (1978) formula whereby utterances spoken by the subject appear on the right side of the paper on which the transcription was done and divided by a slanting line (/), while the utterances of other speakers (i.e. the researcher, mother and other children) appear on the left side of the paper. This method was used when dialogues, questions or conversations occurred between the subject on the one hand, and the researcher or others, on the other.

Similarly, Bloom and Lahey (1978) taxonomy which transcribed data according to similarities, regularities and consistency among words and sentences was used as a transcription procedure. In this method, the subject's utterances were grouped according to the number of words single words, two words and three words. In the same way, sentences were grouped according to consistency of

word order. That is, the number of occurances of Noun + Noun, Noun + Adjective, Noun + Adverb, Noun + Verb, Verb + Noun, and so on as found in the corpus.

Tranthan and Pedersins (1976) procedure which groups the data according to structures, age, frequency and total number of utterances has been modified in this study, to reflect the patterns, stages and strategies of the subject's language acquisition (as used on Tables 7 - 18). This is to enable the researcher assess the patterns of the subject's speech and the age at which he produced them.

In summary, three transcription methods have been used in the present study! Firstly, Bloom and Lahey (1978) formula was used to transcribe the data (whereby the subject's utterances appear on the right and the other speakers on the left). Secondly, Bloom and Lahey is (1978)? taxonomy which groups the data according to similarity and consistency of the occurrence of the subject's patterns of speech and age, was used to present the data on tables (e.g Noun + Noun, Noun + verb, etc). Thirdly, Trantham and Pedersen's (1976) method which categorizes the data on tables according to structure, age and frequency, but modified to patterns, stages and strategies was also used in the presentation of the data.

The people involved in the study have been identified by initials (e.g. A. for Abubakar, R. for the researcher, H. for Hajiya (who is also the mother). HM. for Halima, UM. for Ummi, US, for Usman, N. for Nura, B. for Babangida, MS. for Mustafa and HI. for Halilu.

3.4 DURATION OF THE STUDY

This study is a longitudinal case study which covered a period of three years, starting from January 1988 and ending in December 1990. It covered a total of eighteen contact sessions per year, making a total of fifty four sessions for the three years. Sixty minutes per session was used for tape-recording and unlimited time for diary observation.

3.5 THEORETICAL FRAMEWORK OF THE STUDY

Since this research is an attempt to analyse the process a Hausa child adopted to acquire his first language, the analytical framework used includes that of a description of the patterns or syntactic structures the subject acquired at phase one, phase two and phase three across age levels, the strategies he adopted and the factors that influenced the acquisition of the language. These factors might be psycholinguistic, sociolinguistic or cognitive. The analytical model developed for the study is shown in the diagram below:-

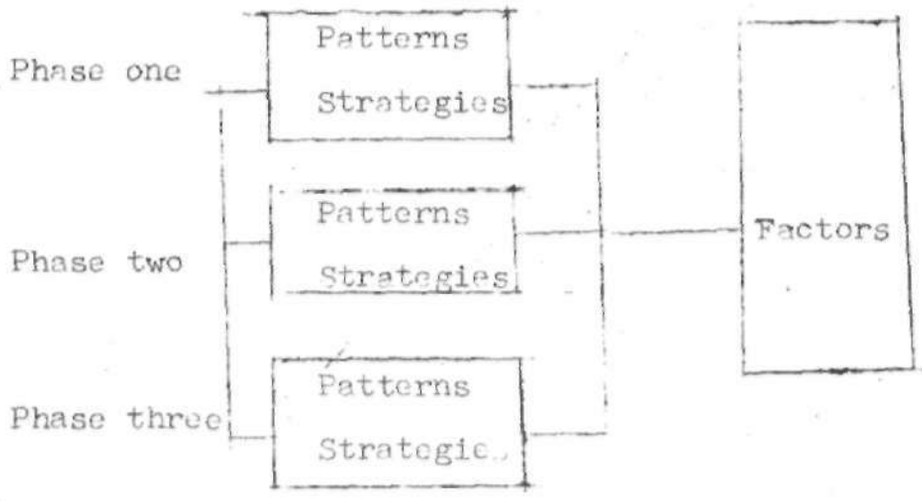


Fig. 1 The analytical model for analysis

The first component of the theoretical model involves the analysis of the syntactic structures of statements, interrogatives, commands and negatives. The word - order of sentences, like the syntactic arrangements of words in the nominal and verbal phrases, and the occurence of the subject, verb, adjective and adverb in sentences, the development of pronouns such as personal, object, possessive, reflexive and demonstrative pronouns as produced by the subject were analysed in the acquisition of statements.

Intonation form of questions as produced by the subject in his language acquisition process were studied for the identification of the child's interrogative intentions. Specifically, questions such as Me? (What?) + Verb, Me (What?) + verb + adverb?.

Ina? (Where?) + Wa? (Who?) + verb + object, are patterns of the acquisition process relating to questions that were analysed. Other aspects studied include: negative elements such as negator ba (not) + noun, negator ba (not) + verb + negator ba (not), as well as the use of negative as forms of commands, and the negative imperative kada (don't).

The second component of the analytical model are the strategies of the language acquisition process. Considered under this component are whether or not the child's language acquisition involves telegraphic, imitative, or trial and error. Also considered, are the phases at which the subject adopted each of the strategies, and how he employed them. The answers to these and many other questions are expected to give a picture of the strategies the Hausa child employs to learn his first language.

The third component is that of the factors which influenced the child to adopt the strategies he adoped. The various contributing factors, some of which are, sociological, psychological or cognitive, are considered under this component. At the sociological level environmental influences such as parents, pear

groups, siblings, beliefs, values, status and roles, which enhance the language acquisition process of a child, are assessed. At the psychological level, maturation, motivation, psychomotor behaviour such as feelings, moods and attitude, which are factors that affect the learning process, are observed. And at congitive level, the rate of the child's understanding of relationships between things and his actions, as well as intelligence are some of the factors that are considered in this study.

The analytical procedure used in this study is expected to expose the forms of the subject's syntactic construction, and how they are different from, or similar to the adult's patterns. It is also expected to give an overall picture of the developmental stages in the language acquisition process which would enable the researcher to favourably compare the subject's language development with that of non-African children in order to see the similarities or differences of strategies used in their language acquisition.

3.5.1 THE DESCRIPTIVE MODELS OF THE SYNTACTIC FORMS

The model used for the analysis of the syntactive structures is that of Chomsky (1965) transformational - generative grammar (TG), which analysis language in terms of phrase - structure rules. The reason for the use of the TG is because it describes the basic grammatical relations and categories of, for example, subject, verb, and object; nouns, verbs, determiners, and auxiliary elements (E.Ingram,1975).

This model (transformational-generative grammar of Chomsky), has been modified by Galadanci (1976) to reflect the forms and patterns of Hausa structures. Being a Hausa syntactic analysis of child speech, this study, used the Galadanci (1976) model which analyses Hausa sentences in terms of nominal phrase (NP) and verbal phrase (VP), whose notational symbols have been shown in section 1.8 of chapter one.

Bloom's (1970) semantic interpretation model was used where the TG was found inadequate, especially in the case of one or two-words structures. The model

focuses on the interpretation of meanings of the utterances ascertained by observing the contexts in which they occurred. This semantic analysis was found useful, especially as the subject of the study began his speech with one or two word utterances which were analysed taking into consideration, the contextual meanings of the words he used in relations to contextual situations, gestural reactions, facial expressions and body movement.

CHAPTER FOUR

DATA ANALYSIS

4.0 INTRODUCTION

This Chapter analyses the results obtained from the speech of the subject of the study. The analysis follows the specific problems stated in chapter one on the language acquisition process of Abubakar. The analytical descriptions first begin with a presentation of an overall picture of the distribution of the subject's utterances, followed by general development of the acquisition process of the syntactic structures of statements, interrogatives, negatives and commands. Each phase is analysed separately, taking into consideration the patterns, strategies, stages and factors that influenced the acquisition of the statements interrogatives, commands and negatives that can be deduced in the study.

It is important to note that this chapter concentrates only on the analysis of the patterns, stages and strategies of the data as exactly obtained. The factors that influenced the language acquisition process are treated separately at the end of the chapter. Similarly, the findings and the comparisons of the subject's language with other acquirers,

are presented separetely in chapter five of this study

4.1 AN OVERALL PICTURE OF THE DISTRIBUTION OF ABUBAKAR'S UTTERANCES

This study covered a total of fifty-four contact sessions from 25 to 60 months. Each recording session lasted sixty minutes, making the total periods to be 3,240 minutes (54 hours). The subject acquired a total of 4,293 words and utterances during the period of study (i.e. within the three phases which ranged from 25 - 36 months for phase I; 36 - 48 months for phase II; and 48 - 60 months for phase III). In phase one, 108 (2.52%) utterances were acquired. 1,601 (37.29%) were acquired in phase II and in phase III, 2,584 (60.19%) sentences were acquired. The distribution of the subject's acquired words, utterances and sentences can be seen in Table 1. below.

TABLE 1

Distribution of Abubakar's Words and Utterances Acquired during the Period of Study (25 - 60 Months).

Phases	No. of Utterances Acquired	Percentages
Phase One	108	2.52%
Phase Two	1,601	37.29%
Phase Three	2,584	60.19%
Total	4,293	100%

It is important to note that the recording and observation period was the same for each of the phases. As can be seen from Table 1; the subject's utterances increased phase by phase. This increase in the production of utterances may be attributed to maturity in age and increase in experience which had led to the acquisition of more words and sentences.

4.2 GENERAL DEVELOPMENT OF STATEMENTS, INTERROGATIVES NEGATIVES AND COMMANDS DURING THE PERIOD OF STUDY

During the period under study (25-60 months), Abubakar acquired a total of 1.752 (40.79) statements; 1,032 (24.04%) interrogatives; 937 (21.90%)

commands, and 572 (13.28%) negatives. Table 2. below shows the distribution of the acquired structures.

TABLE 2

Distribution of Statements, Interrogatives, Commands and Negatives During the Period of Study (25 - 60 months).

Phases I	Statements		Interrogatives		Commands		Negatives		Grand
	Total	%	Total	%	Total	%	Total	%	Total
Phase I	47	2.68	12	1.16	32	3.42	15	2.63	106
Phase II	690	39.38	307	29.75	403	43.00	203	35.26	1603
PhaseIII	1,015	59.93	713	69.09	502	53.58	354	62.11	2584
Total	1,752	100	1032	100	937	100	572	100	4293

The Table indicates that Abubakar acquired utterances relating to statements in the three phases (2.68%, 39.38% and 57.93%) more than the remaining syntactic structures. The statements acquired were simple one word and two word utterances. Interrogatives acquired were (1.16%, 29.75 and 69.09). This was due to the subject's habit of inquiry and curiosity. Abubakar asked questions in order to know and engage his friends and parents in conversations.

Commands come third in the phase III and second in phases I and II in terms of quantity (3.42%, 43.00% and 53.58%). The subject was observed to be fond of giving commands to his friends, brothers and sisters, and to his mother. In every phase of the subject's language development, commands were used for requesting the mother to give him things such as water, food and clothing. As he grew older (36 - 60 months) he frequently played the role of a father or king where he gave orders to his play mates to do or not to do something.

Negation is the least syntactic structure acquired by Abubakar. It accounts for only 2.63%, 35.26% and 62.11% in phases I, II and III, respectively. Negation in Huasa, involves certain operations such as insertion of the negator ba (not) in the middle or at the beginning and at the end of Hausa sentences. The complexity of this syntactic structure may have contributed to the low level of acquisition of the structure.

4.3 THE ACQUISITION OF THE SYNTACTIC STRUCTURES (25-60 MONTHS)

The subject of this study had acquired words and utterances relating to statements, interrogatives, commands and negatives. The researcher attempts to analyse how they were acquired by considering the patterns of the types of the words and utterances, the strategies used, and the factors that influenced their acquisations (i.e the stages and strategies).

4.3.1 PHASE ONE (25 - 36 MONTHS)

In phase one of this study, which runs from 25 to 36 months, the subject acquired one and two word utterances to make statements, interrogatives, commands and negatives, as highlighted below:

4.3.1.1 ACQUISITION OF STATEMENTS (25 - 36 MONTHS)

The subject of this study acquired a total of 47 statements. Out of this number 36 were single words while the remaining 11 were two words. The single words consisted of 17 nouns, 10 verbs, 6 adverbs and 3 adjectives. Of the two word utterances, 6 were of noun + noun, 2 noun + verb, and 3 verb + noun

Structures. Table 3 below shows the patterns of the statements acquired in the age range 25 - 36 months.

TABLE 3

DISTRIBUTION OF PATTERNS OF STATEMENTS ACQUIRED BY ABUBAKAR IN THE AGE RANGE 25-36 MONTHS

One Words Acquired	Total	%	Two Words Acquired	Total	%
Noun (Proper names and things)	17	47.22	Noun + Noun	6	54.55
Verb	10	27.78	Noun + Verb	2	18.18
Adjective	3	8.33	Verb + Noun	3	27.27
Adverb	6	16.67			
Total	36	100		11	100

The Table shows the grammatical categories acquired and used in the form of statements by Abubakar in phase one of the study. It also shows the distribution of the categories. The following Tables show the exact words acquired and their frequencies. It is, however, important to note that the Tables contain one to two word utterances used contextually. Some of the words may be seen by an adult as commands, but in the contexts in which they were used by the subject they were understood to mean statements:

TABLE 4

SINGLE WORDS WITH THEIR FREQUENCIES AND DISTRIBUTIONS (25-36 MONTHS)

Single Words Acquired

Noun	F	%	Verb	F	%	Adjective	F	%	Adverb	F	%
Hajiya.	96	9.44	Tahi (Tafi) (Go)	46	8.53	Kalami(Karami) (Small/Little)	50	38.46	Baya (Back)	49	17.65
Ummi.	83	8.61									
Nula(Nura).	63		Ca (sha) (Drink)	54	10.02	(Babba (Big)	41	31.54	Gaba (Front)	34	12.23
Ucman(Usman).	60	5.90									
Halilu.	54	5.31	Jo (Zo) (Come)	60	11.13	Kadan (Little/Small)	39	30.00.	Bica(Bisa) (On)	33	11.87
Halima.	51										
Muttafa(Mustafa)	51	5.01	Ga(Gama) (Finish)	39	7.23				Haka (Like this	50	17.99
Baba.(Dad)	73	7.18							Nan(Here)	63	22.66
Tuwo(Hausa Food)	93	9.14	Ci (Eat)	58	10.76	-					
Luwa(Ruwa) (Water)	100	9.83	Dawo (Come Back)	61	11.32	-			Can (There)	49	17.62

TABLE 4 (Cont..)

SINGLE WORDS WITH THEIR FREQUENCIES AND DISTRIBUTIONS (25-36 MONTHS)

Single Words Acquired

Noun	F	%	Verb	F	%	Adjective	F	%	Adverb	F	%
Kaci (Kashi) (Stool)	86	8.46	Kwanta. (Lie down)	41	7.61						
Bacci (Sleep)	61	6.00	Jauna(Zauna) (Sit down)	59	10.95						
Akuya (Goat)	40	3.93									
Liga(Riga). (Shirt)	43	4.23	Taci(Tashi) (Stand up)	67	12.43						
Kwallo (Ball)	59	5.80	Kawo (Bring)	54	10.01						
Hitscali(Hitsari) (Urine)	84	8.26	-			-					
Wanka (Bath)	34	3.34									
Total	1,017	100	-	539	49.99	-	130	100		278	100

TABLE

TWO WORD UTTERANCES WITH THEIR FREQUENCIES AND DISTRIBUTIONS (25-36 MONTHS)

Two Words Acquired								
Noun + Noun	F	%	Noun + Verb	F	%	Verb + Noun	F	%
Hajiya Kaci (Kashi) (Hajiya stool)	96	17.94	Luwa ca(Ruwa sha) (Water drink)	94	56.97	Jo baba(zo baba) (Come dad)	86	37.39
Hajiya Luwa(ruwa) (Hajiya water)	106	19.81	Tuwo ci (Tuwo eat)	72	43.03	Kawo luwa(ruwa) (Bring water)	90	39.13
Hajiya baba (Hajiya dad)	84	15.70				Bani tuwo (Give me tuwo)		
Hajiya tuwo (Hajiya tuwo)	111	20.75						
Hajiya bacci (hajiya sleep)	75	14.02						
Hajiya wanka (Hajiya bath)	63	11.78						
Total	535	100		165	100		230	100

From Table 4 above it can be seen that the subject frequently used certain single words. These words were title names of people like Hajiya (the mother) that accounts for 9.44%, names of his brothers and sisters as well as his friends such as Ummi (his younger sister), Halima (his older sister), Nura and Usman (his friends). The remaining single words that were frequently used were ruwa (water), tuwo (Hausa type of food), hitsari (urine) and kashi (stool).

Typical examples of Abubakar's patterns of speech are shown in the following contexts:

(A. runs to H. and falls on her)

A: (Holds the breast of H., points to it and says)

1. Hajiya/ (Hajiya)

H: Nono? (N: 25 months)

(Milk?)

A: (Nods and still says)

2. Hajiya/(Hajiya)

When the subject saw akuya (a goat) entering the kitchen, he pointed to the goat and to H., and then uttered the word akuya (goat)

A: (Pointing to goat and H. and says)

3. Akuya/(Goat)

(N: 28 months)

H: Mine ne?

(What is that?)

A: (Repeats, still pointing to H. and goat).

4. Akuya/(Goat)

(N: 28 months)

As can be seen, Abubakar first focuses his attention on learning the names of people and things of immediate concern (See Table 4.). Similarly, his concentration at this stage (25 - 28 months) is on the acquisition of one word utterances which began to appear some months before the start of the study up to about 30 months. The utterances were accompanied by gestural reactions such as head-shaking, facial expressions as well as pointing and touching the person or object of references. (Examples 1 - 4 illustrate the gestural reactions).

Repetition of words heard from adults is another strategy adopted by Abubakar. The repetition was observed to be systematic. It was the last word of the sentence that was repeated as in:

B: Habi ta zo?
(Has Habi come?)

HM: Ta zo.
(She came.)

A: (Repeats the last word).

5. Jo/(zo)
(Come)
(1: 30 months)

Abubakar saw two baranas, one was small and the other was big. The mother gave him the small banana and kept the big one in the bag.

A: (Pointing to the big banana in the bag, looking at H. and says)

6. Babba/
(big)
(Adj: 32 months)

H: Wannan ta Halima ce.
(This one is for Halima.)

Babangida was playing with the subject's ball and it suddenly fell on a roof:

B: Ina kwallon take?
(Where is the ball?)

A: (pointing to the roof).

7. Bica/(Bisa)
(Over or on)
(Adv: 34 months)

The first one word utterances to be acquired by the subject are single noun words (25 months). They were followed by single word verbs (30 months), adjectives (32 months) and adverbs (34 months). (Examples 1 - 7 illustrate the patterns and strategies used). The acquisition of these words was systematic as it began from concrete to abstract. The subject started learning about people with whom he interacted daily and objects that he always saw and used in the house. Gradually, the learning extended to verbs that could be understood with the help of gestures. Lastly, abstract words such as adjectives and adverbs that acted as modifiers of the already acquired nouns and verbs were added (See examples 1 - 7).

Abubakar's pattern of speech began to change as he approached 32 months, for he began to use two word utterances. Their patterns consisted of

Noun + Noun; Noun + Verb, and Verb - Noun (See Table 5). The first pattern to be acquired was Noun + Noun at the age of 32 months. Later, at the age of 36 months, Noun + Verb and Verb + Noun were acquired respectively. The following reveal the contexts:

(A.runs to the pot of water)

A:(Stands beside the pot and says)

8. Hajiya Luwa/(Ruwa)
Hajiya water)

H: To, sha mana. (N+N: 32 months)
(Ok, drink.)

H: (Finishes cooking food.)

A: (Stands with a plate in his hand and says

9. Hajiya ci/
(Hajiya eat)
(N+V: 35 months)

(R. arrives from Zaria.)

A: (In a jovial mood says)

10. Jo baba/(Zo baba)
Come dad
(Dad has come)
(V+N: 36 months)

The strategy adopted by Abubakar in using the two word utterances is that of deleting the

the function words to produce telegraphic speech. Utterances 8 - 10 above, contain only nominal words where all grammatical elements that make full syntactic meaning are deleted. The utterance Hajiya ci (Hajiya eat), for example, needs function words such as ina (I am or I), and the verb ci (eat) has to be inflected by adding the morpheme - n (a Hausa bound bound morpheme) to it as in, Hajiya ina cin abinci (Hajiya I (want to) eat food)

Adopting another strategy Abubakar used to repeat the nominal words of the sentences he heard from adults around him as shown in these examples.

MS: Hajiya na bacci.
(Hajiya is sleeping).

A: (Interrupting and repeating two nominal words)

11. Hajiya bacci/
(Hajiya sleep)
(N+N: 37 months)

The subject used to substitute or replace the adult's phonemes with the ones he was able to produce. The phoneme /ʃ/ which is palatal in form was always replaced with /ʧ/ by the subject. Table 6 shows the most common phonemes that were replaced by Abubakar.

TABLE 6

The most common Phonemes used

Throughout Phase One of the Study.

The Phonemes	Subject's Model (Replacement)	Age
/r/ (ruwa	/l/ (luwa)	26
/ʃ/ (sha)	/tʃ/ (ca)	30
/s/ (bisa)	/ts/ (bica)	34
/z/ (zauna)	/dʒ/ (jauna)	33

TABLE 7

Summary of the Findings Relating to

Statements (25 - 36 Months)

Patterns	Ages	Strategies
One word		
Nouns	26 months	Learning from simple to
Verbs	30 months	Complex.
Adjectives	32 months	Gestural reactions,
Adverbs	34 months	Repetition of heard words.
Two Words		
Noun + Noun	32 months	Simplification & Replacement of Hausa Phonemes.
Noun + Verb	35 months	Telegraphic speech.
Verb + Noun	36 months	

4.3.1.2 ACQUISITION OF INTERROGETIVES (25 - 36 MONTHS)

The subject acquired 12 question forms. All of these questions are intonation questions. Out of the 12 questions, 8 are single words and the 4 are two word utterances used in question form. The Table below shows the distribution and frequencies of the words used in question forms.

TABLE 7

One and Two Word Utterances used as Questions, (25 - 36 months)

Single Words						Two-Words		
Noun	F	%		F	%		F	%
Hajiya? (Hajiya)	304	30.93	Jo?(zo?) (come?)	215	48.86	Hajiya baba? (Hajiya dad?)	310	27.
Baba? (Dad?)	215	21.87	Lawo? (Arrive?)	113	25.68	Hajiya ruwa? (Hajiya water?)	326	28.
Ruwa ? (Water?)	214	21.77	Tahi? Tafi?) (Go?)	112	25.45	Hajiya tuwo? (Hajiya tuwo?)	219	19.2
Tuwo? (Tuwo?)	190	19.33				Baba Jo?(zo) (Dad arrived?)	108	9.
Mashin? (Mashine?)	60	6.10				Mashin baba? (Machine dad?)	106	9.
Total	983	100		440	100		1,069	1

The earliest forms of questions used by the subject are intonation questions as shown below:

(A. looking for H. in the room)

A: (searches the room but does not find H. He then turns to R. and says

12. Hajiya?
(Hajiya?)
(25 months)

(A is disturbing H. in the room, and she sends him away to get water for her).

H: Debo man ruwa.
(Get some water for me)

A: (Looks at H. and says with a rising intonation)

13. Luwa?/Luwa?(Ruwa)
(water? Water?)
(28 months)

Although only one word was used, the context situation of the utterance led the researcher to understand the subject's intention, which was an inquiry about Hajiya (the mother) (example 12). That is, the one word was used in the context of asking questions about the where-abouts of the mother.

Two word questions began to appear when Abubakar was 28 months old. The contexts below show how they were used.

(A. Wants to eat tuwo)

(Checks a pot but does not find anything in it. He then turns to H. and says)

14. Hajiya tuwo?/
(Hajiya tuwo?)
(28 months)

H: Ba tuwo, Ya kare.
(No tuwo. It is finished)

In a different context, Abubakar searched the researcher's room to see whether he had arrived from Zaria, as shown below:

(R. arrives from Zaria and enteres his room. A does not see R. but other children see him and are saying Baba ya dawo (Dad has arrived).

A: (Searches R's room saying)

15. Baba jo?/Baba jo?/
(Dad arrived? Dad arrived?)
(29 months)

Gestural reactions including touching, pointing and head-shaking were the strategies adopted in acquiring two word utterances in the form of questions. Consider this context for the gestural reaction.

A: (Looks at H. and points to R. and to a motorcycle. He then says)

16. Mashin baba?/
(Machine dad?)
(32 months)

This two word question can be contextually taken to mean, wannan mashin na baba ne? (Is this dad's machine?) which the subject reduced to only two words.
In this situation, therefore, the subject used not only gestural reaction in producing question form but also the reduction strategy. That is, he deleted function words of the question form for simplification purposes as can be seen in examples 12 - 16 above.

Abubakar can be said to have passed through two stages of question process in phase one of Hausa language development. These are single word and two word intonation questions. The one word stage began at 25 months and that of two words at 28 months of age. This was accompanied with gestures and actions which adults can contextually understand.

Table 8. below shows the summary of the findings relating to interrogatives.

TABLE 8

Summary of the Findings Relating to Interrogatives (25-36 Months)

Patterns	Stages	Strategies
One word question.	25 months	Rising intonation.
Noun words only	25 months	Gestural reactions.
Two word questions.		
Noun + Noun.	28 months	
Noun + Verb	29 "	

4.3.1.3 ACQUISITION OF COMMANDS (25 - 36 MONTHS)

Abubakar acquired a total of 31 commands. Twenty-two of these are one word and the 9 are two word commands. Out of the 22 single words, 12 are nouns and 10 are verbs used in command. The two word commands are all of noun + noun and verb + noun structure. See Table 9 below:

TABLE 9

One and two word utterances used as Commands

According to Distribution and Frequencies

From 25 - 36 Months

Single Words						Two Words		
N + Commands	F	%	Verb + Commands	F	%	N+N AND V+N Command	F	%
Hajiya (The mother)	318	18.56	Jo (zo) (come)	465	16.41	Hajiya luwa (Hajiya ruwa) Hajiya water)	412	21.0
Luwa (Ruwa) (Water)	294	17.16	Tahi(Tafi) (Go)	331	11.60	Hajiya tuwo (Hajiya tuwo)	399	21.0
Tuwo	208	12.14	Ca(sha)	294	10.37	Hajiya Cokali (Hajiya Spoon)	194	10.0
Kwallo (Ball)	135	7.88	Ci(Eat)	312	11.01	Hajiya liga (Hajiya riga) (Hajiya shirt)	116	6.13
Mota (Motor) (Motor Car)	104	6.07	Dawo (Come back)	246	8.62	Hajiya wando (Hajiya shorts)	141	7.45

Table 9 (Contd.)

Single - Words						Two Words		
N + Commands	F	%	Verb + Commands	F	%	N+N and V+N Commands	F	%
Cokali (Spoon)	98	5.72	Jauna (Zauna) (Sit down)	215	7.59	Baba cule (Sule) (Dad shilling)	121	6.40
Kwano(Dish) Cule (Sule) (Shilling)	89 104	5.20 6.07	Tashi (Stand up) Bani (Give me)	310 318	10.91 11.22	Baba halawa (Dad Sweeet) Jo Nula (zo Nura) (Come Nura)	112 110	5.10 5.81
Halawa (Hausa sweet)	86	5.02	Kawo (Bring)	210	7.41	Bani Cule (Sule) (Give me Shilling)	98	5.18
Cokali (Sukari) (Sugar)	79	4.61	Gudu (give way)	132	4.66	Kawo Kwallo (Bring ball)	103	5.44
Liga(Riga) (Shirt)	121	7.06				Jauna kujera (Zauna kujera)	86	4.40
Wando (shorts)	77	4.50				(Sit chair)		
Total	1713	99.99		2833	99.98		1887	100

The first noticeable command formation began with noun words at the age of 25 months. The command consisted of the names of person, especially Hajiya (his mother). He used the word (i.e Hajiya) in a commanding tone when he wanted water, to ease himself and to attract the mother's attention to his physiological needs. The following show the contexts of the sppech.

A: (Holding H's hand, crying and saying in a commandihg tone)

17. Hajiya/Hajiya
(N. Comd:
25 months)

H: Mi kake so? Ruwa?
(What do you want? Water?)

A: (Shaking his head left and right and saying)

18. Hajiya/Hajiya

H: Ko hitsari za kai?
Or do you want to urinate?

A: (Nods)

Whenever Abubakar wanted to eat tuwo, he stood before the mother and uttered the word tuwo (a Hausa food). She immediately grasped the subject's intention and gave him the food. As Abubakar reached the age of 28 months, he began using verbs in commands as shown in the following examples:

(MS. is playihg with A's ball)

A: (Moving to MS, raising up his hand and says)

19. Kawo/Kawo
(Bring, Bring)
(V. comd: 26 months).

(N: Leaves with the intention of going home)

A: (Beckons him and says)

20. Jo/jo/(zo
(come, come)
(V. comd: 29 months)

The subject between 26-28 months, used one word in the form of command accompanied with gestural reactions such as facial expressions, pointing and touching activities. The subject was, however, observed to readily obey better formed commands of the adults than the one word commands he produced at his stage of language development (i.e in the phase one of this study).

In a designed test, the researcher commanded the subject using the one word speech and discovered that he did not actively respond to the command, as shwon in these examples:

(R. Pointing to water in the pot says to A.)

R: Abubakar ruwa.

(Abubakar water).

A: (Stands in a confused manner and then says)

21. Luwa?/ca? (Ruwa? sha?)
(Water? Drink?)
(30 months)

The subject did not respond by bringing the water as the researcher wanted him to do because he was confused. He did not understand whether he was required to bring the water or to drink it himself. When, however, well-formed commands such as, Abubakar kawo mani ruwa (Abubakar bring me water) were used; he ran to the pot and brought the water without hesitation. This, therefore, indicates that the subject first comprehended the speech of well-formed adult's commands before being able to produce them.

At the same time that Abubakar was using single words as commands he was also using words he had already acquired and formed two word commands, as shown below.

(A: wants to drink water. He raises up his right hand and says)

22. Hajiya Luwa/(ruwa)
(Hajiya water)
(N + N: 33 months)

(A. wants N. to join him
to play)

A: (Beckons N. and says)

23. Jo Nula/(zo Nura)
(come Nura)
(V+N: 3¼ months)

Since the two words employed to form commands were at the same time used to form statements and questions, the subject differentiated the commands by gestures and tone. Gestural reactions, tone and body movement were used in commands more than in the remaining syntactic structures. Thus, gestures and body movement were the strategies employed by the subject in two word commands. Table 10. belows shows the summary of the finding relating to commands.

TABLE 10

Summary of the Findings Relating to Commands
(25 - 36 Months)

Patterns	Stages	Strategies
Single Words Commands		
Noun Words	26 months	
Verb Words	28 months	Gestural reactions and body movement.
Two Words Commands		
Noun + Noun	33 months	Comprehending
Verb + Noun	3¼ months	Well-formed adult speech before producing the speech.

4.3.1.4 ACQUISITION OF NEGATIVES (25 - 36 MONTHS)

A variety of negatives amounting to 15 were acquired and used by the subject. They are classified according to single and two word utterances. Babu (No or there isn't) and A'a (No) are among the single words acquired. Neg (babu) + Noun was also acquired as two word negatives. Table 11 below shows the distribution and frequencies of the negatives.

TABLE 11

One and Two Word utterances Acquired in Negative Form (25 - 36 Months).

Pattern	Frequency	Percentage
A'a negator	426	37.77
Babu negator only	384	34.04
Babu + Noun	318	28.19
Total	1128	100

The first observed negation acquisition was head-shaking only. This occurred at the age of 25 months. The following contexts show the head-shaking behaviour.

(H. in dialogue with A.)

H: Kana son mage?

(Do you like a cat?)

A: (Shakes his head left and right only)

H: Ba ka so?

(Don't you like it?)

A: Again shakes his head)

H: Ko kadangare kake so?

(or is it a lizard that you like?)

A: (Again shakes his head)

24. (25 months)

Another observed initial behaviour indicating negation at the age of 26 months was shrugging shoulders to signify the rejecting of something as contextually shown:

H; Kana zuwa gidan Bebiya?

(Do you want to go to Bebiya's house?)

A: (Shrugs and bends his head right ward?)

25. (26 months)

H: Abubakar, zo in maka wanka

(Abubakar, come and let me bath you

A: (Shakes his head left and right,

shrugs and says)'

Um-Uum/

26. (A Primitive A'a)

(No:. (26 months)

The Um-Uum is a primitive negator used by the subject to signify rejection of an action. At the age of 28 months, Abubakar began to use the adult form of the negator A'a (No). The contexts below illustrate the usage.

H: Wa ya kashe man kwalba? Ko kai ne Abu?

(Who has broken my bottle? Are you the one Abu?)

A: (Shakes his head left and right and says

27. A'a/

(No)

(28 months)

The subject used the negator A'a (No) to deny something as in th se contexts:

H: Kai ne ka cinye man burodi?

(Are you the one who ate my bread?)

A: (Denying it with his facial reaction, he says)

28. A'a/

(No)

(29 months)

H: Ba kai ba ne?

(Are you not the one?)

29. UM/(i,e 1)

(Yes (Hausa form of reply

(Yes, I am not the one)

The word A'a (No), as contextually used, indicates denial of the occurrence of action. The subject used the same negator to show rejection of an action as indicated below:

(HL. and A. playing in the room)

HL: Ni ne sarki, kai ne dansanda.

(I am the King and you are policeman)

A: (Shakes his head left and right and says)

30. A'a/A'a/
(No. No.)
(29 months)

It is important to note that whenever the subject intended to deny or reject the occurrence of something, he always accompanined the negation with gestural reaction and body movement (see examples 26 - 30 above). This therefore indicates that body movement especially head and shoulder shaking are the natural strategies adopted by Abubakar in acquiring negation in this phase (i.e. phase one).

From 29 months, negator Babu (There isn't or No) began to be used alone or with a noun whenever the subject wanted to show that something did not exist or was not available. The contexts below illustrated this:

Thus:

(A. Opens a bowl)

H: Mi kake yi Abu?
(What are you doing Abu?)

A: (Suddenly replaces the lid and says)

31 . Babu/
(There isn't)
(29 months)

H: Mi ke babu?

(What is not there?)

32. Babu tuwo/

(No tuwo)

The negator Babu (There isn't) can be described as a hole-phrase word used in place of a long sentence which may contain many words. To answer Hajiya's question of Mi kake yi, Abu? (What are you doing, Abu?), the subject would have said, kwano nake budewa (I am opening a dish). He, instead, used the negator Babu (There isn't or No) which contains only one word to simplify the answer. The subject might of course have wanted to say, kwono nake budewa, babu tuwo ciki, (I am opening a dish, there is no tuwo in it), which he simplified to only one word Babu. Simplification of long negative sentences is , therefore, a strategy used by Abubakar to correspond to his linguistic skills.

At 30 months, Abubakar frequently used the simple form of the negator Babu to indicate denial where Neg (ba) + Verb + Neg (ba) was supposed to be used as shown in these examples.

(B. is talking to N. while A.
is standing nearby)

B: Baba ya dawo?
(Has dad arrived?)

A: (Interrupts and says)

33. Babu baba/
(No dad or there is
isn't dad)
(30 months)

The correct adult's answer to Babangida's question ' Baba ya dawo? (Has dad arrived?) is Baba bai dawo ba (Dad has not arrived), by inserting negator ba in the middle and at the end of the sentence. The subject had either not mastered the use of the negator ba in his type of negation or he innately simplified the form of the negation by using a two word utterance only as in Neg (babu)+ Noun

Another form of negation which appeared at the age of 30 months and used along with the single and two word utterances was pointing to something the subject abhored and then mentioning its name. Although no negator of any type was used, the subject's reactions and contexts of the speech indicated abhorence

and dislike for something he hated. The contexts below show the speech situations:

(A. cat is jumping over a window of R's room)

A: (Firmly held H's dress, points to the cat and says)

34. Maje/Maje/(Mage)
(Cat. Cat)
(30 months)

H: Ba ka son mage?
(Don't you like a cat?)

A: (Nods and says)

35. UM/(I)
(Yes (Hausa answer, Yes I don't like)

(A. lizard moving toward A.)

A: (Begins to cry, points to the Lizard and says)

36. Hajiya kadangale/
(kadangare)
(Hajiya lizard)
(32 months)

H. A kore shi. Ba ka so?
(It should be driven away. Don't you like it?)

A: (Nods and says)

37. Koli/(Kori)

(Drive away)

It is interesting to note that the mother expanded the speech of the subject. However, before she expanded the speech, she first studied the contexts and circumstances that led to the speech production, and then interpreted the speech by expanding it in adult's language. It was observed that if the mother made a wrong interpretation which was not the intention of the subject, he instantly rejected it by repeating his words until she made the correct interpretation and satisfied his need of protection from something he feared or satisfied his need by giving him what he wanted.

From 32 months, the subject began to use paradigmatic replacement of words by silently rejecting something previously mentioned, and replacing the last expressed word of the adult's question with the word he wanted to express.

(R. and A. in dialogue)

R: Kana son burodi?

(Do you like bread?)

A: (Shakeshis head left and right and says).

38. Baba nama/
(Dad meat)
(32 months)

R: Nama kake so?
(Is it meat you want?)
A: (shakes and says)

39 I, nama/
(Yes, meat)

In the first answer (example 38), Abubakar made a paradigmatic replacement of burodi (bread)with nama (meat). Thus, his answer of nama replaced the whole pattern of adult's expected answer of A'a ba na son burodi. Nama nake so (No I don't want bread It is meat I want).

Simplification of negation by deleting prepositions and other elements was the common strategy used by Abubakar in phase one of the study. No preposition had been used in the negation despite the model questions containing the preposition persistantly used by the researcher with the hope that the subject would use it in his answers. The following examples show the speech situation

(R. brings an empty cup of water and shows it to A.)

R: Akwai ruwa cikin moda?
(Is there any water in the cup?)

A: (Looks at the empty cup and says)

40. Babu Luwa/(ruwa)
(No water)
(33 months)

R: Cikin me ke babu ruwan?
(In what is there no water?)

A: (Repeats and said)

41. Babu Luwa/
(No water)

Despite all the researcher's efforts of using the preposition ciki (inside or in), the subject did not use it in his answer. He only used Babu luwa (No water). The negator Babu + Noun was used by Abubakar during the period of phase one.

It can also be observed that the subject omitted aspectual pronouns in his negative utterances which needed insertion of such aspects, as shown in these contexts:

R: Hajiya na nan?
(Is Hajiya around?)

421. Babu Hajiya/
(No Hajiya)
(35 months).

R: Nura na nan?
(Is Nura around?)
A:

143. Babu Nula/
(No Nura)
(35 months)

To answer the question of Hajiya na nan? (Is Hajiya around?), N + ba + Asp. P + nan (Hajiya ba ta nan: (Hajiya is not around) is usually used. Abubakar, however, simplified this type of answer by consistently using Neg (babu) + Noun (Babu Hajiya, (No Hajiya). The subject might have been linguistically compelled to use this simple form because of his inability to master the declarative sentence of N + Asp. Pro + nan (Baba yana nan (Dad is around), which did not appear in the acquisition of statements at this very age (i.e 36 months). Table 12. Below shows a summary of the findings relating to the acquisition of negatives.

TABLE 12

SUMMARY OF THE FINDINGS RELATING TO THE ACQUISITION OF NEGATIVES (25 - 36 MONTHS)

Patterns	Ages	Strategies
Head-shaking	25 months	Head-shaking and
A'a Negator	28 months	shruging.
Babu Negator only	29 months	Simplification of
Babu + Noun	30 months	structures.
		Gestural reaction,
		Paradigmatic
		replacement of words.

4.3.2 PHASE TWO (36-48 MONTHS)

Phase two of this study runs from 36 to 48 months. A variety of syntactic structures relating to statements, interrogatives, commands and negatives were acquired by the subject. They are analysed below:

4.3.2.1 ACQUISITION OF STATEMENTS (36-48 MONTHS)

The number of statements between 36 to 48 months increased from 47 in phase one to 690 in phase II. More structures were added during the period, and these were Noun+Adjective, Adjective + Noun, and Verb + Adverb, which are all within the range of two utterances. The other structures acquired are utterances that were longer than two words, and that consisted of subject Noun + Verbal Complex + Object Noun, and Object Noun + Subject Noun + Verbal Complex. This increase was attributed to the subject's increased experiences and

TABLE 13

Structures Relating to Statements Acquired, Their Distribution and Frequencies (36 - 40 Months).

Structures	Two Words		Three Words and above	
	F	%	F	%
N + Adj	56	22.95	-	-
Adj + N	41	16.80	-	-
N + VC	60	24.59	-	-
VC + N	49	20.08	-	-
VC + Adv	38	15.57	-	-
S(N) + VC+O(N)	-	-	53	53.54
O(N) + S(N)+VC	-	-	46	46.46
Total	244	99.99	99	100

Initially Noun + Adjective structure began to appear when the subject was 37 months old and this had continued up to 40 months when Adjective + Noun emerged. The examples below illustrate the speech situations of such structures.

(US brings a long corn-stalk.)

A: (Seizing the corn-stalk from US.

and says

44. Kala dogo/(Kara)
Corn stalk long
(Long corn-stalk)
(N+Adj: 37 months)

(A. Searches for his trousers.)

A: Runs to H. with the trousers in his hand)

45. Dogo wando/
Long shorts
(Trousers)

(Adj + N: 40 months)

Although the subject seemed to have mastered the Adjective + Noun structure at the age of 40 months, he always deleted the referential -n of the adjective which is usually attached to the adjective of this type (See example 45 above).

The Noun + Verbal-complex, (Complex that consists of pre-verbal pronoun and verb) emerged at the age of 40 months. This structure was simultaneously used with the Verbal-complex + Noun at the age of 42 months as illustrated in these contexts.

(N. Drinks water that US. kept)

US: wa ya sha ruwan?

(who drank the water?)

A: (Interrupting and replying)

46. (Nula ya ce/Nura ya sha)

(Nura he drank)

(Nura did drink)

(N+VC. 40 months)

(UM. eats tuwo kept in a bowl)

A: (Sees UM. eating tuwo and complains to H. saying)

47. Ta ci Ummi/ (She ate Ummi)

(Ummi has eaten)

(VC+N: 42 months)

As Abubakar approached 42 months, verbal complex + Adverb began to be freely used in his speech. The examples below illustrate this:

(HL. Riding on R's motorcycle.)

A: (Runs to R. and reports HL. saying)

48. Yana hau bica/(bisa)

(He is rode on)

(He is riding it)

(VC+ADV+ 42 months)

R: Bisa mi?

(On what?)

A: (Pointing to the motorcyle and HL. and says)

49. Bica macin/(Bisa Mashin)

(On motorcycle)

The strategy the subject used in acquiring these structures (i.e N+Adv; Adj+N; N+VC, and VC+ADV) was that of using two to three words interchangably. Examples 44 - 45 are two word utteranoes and 46 - 48 contain three words. In using these structures the subject deleted function words such as the referential -n (the known referent(M) and -r (the known referent (F)) as can be seen in example 45. The simplification of the adult's phonemes to suit the subject's type was innately observed to be used as can be seen in the utterances produced. This simplification may be taken from the adult's point of view as an error of articulation, but to the subject, this may not be an error. It is a manifestation of the articulation capability of the subject at that stage of language development.

The structures subject Noun + Verbal complex + object Noun, appeared when Abubakar was aged 44 months.

/Abubakar was observed to cognitively understand the function of the subject as an instigator of action and object as an entity affected by the action. The contexts below illustrate this:

(R: is eating yam.)

A:(Sitting beside R. and says to H.)

50. Baba yana ci doya/
(Dad is eating yam)
(S(N)+VC+O(N) 44 months)

R: Mi nake ci?
(What am I eating?)

51. Doya/
(Yam)

A:

(HM:has broken a bottle.)

A: (Reports to H. and says)

52. Halima kashe kwalba/
(Halima has broken bottle)
(S(N)+VC+O(N):45 months)

(N. US. and A. are playing football.)

N: Wa zai buga kwallon?

(Who will kick the ball?)

US: Ni zan buga.

(I will kick it)

A: (Pushing away US.).

53. Nula zai buga kwallo/(Nura)
(Nura will kick the ball.)(Nura.)
(S(N)+VC+O(N); 45 months)

As the subject was mastering the S(N)+VC+O(N): structure, he was also acquiring the structure O(N)+S(N)+VC at the age of 45 months. The latter structure is just a transformation of the former structure which Abubakar seemed to have mastered between ages 42 and 45 months. The following context shows the latter structure:

(A goat entered the kitchin and ate some beans.)

A: (Sees the goat, takes a stick and running to beat it. He says)

54. Wake akuya ta ci/Wake akuya ta ci/Wake akuya ta ci/
(Beans goat ate. Beans goat ate. Beans goat ate.)
(O(N)+S(N)+VC: 45 months)

The subject still simplified sentences by reducing certain grammatical elements. The referential -n (the known referent (M)) was deleted from the verb ci (eat) in example 50. The sentence was supposed to be constructed as Baba yana cin doya (Dad is eating yam) by inserting the -n referential which the subject always omitted at that stage of language development.

Between age 44 and 48 months the subject used as a pattern, pre-verbal pronouns yana (he is) in sentence 50., taa (she) in sentence 52. as indicators of tenses as well as indicators of gender and number respectively. He, for example, correctly used the pre-verbal pronoun ya - (he) (sentence 50.) to refer to the third person singular - masculine, and the tense marker- na to indicate continuative action. He also used ta - (she) (Example 52.) to refer to the third person singular - faminine, and the tense marker - a as indicator of completed action.

The subject was observed to have mastered the use of the pre-verbal pronouns in the continuative, general past and future tenses, as can be seen

in examples 50 - 53. The other tenses such as relative continuative, relative general past were also learned in the phase two of the study (See Appendix E - H). The subject was observed to have acquired the third person plural pronoun su (they) in the future tense later despite the fact that he played together with children in group. The percentages of the third person plural pronouns throughout the phase was 8.58%, 7.72% and 9.56%, while/third person singular masculine (ya: he) amounted to 16.70%, 20.68% and 21.12%, and that of third person singular - feminine (ta: she) amounted to 11.06%, 10.8% and 13.55%. Table 14 below shows pre-verbal pronouns and their distribution .

TABLE ' 14

Pre-Verbal Pronouns, Their Distributions and and Frequencies (Ages 36-48 Months)

Structures	G. Past Tense		Continuative Tense		Future Tense	
	F	%	F	%	F	%
1st P.Pre-V.P						
Na	103	93.25	76	93.46	34	21.55
(I or I am)						
Mu (We)	38	8.58	24	7.41	28	11.
2nd P.Pre-V.P						
Ka	63	14.22	35	10.80	25	9.96
(You (M))						
Ki						
(You (F)	48	10.84	34	10.49	28	11.15
Ku						
(You (P))	30		28	8.64	25	9.96
3rd P.Pre-V.P						
Ya	74	16.7	67		53	
(He)						
Ta	49	11.6	35		34	
(She)						
Su	38	8.58	25		24	9.56
(They)						
Total	443	100.00	324	100.00	251	100.00

The Table shows that the subject acquired second person pre-verbal pronouns in the continuative and future tenses, the plural form of the first person pronoun in the general past, and the third person plural pronoun in the future tense in phase two of the study (refer to Table 14) The presence of these pronouns in the subjects atterances show that the subject grasped the functions of the plural form of the pronouns with respect to tenses, gender and number at that stage of his language development.

The subject, in the ages range 45 to 47 months produced utterances which were very peculiar to him. The sentences were not only reduced but were unique in form. The following examples illustrate the utterances.

(A. wants to drink water. He stands beside H. and says)

55; Ya ca luwa/(Ina sha ruwa).

I drink water

(I(want to)drink water)

(45 months)

(A girl came into the house with kosai.)

A: (Sees the kosai and says)

56 Ya ci kosai/(Ina cin kosai)
(I eat kosai
'I(want to)eat kosai)
(46 months)

(A: wants H. to give him a cap.)
A: (Looks at H. and says)

57. Ya co ula/(Ina son hula)
(I want the cap?)
(47 months)

This pattern of sentences has to be analysed or quantified in terms of their lengths in morphemes. For example, the adult's sentence, Ina shan ruwa (I want to drink water) has a length of three words, (i.e. ina (I or I am), shan (drink) and ruwa (water). The three words have, however, five morphemes such as I- (1st person pronoun), - na (aspectual pronoun), sha (drink), - n (a bound morpheme) and ruwa (water).

In the subject's attempt to say, Ina shan ruwa, (I want to drink water), he produced ya ca Luwa (supposed to mean, I want to drink water). The

subject reduced the aspect pronouns ina (i.e I and na) to ya. The verb shan with its inflectional morpheme -n(i.e the verb sha + N morpheme) of the adult's model was also reduced to ca of the subject's pattern, (i.e sha + n reduced to ca). The same creativity applies to examples 56 and 57.

As can be seen, Abubakar always reduced the person - aspect of the first person singular ina to ya. The utterance ya was not employed by the subject to refer to the third person singular - masculine ya (he), since he has already mastered it (See Table 14. and examples 46, 48 and 50). This unique utterance of the subject may be attributed to articulation simplification. Abubakar might have attempted to replace the phoneme /1/ with /"y/ and drop the na aspect to produce /"ya/, which due to articulation problem may have culminated into the ya of the subject's pattern.

This indicates that, simplification of phonemes is an inborn strategy that Abubakar constantly used in pronouncing words and sentences. It has been observed that the subject had, at the age of 45 months, cognitive meaning, form and reference of

the words he used. He had, on several occasions, heard adults, his elder brothers and sisters correctly pronouncing the words and sentences which he cognitively perceived. But due to the fact that his linguistic skill and competence were not matured enough to speak exactly as adults do, he produced the words and sentences in his own way.

At the age of 47 months, the subject acquired and used a number of non-aspectual structures such as the possessive and existential forms. Table 15 below shows the distribution and frequencies of the structure chronologically.

TABLE 15

Distribution and Frequencies of Possessive and Existential Structures Acquired Between the Age 47 to 48 Months.

Existential Forms	F	%	Possessive Forms	F	%
Ga + 1st P.Pro.(NI) (Here I am)	124	42.47	Nawu + Ne (It is mine)	11	42.86
Ga + N	87	29.79	Naka + Ne (It is(M)Yours)	84	32.43
Ga shi +Adv(Nan) (Here he is or it is	81	27.74	Naki + Ne (It is(F)Yours)	64	24.71
	292	100			

TABLE 15 (contd.)

Existential Forms	F	%	Possessive Forms	F	%
Ga ta + Adv(Nan) (Here she is)or it is	56	11.45	Naki + Ne (It is(F)yours)	63	57.80
Ga Su+Adv (Nan) (Here they are)	49	10.02	Naku+Ne (It is(P)yours)	46	24.20
Akwai+N (There is + N)	77	15.75	-	-	-
Ni + Ne + N (I am + N)	76	15.54	-	-	-
Kai + Ne + N (You (M) are + N)	68	13.91	-	-	-
Ke + ce + N (You (F) are +N)	58	11.86	-	-	-
Kai + Adj + Ne (You (M) are + Adj)	57	11.66	-	-	-
Ke + Adj + Ce (You (F) are + Adj)	48	9.81	-	-	-
Total	489	100	-	109	100

The existential forms were the first to appear in the subject's utterances. The Ga + First person Pronoun (Ni) was observed to have been used at the age of 46 months. Just after one month, other existentials namely, Ga + Noun and Ga + shi + Adverb appeared, as shown in these contexts:

(H. is looking for A.)

H: Ina Abubakar din yake?
(Where is Abubakar?)

A: (Answers and says)

58. Ga ni/
(Here I am)
(Ga+ 1st P.Pron: 47 months)

(R. arrives from Zaria.)

A: (Welcomes R. saying)

59. Ga baba/Ga baba/
(Here is dad. Here is dad)
(Ga + N: 47 months)

(N. US. and A. are playing.

US: hides behind the door)

N: Ina Usman yake?
(Where is Usman?)

A: (Pointing behind the door and says)

60. Ga shi nan/
(Here he is)
(Ga + shi+Adv:47 months)

At the age of 47 months, Akwai+Noun together with other existential structures were commonly

used by the subject. These were Pronouns + Ne+ Nouns (See Table 15). The contexts below illustrate:

(N. opens the lid of a bowl).

N: Ba ruwa ciki?
(There is no water inside?)

A. (Joins in and says)

61. Akwai luwa/(ruwa)
(There is water)
(Akwai+N: 47 months)

(N. and A. playing in the room.)

A: (Points to himself and to N. and then says)

62. Ni ne sarki/kai ne dansanda/
(I am King. You are the Policeman)
(Ni+Ne+N and Kai+Ne+N: 48 months)

As the subject was acquiring and using existential forms of Hausa sentences, he was at the same time using the possessive forms. The first to be acquired was the first person possessive, Naw+Ne (It is mine) at the age of 48 months. The remaining

possessives referring to the second person were then acquired. The contexts below illustrate these:

(N. Comes into the house with a ballon).

A: (Sees the ballon and says)

63. Nawu ne/
(It is mine)
(Nawu + Ne:)
(48 months)

(HM. gives A. a doll to play with)

A: (Returning the doll to HM. and he says)

64. Naki ne/
(It is (F) yours)
(Naki + Ne: 48 months)

Egotism was observed in the use of existential and possessive structures. As can be seen from the Table, Ga + 1st Person Pronoun (Ga + NI: Here I am), and Nawu + Ne: It is mine), were first acquired before others. That is, before Abubakar acquired Ga + shi + Adv (Ga shi nan: Here he is), he first acquired Ga + Ni (Ga ni: Here I am). This was because the subject, at that stage of development, was egoistically self-conceit in his activities. Table 16. below shows the summary of the findings relating to statements.

TABLE 16

Summary of the Findin" Relating to Stabilizers (36-48 Months) y

Patterns		Strategies
		Simplification of
Two-Words	37 months	Sentences con-
N + Adj	37 months	tinued.
Adj + N	40 "	
		Deletion of
Three-Words and above		function words
N + VC	40 months	continued
VC + N	42 "	
VC + Adv	42 "	Simplification of x
S (N)+VC+O (N)	44 "	adult's words and
O (N)+S (N)+VC	45 "	phonomes continued.
Existential Structures	46–48 "	
Ga + N	"	
Ga + Pro + Adv	"	
Akwai + N	"	
P. Pro + Stab. + N	"	
P. Pro + Adj + Stab.	"	
Possessive Structures	47-48 months	
Possessive - Pro + Stab.		

4.3.2.2 ACQUISITION OF INTERROGATIVES (36 - 48 MONTHS)

In this phase, 307 questions were acquired by the subject. The questions are of various types. They include ina? (where?) + Noun, Mene ne? (What is it?) + Specifier, me? (What?) + Verbal complex, Yaya? (How?) + Short Possessives, and Ina? (where?) + Short Possessive. See Table 17 below for the distribution and frequencies of the question types.

TABLE 17

Distribution and Frequencies of the Question Types (36 - 48 Months).

Types of Questions	Frequency	%
Ina + N	412	26.96
(Where + N)		
Mene ne + Spec	346	22.64
(What is it + Spec)		
Me + VC	294	19.24
(What + VC)	131	8.57
Yaya + Short, Poss)	131	8.57
(How + Short Poss)		
Ina + Short. Poss		
(Where + Short. Poss)	345	22.58
N + Ina + Short. Poss)		
(N + Where + Short. Poss)	296	19.25
Total	1, 520	100

The first question formation to appear in phase two of the study is the Ina + Noun such as Ina ruwa? (Where is water) (36 months). At 37 months, mene ne + specifier such as Mene ne wannan (What is this?) developed. The examples below show the contexts:

(A. is searching for his ball which B. hid)

A: (Searches under the bed and says to H.)

65. Ina kwallo?/Ina?/
(Where is the ball?
Where?)
(Ina+N: 36 months)

H: Tana cikin kwando.
(It is in the basket.)
(Looking at the picture book)

A: (Points to the picture of an elephant, draws B's attention and says)

66. Mine ne wannan?/
(Mene ne)
(What is this?)
(Mene ne + spec: 37 months)

The subject used the Ina? (where?) type of question whenever he did not see his missing object as in example 65. The Mene ne + specifier type of question (see example 66) was not extended to include

plural form such as, Mene ne wadannan? (What are these?). In the same way, Ina + Noun question (see example 65) was not extended to include the plural form of Ina kwallayammu? (Where are our balls?). The subject persistently stuck to using only the singular form of the two types of question formation.

The strategy the subject used in acquiring the two forms of questions (i.e Ina + N, and Mine ne + spec), was that of the process that began from simple to complex. He began to acquire simple question formula (example 65) by concentrating the language acquisition effort on singular forms before proceeding to the plurals. (see Appendix F) Vol.II)

At the age of 38 months, Me (What) + Verbal complex question developed. The contexts below show the speech situation of the utterances.

(N. is hiding behind a door)

A: (pulls at N's shirt and says)

67. Mi kake yi?/ (Me)
(What are you (M)
doing?)
(MC+VC: 38 months)

N: Boyewa nai
(I have hidden (myself)

It is interesting to note that this form of question always requires the insertion of preverbal pronouns and verb (yi:do). That is, the question form requires, for example, a pre-verbal pronoun kake, and a type of verb (yi: do) as contextually used above (example 67). The subject was, however, able to use only three forms of the pre-verbal pronouns during the age range of 38-40 months. These were second person pre-verbal pronouns referring to masculine (M), feminine (F), and plural (P) as in kake (you are (M), kike (you are (F) and kuke (You are (P) respectively. The other forms of the pronouns referring to the first and third persons were not used in this type of question formation.

This question form reveals another strategy adopted by the subject. He first concentrated on acquiring the pre-verbal pronoun of the second person and used them in question form of Me + VC pattern. His close contact and direct communication with people might be one of the reasons why he first acquired the second person pre-verbal pronouns first, which were used in the Me + Verbal complex form of question before other pronouns.

At 40 months, the subject acquired the strategy for asking the name of any stranger that he came into contact with as shown in example 68 below:

(A. stranger comes into A's house)

A: (Moves toward the strange boy and says)

68. Yaya sunanka?/
How is your name
(What is your/ name?)
(40 months)

The stranger: Sunana Musa
(My name is Musa)

The subject started using the type of question in example 68 at the age of 40 months before he began to extend it to the singular feminine form Yaya sunanki? (What is your (F) name?). This might be connected to the fact that most of the strange children that came into the house were male. The subject never extended the question form to plural and other singular forms such as yaya sunanku? (What are your (P) names?) or yaya sunansa? (What is his name?).

This strategy of using singular masculine before singular feminine shows how the subject learnt things that he constantly came into contact with. Although there were female in the household, all his friends that he played with were male. This may be the reason why he stuck to using these words, and even extending them to feminine and plural. This strategy also shows the egocentric tendency of the subject in giving attention to things that concerned him only.

At 46 months, the subject added possessive pronouns to the previous questions already acquired at 36 months. That is, he began to construct questions of the structure Ina + Short possessive as shown in the following contexts:

(A. is looking for his shorts)

A: (Moves to H. and says)

69. Ina wandona?/
(Where are my shorts?)
(Ina+Short. Pass: 46 months)

H: (Angrily replies)
Ban sani ba
(I don't know)

A: (Repeats the question saying)

70. Wandona/Ina wandona?/
(My shorts. Where are my shorts?)
(46 months)

At 46 months, the subject used the first person - singular possessive pronoun - na as in Ina wandona (Where are my shorts?) as shown in example 70 above. He also used the second-person possessive pronoun referring to singular-masculine and singular-feminine as shown in examples 71-72.

(A. discussing with N.)

A: (Asking N. the question)

71. Ina hulakka? (hularka)
(Where is your (M) cap?)
(Ina+Short. poss: 47 months).

(A. discussing with HM)

A: (Asking HM the question)

72. Ina abunki? (abinki)

(Where is your (F) thing?)

(Ina+Short pass: 47 months).

The subject was observed to avoid using the third person possessives in his speech. That is, the subject never used, the third person possessives, as for example, Ina hularsa? (Where is his cap?) or Ina kallabinta? (where is her headtie?). A possible explanation would be because third persons are largely spoken in their absent. The subject's behaviour at 47 months was mainly towards concrete things and physical persons he saw and interacted with. Although Abubakar had at that age (47 months) developed the concept of abstract things, he mainly concentrated on physical and concrete things.

At the age of 48 months, Abubakar developed a strategy of first mentioning the title name of the elderly persons he was talking to before asking them the question or the proper names of his friends. The following illustrate the speech situations.

(A. wants to drink his koko)

A: (Touching the dress of H. and saying)

73. Hajiya, ina kokona?/
(Hajiya, where is my koko?)
(N+Ina+Short. poss: 48 months)

(R. Comes without his machine)

A: (Looks at R. and asks)

74. Baba, ina mashinka?/
(Dad, where is your machine?)
(N+Ina+short. poss:
49 months).

The strategy of first mentioning the title name of a person before asking the question was observed to have been used to always draw the attention of the person the subject was talking to or directing his question to. Table 18. shows the summary of findings relating to interrogatives.

TABLE 18

Summary of the Findings Releting to Interrogative (36 - 48 Months)

Patterns	Ages	Strategies
Ina + N (Where + N)	36 months	Learning from simple to complex.
Mene ne + Spec (What is + Spec)	37 months	Learning from concrete to abstract,
Me + VC (What + VC)	38 months	The device of mentioning the name of a person before asking him/her questions.
Yaya + Short. Poss (How + Short. Poss)	40 months	
Ina + Short. Poss (Where + Short. Poss	46 months	
N + Ina + Short. poss (N + Where + Short. Poss	48 months	

4.3.2.3 ACQUISITION OF COMMANDS (36-48 MONTHS)

The number of commands amounted to 403 in the phase two of the study. New structures were acquired. They are Verb + Noun, Verb + Adverb, Imperative Pronoun + Verbal Phase, and Proper Noun ? Verbal Phase. The Table below shows the patterns of the structures.

TABLE 19

Distributions and Frequencies of commands Acquired (36-48 Months)

Structures	Frequency	Percentage
Verb + Noun	234	26.03
Verb + Adverb	210	23.36
Imp.Pro+Verbal Ph.	240	26.69
Prop.N+Verbal Ph.	215	23.92
Total	899	100

Abubakar began constructing commands of the structure Verb+Noun at the age of 37 months. He always accompanied the commands with hand movement to make clear what he wanted to be done. The contexts below show the speech situation:

(A: is eating food with pepper in it)

A: (Beckons H. with his hand, points to the water and says)

75. Kawo Luwal
(Bring water)
(V+N: 37 months)

(UM. is crying while H. is away)

A: (Takes a cup of water, gives it to UM. and shows her with his hand how to drink, saying)

76 Ca Luwa/(Sha ruwa)
(Drink water)
(V+N: 30 months)

At the . age the subject was using Verb + Noun, he was also acquiring and using Verb + Adverb. The command was mostly associated with gestural reactions and hand movement.

(H: was calling B.)
H: Babangida zo. zo nan.
(Babangida come. Come here)
A: (Interrupting and repeating H 's command and beckoning B)

78. Jo nan/Jo/(zo)
(Come here come)
(V + Adv: 38 months)

(A: and N. playing football)
A: (Showing N. where to stand to kick the ball)

79. Tsaya. can/can/
(Tsaya)
(Stand there.
There)
(V + Adv: 38 months)

In phase II of this study the subject used as a strategy a variety of two words as commands. He combined Noun + Noun, Noun + Verb as well

as verb and Noun to form commands. Another strategy adopted by the subject in this phase was the continuation of gestural reactions used in phase one. Repetition of commands heard from adults was at the same time used as a strategy by Abubakar (See example 78 above). He used to repeat the whole command heard from adults or he repeated part of it.

As the subject acquired more experiences, the imperative - Pronoun + Verbal Phrase (VP) structure was added. The verbal phrase was of two types. The first to be acquired by the subject was the one which consisted of Verb + Noun, and the other consisted of Verb + Adverb. The examples below illustrate the speech:

(A: with N. in R's passroom)

A: (Rides on R's motorcycle and commands N. to do same)

80. Kai hau mashin/
(You (M), ride machine)
(Imp. Pro VP: 40 months)

(A: and UM. playing)

A: (shows UM. where to sit)

81. Ke, jauna nan/(zauna)
(You (F), Sit down here)
(Imp. Pro+VP: 42 months).

It can be observed from this study that the subject's acquisition was systematically processed. He began from one word commands to more complex structures. Noun words were first used before verbs, and this was followed by adverb and other grammatical items such as imperative pronouns. Thus, systematic and gradual learning were adopted by Abubakar in acquiring commands in phase two.

Another interesting observation is that the subject used the imperative pronouns Kai (You (M) or Ke (You (F), when commanding his friends to do or not to do anything. When, however, he was demanding or requesting something from an adult, he used the title name of the person he was speaking to, as shown in these contexts.

A: (Moves toward H., points
his shorts to her and says)

82. Hajiya, tube wando
(Hajiya, put off shorts)
(Pro.N.+VP: 43 months)

(HL: sitting on A's cap)

A: (Pushes HL. away and says)

83 Halilu taci tsaye/ (tashi tsaye)
(Halilu stand up)
(Pro.N+VP: 45 months).

Table 20. below shows the summary of the findings relating to the acquisition of commands.

TABLE 20

Summary of the Findings Relating to commands (36 - 48 months)

Patterns	Ages	Strategies
Verb + Noun	37 months	Using two words as commands.
Verb + Adverb	38 months	
Imperative Pro + VP	40 months	Continuation with gestures and body movement.
Imperative Pro+V+Adv	40 months	
Proper name + VP	42 months	Repetition of commands heard from adults.
Proper name + Adv	42 months	Systematic and gradual learning of commands.

4.3.2.4 ACQUISITION OF NEGATIVES (36 - 48 MONTHS)

The number of negatives acquired amounted to 201 . The Neg (Babu) + Noun structure continued to be used in phase Two. Other negative formations of the structures Neg (ba) + Noun, Neg (ba) + Adjective, Neg (ba) + Noun + Neg (ba), Neg (ba) + Neg(ba), and Neg(ba) + Kowa/komai appeared during the period (36-48 months). Table 21 shows the distribution and frequencies of each structure.

TABLE 21

NEGATION FORMATIONS. Their DISTRIBUTION. AND FREQUENCIES FROM 36 - 48 MONTHS

Structures	Frequencies	Percentage
Babu + N	113	6.72
Ba + N	206	12.25
Ba + Adj	64	3.80
Ba + N + Ba	243	14.45
Ba + V + Ba	321	19.08
Ba + Kowa	434	25.80
Ba + Komi	301	17.90
Total	1,682	100.00

At the age of 38 months Abubakar developed a pattern of non-existence negation of the formula Neg (ba) + Noun to answer any question whether or not it needed the non-existence, rejection or denial form of negation answer. The examples below show the situations

R: Kana cin kadangare?
(Do you eat lizard

34. . Ba kadangare/
(No lizard)
(Neg(Ba)+N:
38 months)

R: Ka je gidan Bebiya?

(Did you go to Bebiya's house?)

85. Ba Bebiya/

(No Bebiya)

(38 months)

R: Akwai Kadangare cikin daki?

(Is there a lizard in the room)

A:

86. Ba kadangare/

(No lizard)

(38 months)

To answer the question kana cin kadangare? (Do you eat lizard?), an answer of the formula Ba + V + N would be expected such as, Ban cin kadangare (I do not eat lizard). This type of negation signifies rejection of an action. As for the other question ka je gidan Bebiya? (Did you go to Bebiya's house), the adult's expected answer would be, Ban je gidan Bebiya ba (I did not go to Bebiya's house). This signifies denial of action. The last question , Akwai kadangare cikin daki? (Is there a lizard in the room?) would attract the answer Ba kadangare (No lizard). This is non-existence negation. Abubakar, however, used Neg (ba) + Noun only for all the three types of negative.

formations (See examples 84.+ 86.

By the age of 46 months, the subject began to acquire the appropriate formula to a given question needing a negative answer. The same questions were repeatedly used at age of 46 months. The following negation forms were observed.

R: Kana cin kadangare?
(Do you eat lizard?)

A:

87. Ba ci kadangale/(Ban cin--)
(I do not eat lizard)
(46 months)

R: Ka je gidan Bebiya?
(Did you go to Bebiya's house?)

88. Ba jo Bebiya/(Ban je--)
(I did not go to Bebiya)

R: Akwai kadangare cikin daki?
(Any lizard in the room?)

89 Ba kadangare/
(No lizard)

Although Abubakar acquired various forms for negative structures he still omitted or deleted the bound morpheme - n of the negator (ba)of the first person and that of the verb ci (eat) in example 88 above.

Instead of the negative Ban cin kadangare (I do not eat lizard) he simplified it to Ba ci kadangare. Also in example 88, the expression required to be je (go) of the structure Ban je gidan Bebiya ba (I did not go to Bebiya's house) was simplified to jo (instead of je: go). Thus, simplification by omitting and reducing certain words was used by Abubakar as a strategy.

Negative formula Ba + N + Ba appeared at the age of 46 months and was contextually used by the subject.

(R. brings meat from the market)

HM: Baba ya sawo nama
(Dad bought meat)

A:

90. Ba baba ba/
(Not dad)
(Ba + N + Ba)
(46 months)

H: To wane ne?
(Okay, who was it?)

A:

91. Ni ne/
(I am the one)

Abubakar developed Ba + N + Ba formula at the age of 46 months, but still had problem of transformation. He repeatedly omitted the stablizer ne which usually comes at the end of the sentence. The sentence was supposed to be Ba baba ba ne (It was not dad), but was shortened to Ba baba ba (Not dad) by deleting the stablizer ne.

Between 46-50 months, variety of negative forms appeared and was frequently used by the subject. Negati formulations such as Ba + Adj (Ba tsawo) (No long) (48 months); Ba + kowa (Ba kowa (There is no one?) (49 months). The following examples illustrate the utterances.

(A. puts on his shirt)

A: (Looks at H. and the shirt and then says)

92. Ba tsawo.(tsawo)
Not
(Bt is not long)
(Ba + Adj)
(46 months)

(A. turned a bottle upside down))

A: (Shaking the bottle up and down, he says)

93. Ba komi/Ba komi/
(There is nothing.
There is nothing)
(Ba + Komai)
(48 months)

(A. opens the door of R's room) and sees no-one inside, he then says),

94. Ba kowa/
(No one)
(Ba + Komai: 48 months)

Abubakar acquired the negative structure of the Hausa language from 38-48 months, but did not master the transformational rules of the language regarding the negation formation. He always omitted morphemes and words as shown in examples 87-09 . This omission continued up to the end of phase two of this study.

The most common strategies used in phase II of this study were omission, reduction and deletion of grammatical items such as the bound morphemes - n or - r, the stablizers ne or ce. The subject innately employed this strategy to simplify adult's language to his linguistic level. Table 22: below shows the summary of the findings relating to negatives.

TABLE 22

Summary of the Findings Relating to Negative (36 - 48 Months)

Patterns	Ages	Strategies
Babu + N	38 Months	Over generalization by extending non-existence negation to Signify rejection, denial and non - existence.
Ba + N	38 "	
Ba + Adj	46 "	
Ba + V + Ba	46	
Ba + Kowa	46 "	
Ba + Komi	49 "	Omission of morphemes and words as a simplification strategy.

4.3.3 PHASE THREE (48-60 MONTHS)

The phase three of this study runs from 48 to 60 Months. The structures acquired by the subject are statements, interrogatives, commands and negative. They are analysed below:

4.3.3.1 ACQUISITION OF STATEMENTS (48-60 MONTHS)

The number of statements in phase three of the study amounted to 1,015. Structures acquired in phase II continued to be developed. The subjects sentenoes developed closely to adult's language as he used the function words such as the infleotional forms and conjuotion that join two or more words. Table 23. below shows the inflectional elements and conjunotions of reference:

TABLE 23

The Development of Infleotional Forms and Conjunctions (48-60 Months)

Short Possessive	F	%	Short Genitival Complex	F	%	Conjunc-tions	F	%
NP+-n+NP	87	63.97	NP+-n+NP	76	66.67	Da(And	34	99.33
						Kuma (and again)	96	21.03
NP+-n+NP	49	36.03	NP+-r+NP	38	33.33	Sai (Then)	84	19.52
						Sadda (When)	76	16.
						Ko (or)	61	13.31
Total	136	100		144	100		456	100

The following contexts show the speech situations of the sentences produced by Abubakar:

H: Wandon wane ne wannan?
(Whose shorts are these?)

B: Na Mustafa ne.
(They are for Mustafa.)

A: (Interrupted and says)

95. Wandon Nule ne/(Nura)
Shorts for Nura
(They are Nura's shorts)
(NP+-n+NP: 49 months)

(A: is looking at the picture book.)

A: (pointed to the tail of a snake and says)

96. Wutsciyai maciji/
(Watsiyar)
(Tail of a snake)
(NP+-i(r)+NP: 50 Months).

The referentials -n and -r are used in Hausa sentences to show possession or genitive source respectively. At the age of 50 months, the subject seemed to have mastered this grammatical rule considering the frequencies of the elements with minor errors. The subject, however, used -i linker instead of -r to a feminine possessed word. This is a manifestation of dialectical style of the Katsina people who assimilate the

immediate first consenant of a possessor word instead of the standard -r. Thus, instead of Watsiyar maciji (Tail of snake) a Katsina man would say wutsciya maciji. Although Abubakar did not assimilate words in this way, he used -i instead of -r which is closer to the Katsina dialect. Thus, reduction of referentials in sentences and adopting them to the subject's linguistic level, was still being used as a strategy by Abubakar.

At the age of 50 months the subject began to use conjunctions to join words and sentences (See Table 12). Initially, he learned how to join two noun words with the aid of conjunction da (and) in a sentence that has NP+VP structure as shown in this example.

(N: and US are playing.)

A: (points to them as they are playing and says)

97. Nula da Usman suna wasa/
(Nura and Usman are playing)
(NP (N+da+N)+VP
51 months).

In this sentence, Nura da Usman, (Nura and Usman) formed the NP and suna wasa (they are playing) formed the VP. As Abubakar's language

increased, he began to use the conjunction da (and) in the VP as shown in this example:

(R: arrives home from Zaria with present for the children.)

A: (Welcomes R. and says)

98. Baba ya cawo ayaba da ya cawo lemu/(sawo)
Dad he bought banana and he bought orange
(Dad brought banana and orenge).
(NP+VP+da+VP: 54 Months.)

(H: is going to hospital)

A: (Follows H. and says to her)

99. Ina con kwallo da ina con Loba/(roba) son)
I want a ball and I want a ballon
(I want a ball and ballon
(VP+da+VP: 55 months.)

Although Abubakar acquired the skill of using conjunction da (and) in a Hausa sentence, he did not yet fully acquire the skill of sentence transformation. He had not yet mastered the technique of

changing the pattern of a sentence by deleting certain parts of it especially when two clauses are joined together to form one sentence (See examples 98 and 99). In example 98 , the clause Baba ya sawo ayaba (Dad bought banana) was conjoined with another similar clause with minor change of deleting baba (dad) only. In the other example (99), the clause, Ina Son Kwallo (I want ball) was completely repeated in the other clause without any transformation. To transform the two sentences, they should be constructed as, Baba ya sawo ayaba da lemu (Dad bought banana and orange) and Ina son kwallo da roba (I want a ball and a ballon) respectively.

The strategy the subject used in conjoining clauses was that of retaining and preserving the already acquired clauses in a conjoined sentence with little or no modification. The transformation skills such as the deletion of the second verbal complex structure (consisting of aspect pronouns and verb) had not developed. The linguistic competence of joining only one nominal of the second clause with that of the first clause of the sentence was not used by the subject.

The next conjunction to appear at the age of 57 months was the word sai (then). Abubakar used this conjunction to narrate story as contextually shown in the following examples:

HL: Bari in yi makɛ tatsuniya
(Let me tell you a folk story)

A: 100 Ni ma na iya/
(I too I know how to do it.)
(I too know how to do)
(57 months)

HL: To i in ka iya
(Okay, do it if you know)

A: (Starts saying)
101 Sai baba ya sawo ayaba/sai baba ya sawo lemu/sai baba ya sawo dɔya/
(Then dad he bought banana. Then dad he bought oranges Then dad he bought yam)
(Dad bought banana, he then bought oranges and yam)
(57 months)

The subject used sai (then) frequently as a strategy of building long and connected sentenceces. At the age of 58 months, Abubakar acquired other connective words, sadda (a Katsina dialect of Lokacin da (when), and kuma (and then) as shown in these examples:

(A: and B. discussing)

B: ka san sadda baba ya zo?
(Did you know when dad arrive?)

A: 102. In ce sadda baba ya zo ina bacci/
(I can say that when dad arrived I was sleeping)
(58 months)

B: Wa yai maka wanka?
(Who bathed you?)

A: 103. Hajiya tai mani wanka kuma ta sa mani liga/(riga) (sa)
(Hajiya bathed me and put on me my shirt)
(58 months)

The most common conjunctions used by Abubakar in phase III of the study were da (and) (29.20%); sai (then) (18.63%); kuma (and again) (21.20%), and sadda (when) (16.85%). Table 24 below shows the frequencies and percentages of occurrence the conjunctions.

The [illegible] subject[illegible]
[illegible] 48 - 60 [illegible]ns.

TABLE 24

Conjunctions used by Abubakar
Between the Ages 48-60 Months.

Examples of Conjunctions	Frequency	Percentage
Da (And)	134	29.71
Kuma (And again)	96	21.29
Sai (Then)	84	18.63
Sadda (When)	76	16.85
Ko (or)	61	13.52
Total	451	100

From 58 months Abubakar began to develop the habit of reciting poems as a strategy. He recited poems heard from his brothers and sisters. The following is an example of the poems that the subject memorized.

104. Daya mafarin kilya
(One the beginning of counting)
Biyu idanun dabba
(Two, the eyes of animal)
Uku, duwatsun murhu)
(Three, the stones of Murhu)

Hudu kafafun tebar
(Four, the legs of a table)
Biyar na yatsun hannu
(Five, the fingers of hand)
Shidda ranakun aiki
(Six, the days of work)
Bakwai kwanakin mako
(Seven, the days of the week)
(Takwas gomaa ba biyu kenan
(Eight, is ten take away two)
Tara daga ke sai goma
(Nine, next to ten)
Goma biyar biyu kenan
(Ten, two fives)(58 months).

The subject committed this poetic form of the Hausa language to memory by repeating it over and over. The poem is highly systematic and contains difficult terms and concept which the subject did not understand but which he had memorized. At the age of 58 months, Abubakar did not know that there are six working days in a week and that seven days make one week. But with the help of repetition he correctly produced the sentences without mistake. This, therefore, indicates that memorization and repetition are strategies which the subject i used to acquire Hausa language.

Towards the end of phase III (58-60 months), the subject's language improved and approximated

adult model. Although the subject seemed to have mastered the Hausa language, his sentences were still short. He was not able to make continuous sentences without breaking them into short speeches. His language was still simple in form. No idiomatic expressions or metaphor were used by the subject throughout the period of study. Table 25. below shows the summary of the findings relating to statements.

TABLE 25

Summary of the Finding Relating to Statements (48-60 Months)

Patterns	Ages	Strategies
Short Possessive-Short Genitival complex.	49 months 50 "	Simplification of adult's linkers.
Conjunctions da (and), Kuma (and again).	51 " and above	Retaining and Preserving the already acquired clauses in a conjoined sentence.
NP+VP Structure.	51 " (and above)	Memorization and recitation of sentences heard using simple and short speeches.

4.3.3.2 Acquisition of Interrogatives (48-60 Months)

The subject acquired a variety of question forms amounting to 71. The structures of the questions are, Ina + VC; Ina + N + VC; Ina + Asp, Pro; wa + NP; intonation question, and tag question. Table 26 below shows the distribution and frequencies of question forms.

TABLE 26

Distribution and Frequencies of Types of Questions From 48-60 Months

Patterns	Frequencies	%
Ina + VC	435	14.01
Ina + NP + VC	398	12.82
Ina + Asp, Pro	504	16.24
Wa + VP	481	15.50
Intonation Question	573	18.46
Tag Question	401	18.92
Total	3, 104	100

Abubakar developed the Ina + Verbal complex (VC) type of question at the age of 49 months. The subject, however, stuck to using the question form in sentences relating to general past and future tenses as shown in the following examples.

(US. comes to A's house to play)

A: (Asking US. politely)

105. Ina ka je?/ Where you went?
(Where did you go?)
(Ina + VC: 49 months)

US: Ina gida (I was at home)
(B: is going out)
A: (Follows B. and asks)

106. Ina ja ka?/ (za ka?)
Where go you?
(Where are you going?)
(Ina + VC: 49 months)

The subject did not use the Ina + VC question with other tenses apart from the general past and future tenses mentioned earlier. From 50 months, this form of question was extended to Ina + NP + VC as in Ina Nula ya je? (Where did Nura go?). See the contexts below.

(A: does not see N. for some days)
A: (Asking US. about N.)

107. Ina Nula ya je?/
(Where Nula he went)
(Where did Nura go?)
(Ina+NP+VC: 50 months)

US: Bai lafiya
(He is not well)

In another incident the researcher brought some yams from Zaria as contextually shown:
(R: brings yam from Zaria)
A: (Eating the pounded yam and saying)

108. Ina baba ya sawo?/
(Where dad he bought?)
(where did dad buy them?)
(ina+NP+VC: 51 months)

HM: Mi ya sawo?
(What did he buy?)

A: 109. Doya/ (Yam)

Abubakar seemed to be systematically acquiring question formation. He first acquired Ina+VC (49 months) in which the VC consists of pre-verbal pronoun and verb only as shown in example 105. Later, at 50 months he added the NP + VC to his Ina-question form as in example 107. This is a systematic language acquisition used by the subject.

The subject developed the Ina + Aspectual pronouns at the age of 54 months. Questions such as: Ina yake? (Where is he?) were used by the subjedt whenever he was looking for his missing object. He stuck to using only five aspectual pronouns namely, yake (he is doing (M), take (she is doing (F) kike (you are doing (F), and kuke (You are doing (P) with the Ina question particle.

The contexts below illustrate the forms of the question

(N: US: and A. playing football)

A: (Raises up his ball and asks)

113 Wa ke so?

(Who wants?)

(Wa + VP: 57 months)

The systematic strategy of question formation acquisition adopted by the subject, can be clearly seen in phase three of this study. In phase I and II, Abubakar did not at all attempt to use object noun at the end of question because his attention was concentrated on mastering the Ina question type with its accompanied verbal complex, (in which only the pre-verbal pronoun and verb were involved as in examples 108 - 166.). At phase III, however, the subject seemed to improve his question acquisition strategy by adding an object at the end of question, as can be seen in example 113 above.

The already acquired simple intonation questions in phase one of this study expanded in phase three and continued to be used in sentences containing more than two words. Consider these examples:

(A. wants someone to play with)

A: (Moves to N. who is sitting on the floor unwilling to play and asks)

(HM: hides herself under a bed)

A: (Looking for HM and asking)

110. ... Ina kike?/Ina kike?/
(Where are you? Where
are you?)
(Ina+Asp. p: : 54 months)

(HL: and B. are taking their bath
in the bathroom and making noise)

A: (Knocking on the door A. says)

111. Ina kuke? Ina kuke?
(Where are you (P)?
(Ina+Asp.Pro: 55 months).

The Wa + NP question form appeared at the age of 56 months when the subject began to ask question of the structure, Wa ya sha ruwa? (Who drank water?). Abubakar learned to either add object noun as in the above sentence or used only a verb as in wa ke so? (Who wants?). See the following examples.

(R: gives A. a biscuit and A. hides
it under a pillow. When
A: Leaves B. eats the biscuit)

A; (Searches for the biscuit but
does not fint it. He asks)

112. Wa ya ci biskit?/
he
Who / ate biscuit?
the
(Who ate / biscuit?)
(Wa + VP: 56 months)

114. Kana yi waca?/(---yin) wasa ?)
You do play ?
(Do you want to play?)
(Into.Q. 58 months)

N: Ban yi
(I don't want to)

A: 115. Ba ka yi wacan?/(wasan)
(Don't you do the play?)

It is interesting to note that although the subject learned how to form the intonation question, he still had not mastered the skill of adding the morpheme -n to the verb yi (do) in his question formation. He always deleted it in his type of sentences. Thus, instead of Kana yin wasa? (Do you play?), he constructed the question as in example 114 above.

Tag question, using ko particle began to be used by the subject when he was 59 months old. The intonation device was still used. He also developed the technique of inserting ko particle at the end of the sentence, as in the following examples.

A: (Talking to HL)

116. Kana juwa, ko?/(zuwa)
(You go, arent you?)
(You are going, arent you?).
(Tag. Q: 59 months)

A: (Talking to UM)

117. Ba ki ca, ko?/ (sha)
You dont drink, do
you?
(You don't drink, do
you?)
(Tag. Q. 59 months)

The final stage of question acquisition was the development of transformational skills. That is, the skills of transforming declarative sentences into question forms by deleting certain aspects of a sentence as shown in these examples.

(UM: is playing with A's toy car)

A: (Touches UM's back and asks:)

118. Waca kike yi?/ (wasa)
Play you do?
(Are you playing?)
(Trans. Q: 60 months)

(N: was urinating)

A: (Moves to N. and asks:)

119. Hitscali kake yi?/
(Hitsari)
Urine you do?
(Are you urinating?)
(Trans. Q: 60 months)

The declarative form (untransformed form) of the sentence, Hitsali kake yi? is kana fitsari or kana yin fitsari (you are urinating), which was

transformed to Hitsali kake yi? by changing the position of the word hitsari (urine) from the end to the beginning of the sentence. The aspectual pronoun kana of the declarative was also changed to kake of the transformed sentence. The verb yi (do) was also added in the sentence. Table 27. below shows the Summary of the findings relating to interrogatives.

TABLE 27

Summary of the Finding Relating Interrogatives (48 - 60 Months)

Types of Questions	Ages	Strategies
Ina + VC	49 months	Simplification of
(Where + VC)		sentences
Ina + NP + VC	50 months	Intonation
(Where + NP + VC)		device of
Wa + VP	56 months	rising tone.
(Who + VP)		Transformational
Intonation Question	58 months	Strategy. Shifting
		the position of
Tag Questions	59 months	words to form question.

4.3.3.3 The Acquisition of Commands (48-60 Months)

Command acquisition in phase III increased to a total of 502. The structures acquired in phases I and II continued to be used, and new ones were added. These were subjunctive commands of the meaning, Let someone do such and such, specialized negator (Kada).

"Let you not do such and such") used in command, and Bari (Let someone do or not do such and such). The subject's use of words was no longer limited to two or three words. He used as many as six words in a sentence. The Table below shows the distribution and frequency of the acquired commands.

TABLE 28

Distribution and Frequency of Command (48-60 Month

Structures	Frequency	%
Subjunctive Commands (Let someone do such and such)	416	34.78
Kada negator used in Command (Let you not do such and such)	396	33.11
Bari used in command (Let someone do or not do such and such)	384	32.11
Total	1,196	100

The subject used subjunctive constructions of the meaning, "let someone do such and such", frequently in his commands. In most of such commands, however, he used the impersonal pronoun a to direct someone to do things for him. The following utterances show the examples of the commands.

(UM. is crying in the room)

A: (Moves to H. and says)

120. A ba ta Ummi Luwa/(ruwa)
(Let Ummi be given water)
(Subj. command: 49 months)

(It is very hot and
A. wants to have a bath)

A: (Removes his clothes and
says to H.)

121. A yi mani wanka/ (Let some
one bath me).
(Subj. command: 50 months)

It is important to understand that the subject used the over-generalization strategy in his command acquisition. The sentence A ba ta Ummi ruwa (Let Ummi be given water) resulted from constructions of the structures A ba ta (Let her be given), A ba shi (Let him be given), A ba su (Let them be given) in which object Pronouns appear at the end. When, however, direct and indirect noun words were used in such types of sentences, the object pronouns are deleted leaving only the two noun words as, for example, A ba Ummi ruwa (Let Ummi be given water).

The subject first mastered the object pronoun formula of the structure A ba ta (Let her be given) and extended this to another structure which consisted of direct and indirect noun words. This overgeneralization continued up to the end of this study. That is, he continued to insert object pronouns between the vert and indirect nouns where they are not supposed to appear.

The negator Kada (Don't) and Bari (Let you do or let you stop) were simultaneously used at the age of 50 months. The subject reduced kada to kak by replacing the final consonant /d/ with/k/. This resulted from the fact that the command was mostly directed to second persons whose second person pronouns begin with consonant /K/ (i.e ka "You(M)", Ki "You(F)", Ku "You(P)"). The subject, therefore, always let the K consonant to assimilate the /d/ consonant of the word kada. The following show the examples of the commands.

(UM: was pouring omo into water)

A: (Runs to UM. and says)

122. Kak ki zuba/
(Don't you (F) it pour/in)
(Kad. command: 51 months)

(A: wants to drink coke)

A: (Opens the refrigerator, looks at R. and says).

123. Bali in ca/
(Bari in sha)
(Let me drink)
(Bari command:
53 months)

The Bari command, in this example, seemed to be like a request for permission to do something. The word was also used by the subject to prohibit doing of an action, as contextually shown;

(UM: is bitten by an ant and begins to cry)

A: (Moves towards UM, puts his hand on her head and says)

124. Bali kuka/(Bari)
(Stop crying)
(Bari command:
54 months)

From 54 - 60 months, Abubakar's commands consisted of long conjoined sentences. It was this long construction that led the subject to frequently make errors in placing object and dative pronouns, and in the inflection of verbs. The contexts below illustrate the types of errors.

125. Kawo a yi gyala maki Ligai/ (gyara) (Bring and let your dress be adjusted for you (54 months)

(N: is pushing R's Motorcycle)

A: (Pushes N. away and says)

126. Bali turowa mashin/ (Bari) (Stop pushing the motorcycle (55 months)

The command, kawo a yi gyala maki ligai (Bring and let your dress be adjusted for you), contains kawo(bring) as verb of command conjoined with a yi gyala maki ligai (and let your dress be adjusted. The verb yi (let someone does) was wrongly used between Kawo and gyara. The command would have been constructed as Kawo a gyara maki riga (Bring and let your dress be adjusted) by removing the verb yi completely. However, because the subject had earlier acquired the verb yi and used it in statements, he generalized its usage and applied it where it was not supposed to appear. This is the over generalization strategy adopted by Abubakar.

In example 126 Abubakar used turowa (pushing) (a verbal noun) where an ordinary verb of tura (push) was supposed to be used. Verbal nouns such as turowa (pushing) are used where personal aspect pronouns in the continuative tense are used as in Yana turowa (He is pushing). The subject acquired this rule in statement

development, and applied it to command construction of the type above (example 126), where the -wa morpheme is deleted as in, Bari turo mashin (stop pushing the machine). This process is also an over-generalization strategy commonly used by Abubakar in phase III of this study. Table 29 shows the summary of findings relating to commands.

TABLE 29

Summary of the Findings Relating to Commands (48 - 60 Months)

Patterns	Ages	Strategies
Subjunctive Commands (Let someone do such and such.)	49 months	Over-generalization
Kada negator used in compand (Let you not do such and such).	51 months	Extention of already acquired device to another context.
Bari used in command. (Let someone do or not do such and such).	53 months	

4.3.3.4 ACQUISITION OF NEGATIVES (48-60 MONTHS)

The subject acquired most of the Hausa negative forms in phase three. The most important observation in this phase is the development of the aspectual pronouns which the subject used in the negative forms. Table 30 below shows the distribution of the aspectual pronouns.

TABLE 30

DISTRIBUTIONS AND FREQUENCES OF ASPECTUAL PRONOUNS IN NEGATION FORMS FROM 48-60 MONTHS

Negation	Asp. Pron.	Frequency	Percentage
BA -	- n	310	17.45
Ba	mu	284	15.98
Ba	ka	215	12.10
Ba	ki	102	5.74
Ba	ku	90	5.06
Ba -	-i	217	12.21
BA	ta	85	4.21
Ba	su	70	3.94
BA	a	404	22.73
Total		1,777	100.00

It is important to know that at the age of 50 months, the subject acquired and mastered the use of two complex structures of Hause negation formation. These are Ban (I did not) and Bai (He did not). The Ba + -n of Ban is a combination of the negator BA and the first person aspectual pronoun na which is usually shortened to -n and combined with the negator Ba to form Ban (I did not or I do not). The Ba + -i is also a combination of the negator Ba and the third person singular - masculine pronoun ya, which is shortened to -i, and combined with the negator Ba to form Bai. The following examples show how the aspectual pronouns are used:

R: Ka je makaranta?

(Did you go to School?)

127. Ban je ba/ (Idid not go)

(Ba+n+V Ba: (50 Months)

N:Usman ya iya tsalle

(Usman can jump)

A: 128. Bai iya ba/ (He cannot do it)

(Ba+-i+V+Ba) (53 Months)

N: Karya kake, ya iya

(You are lying. He can do it)

129. Allah bai iya ba/ (To God, he cannot do it)

The strategy adopted in acquiring this structure was was by listening to adult's speech and repeating what he heard. The subject also used to extend the formula he had already acquired in the acquisition of statements and used the negator ba appropriately to form the type of negation form he intended to forms. He for example, acquired the structure, Ya iya (He can do it) in statement formations. He used this statement formula of ya iya by inserting negators Ba as in Bai iya ba (He cannot do it). Thus, extension of already acquired formula with modification was a strategy used by the subject.

As indicated in Table 31, the subject acquired other negatives with aspectual form in the general past tense. The general structure is Neg (ba) + Asp. Pro + Verb + Neg

(ba). The examples below show how they were used.

N: Hajiya ta dawo

(Hajiya has come back)

130. Ba ta dawo ba/ (She has not come back)
(Ba+Asp. Pro+V+ba) (54 Months)

HM: Na iya rubutu

(I know how to write)

31. Ba ki iya ba/(You don't know how to do it)
(Ba+Asp.Pro+V+Ba) (55 Months).

US: An sawo nama

(Meat has been bought)

132. Ba a sawo ba/ (It has not been bought) (Ba+Asp. Pro V+Ba)
(55 Months).

The subject used this structure (Neg (ba) + Asp. Pro + V + Ba) in the general past tense as well as in other tenses such as general continuative and future tenses. This reveals another strategy of systematic and gradual learning of negation. Abubakar first used the negative formula of the structure Neg (ba) + Asp. Pro + V + Ba in the general past tense before extending it to other tenses of the Hausa language.

Another form of negation acquired by Abubakar was the placing of noun words at the beginning of Hausa negative as shown in these examples:

MS: Hajiya, an kashe tukunya.

(Hajiya, the pot has been broken)

A: (Interrupts and says)

133. Hajiya, ba a kashe tukunya ba/
(Hajiya, the pot has not been broken) (proper name ?Ba+ Asp. Pro + V.+Ba)
(56 Months).

MS: An kashe mana

(It has indeed been broken)

134. Karya kake/ Ba a kashe ba/
(You are lying. It has not been broken)

As a strategy, the subject used to imitate a sentence heard from a second speaker and repeat some of the words used. In sentence 133 above, Mustafa used Hajiya (the mother) in the initial position of the sentence. The subject used the word he heard (i.e Hajiya) initially in the sentence too. Thus, imitation of heard sentences was a strategy used by Abubakar in

acquiring negation formation. Table 31. below shows the summary of the findings relating to negatives.

TABLE 31

SUMMARY OF THE FINDINGS RELATING TO NEGATION (48 - 60 MONTHS)

Pattern	Ages	Strategies
Ba + Asp. Pro	50 months	listening to adult's speech.
Ba+Asp.Pro+V+Ba	53 months	Extending already acquired formula to
Proper Name + Asp. Pro+V+Ba	56 months	ease the acquisition of another structure. Imitation strategy.

4.4 Factors that Influenced the Acquisition of the Syntactic Structures (25-60 Months)

The subject of this study used one and two word utterances in phase one, and it seemed as if he was innately aware that his utterances were ambiquous and; therefore, accompanied each word he produced with a sort of gestures (See examples 1-10 under statements, 13-16 under interrogatives, 17-20 under commands, and 25-33 under negatives). Greenfield (1976) described this behaviour as a fundamental component of grammar as well as a syntactic relation. Children, according to him, innately use gestures and contextual speech to make clear their utterances.

Throughout phase only the subjeot has been found to be reducing adult's sentences (whether statements, interrogative, commands or negatives), by deleting all function words and leaving only contentive ones which he could handle (See examples 5,7 and 11 under statements, 15 under interrogatives, and 31-32 under negatives). Two forces were operating in this age range (25-36 months). One of these was the society that provided the language environment for the subject to hear and imitate the language in contexts. The other was the inborn linguistic

ability of the subject to select from what he heard, reduce what he selected and simplify it to suit his linguistic age and competence.

Pflaum (1974) indicated that language growth results from children's growing ability to hear language forms. Children make sense of the language input in terms of their level of maturity and produce speech on this basis. Abubakar heard the observable language forms around him, and organized the language input and simplified its complexities to suit his age. This explains why the subject used only one and two word questions with the rising intonation in, for example, contexts 12 - 16 of this study.

It has been observed that the subject understood better formed commands of adult's model than those of his telegraphic speech (See example 21.) This, as indicated by Foss (1978), is the result of an inborn language device which facilitates language learning. Foss (1978) argued that children have some fundamental knowledge about the correct structure of adult forms before they even start to produce words and sentences. Thus natural or innate knowledge of language can be said to be one of the principle factors which facilitated Abubakar's acquisition of commands.

The mother, more than anyone, played an active role to help Abubakar acquire negative formations between the ages 25-36 months of his language development. She interpreted the subject's gestural reactions and utterances in proper negatives forms by repeating them over and over for the subject to hear and imitate (See examples 24, 28-29 and 31-32).

In example 24, the subject shook his heard left and right and the mother interpreted it as Ba ka so? (You do not want it?). Also in example 34, the subject saw a cat and uttered the word maje (mage: cat). The mother, having observed the context and the reactions of the subject interpreted the word as Ba ka son mage? (You do not want a cat?). The interpretation and expansion that the mother did might have contributed to the acquisition of negation by Abubakar. This is because she gave a model of the correct negation for the subject to hear and imitate.

Kagan (1968) indicated that every child is born into a family, into a socially defined situation whear the mother plays an important role.

The child acquires language, attitudes, habits and values from the family in which the mother is the principal factor. Abubakar, like every child, had an intimate contact with his mother and he learned a lot from her especially by the way she expanded the utterances he produced.

The subject made intensive use of memorization in phase three of his language acquisition. He learned Hausa poems and songs which contained difficult words by committing them to Memory (See example 104 under statements). This method of memorazation was described by Mcneill (1966) as a special kind of method of remembering used by children of pre-school age. It is the principle of learning which makes learning easier. Children, according to McNeill (1966), memorize poem or song if it is arranged in some orderly way that gives it form. The poem Abubakar memorized in phase III has rhythmic pattern and that made it easier for him to memorize it, and possibly learn from it.

The subject's question forms improved in phase III as he started using the transformational device and correct aspectual pronouns (as can be seen in examples 105-114 under interrogatives).

This resulted from the systematic stages of language acquisition largely influenced by maturity forces. Abubakar must have heard correct question forms from adults around him and might have cognitively perceived them. But because he was initially not matured for the adult forms of questions, he was only able to produce one and two word question forms with gestural reactions and intonations at age 25 to 36 months. However, as the subject reached the age of 60 months, his question style approximated the adult's forms. Maturation, therefore, played an important role in questions and other syntactic formations.

The subject used over-generalization as a strategy in phase III of command acquisition (See example 120). This type of over-generalization has been attributed to children's tendency to extend rules for the formation of regular forms to other words that are irregularly inflected (Smith, 1973). That is, children extend the rules that apply to regular forms to those that are irregular because they have already mastered the regular rules. It was, therefore, the over-generalization of the subject that compelled him to insert an object pronoun <u>ta</u> (in example 120)

in-between the verb ba (give) and the object noun Ummi.

Dialogues and conversations between the subject and his elder brothers and sisters have been found to play an important role in Abubakar's acquisition of negative (See examples 128-132). The dialogues between Abubakar on the one hand, and Babangida, Halilu, Mustafa, Nura, Usman, Halima and others, were so common that they might have been considered as contributing factors to negative formations.

Kagan (1978) indicates that children listen attentively to the correct sentences and cognitively assimilate these as imput. Later, the children try to use the sentences they have heard in their own sentence constructions. Although it took Abubakar several months to reach a mature conceptual level of Hausa negation, the model of negative development, can be said to have been provided by the older siblings and adults.

The subject still omitted function words in phase two as can be seen in examples 44-48 under statements. This omission reveals that the subject at that age (36 - 48 months)

has not yet fully acquired the adult's model of sentences.

This inability may be attributed to biological and psychological factors. Trantham and Pedersen(1976) stated in their study that children of early age usually understand the process of their language, but are not able to produce speech in the correct adult's model until they attain skills which may be biologically or psychologically determined.

The subject used to call the traditional title names of his mother and father as Hajiya (the mother) and Baba (dad) respectively when asking questions (See examples 73 and 74 under interrogatives). This tendency may be attributed to the subject's expression of an identity. That is, an identity with the person he was speaking to. Calling the title names of persons in the Hausa society (Such as Alhaji, Hajiya, Malam and others), has a psychological impact and develops a sense of affinity with the person one is commanicating with. Thus, the subject's behaviour of calling the title names may be associated with Halliday's (1973) approach of personal function of language through which

a child develops group sense of language, becomes aware of the self and others.

The title names that the subject frequently called before directing his questions were those of the people who were very intimate with him. Hajiya, the Mother, in particular, involved the subject in dialogues in which question forms were used. This enabled the subject to develop a close contact with her and, therefore, he learned the title Hajiya and always mentioned it whenever he wanted something from her. Kagan (1968) indicated that, the earlist forms of communication in human ontogeny are those that occur as part of the developing infant's interaction with his mother. This may be one of the reasons why the word Hajiya (the mother) was used in question form more than any other word.

4.5 SUMMARY OF THE ACQUISITION OF THE SYNTACTIC STRUCTURES (25-60 MONTHS)

In this chapter, the subject's acquisition of the Hausa syntactic structures (Statements, interrogatives, commands and negatives), from 25- to 60 months, has been analysed. In phase one, which ran from 25 to 36months, two sub stages have been observed. These are 25 to 28 months and 28 to 36 months.

During the 25 to 2[illegible] months, one word pattern of speech was acquired and used by Abubakar to make statements, interrogatives, commands and negative utterances depending on the contexts of the speech and accompanying gestural reactions (See Table 32). The strategies adopted by the subject were those of imitation, repetition of words heard from adults as well as gestural reactions (See Table 36). Maturation as a Principal factor, set limits to what the subject was able to acquire, and the environment provided the conducive atmosphere for the acquisition of the language.

Between 28 and 36 months the pattern of the subject's speech was that of two-word utterances used to make statements, interrogatives, commands and negatives depending on the contexts (See Table 33). The strategies adopted were those of simplification of speech by omitting function words to produce telegraphic speech, and the continuation of imitation and repetition strategies (See Table 37). The mother, the siblings and play mates played an important role in providing Hausa model for the subject to hear and imitate (See table 39.)

In phase two, which ran from 36 to 48 months, three word speech emerged. Function words were not fully used by the subject for he still omitted referantials and linkers. Conjunctions were also not used (See Table 38). However, from 48 to 60 months, the subject's sentences improved. Function words were used to conjoin clauses and sentences. Over-generalization was used as a strategy as well as the poems and songs. (See Table 5).

The followings Tables (Tables 32-35) give a sample of the types of patterns, strategies and ages of the acquisition of the syntactic structures by Abubakar from 25 to 60 months.

TABLE 32

One - Word Pattern 25 - 28 Months

The Syntactice Structures

Ages s	Patterns	Statements	Questions	Commands	Negatives
25 - 28 Months	One-Word Pattern	Hajiya (Hajiya) (Context meaning) Hajiya ina son nono (Hajiya, I want milk) Ruwa (Water) (Context meaning Ina son shan ruwa (I want to drink water)	Hajiya (Hajiya?) (Context meaning) Ina Hajiya take? (Where is Hajiya?) Ruwa (Water) (Context meaning) Ina ruwan yake? (Where is the water)	Hajiya (Hajiya) (Context meaning) Hajiya, Kai ni in yi fitsari (Hajiya take me to urinate) Ruwa (Water) (Context meaning) (Bani ruwa in sha (Give me water to drink)	A'a (No) (Context meaning) A'a, ba ni ba ne (No I am not the one) Babu (There isn't) (Context meaning) Babu ruwa cikin tukunya (There is no water in the pot).

TABLE 33

Two Word Pattern, 28-36 Months

The Syntactic Structures

Stages	Patterns	Statements	Questions	Commands	Negative
28-36 Months	Twoword patterns	Hajiya ruwa (Hajiya water) (Context meaning) Hajiya zan sha ruwa (Hajiya I will drink water) Hajiya ci (Hajiya eat) (Context meaning) Hajiya inci (Hajiya I want to eat food	Hajiya (Hajiya water?) (Context meaning Hajiya ko ruwa ya kare? (Hajiya has the water finished Baba zo? (Dad come?) (Context meaning ko baba ya zo? (Has the dad arrived?)	Hajiya ruwa (Hajiya water) (Context meaning Hajiya bani ruwa in sha (Hajiya give me water to drink) Hajiya tuwo (Hajiya tuwo) (Context meaning) Hajiya ba ni tuwo in ci Hajiya give tuwo to eat)	Babu ruwa (No water (Context meaning) Babu ruwa cikin tukunya (There is no water in the pot Babu tuwo (No tuwo) (Context meaning) Babu tuwo cikin kwano (There is not tuwo in the dish)

TABLE 34

Three Words Patterns, 36-48 Months

		The Syntactic Structures			
Ages	Patterns	Statements	Questions	Commands	Negative
		Nura ya sha	Mene ne wannan	Kai, hau nan	Ban je ba
	Three-	(Nura drank)	(What is this?)	(You, ride here)	(I did not go)
36-48	Words				
Months	Patterns	Ummi ta hita (ummi has gone out)	Me kake yi? (What are you doing?)	Hajiya tube wando? (Hajiya, get off trousers)	Bai je ba (He did not go)
	The development of sentences	Baba ya zo (Dad has arrived)	Hajiya ina kokona? (Hajiya, where is my koko?)	Ummi tashi tsaye (Ummi, stand up)	

TABLE 35

Four Words and Above, 48-60 Months

Ages	Patterns	The Syntactic Structures			
		Statements	Questions	Commands	Negation
48-60 Months	Four words and above	Wannan wandon Nura ne (This is Nura's shorts Motai Nura ta lalace (Nura's motor is spoiled) Hancin Halilu yana jini (Halilu's nose is bleading)	Wa ya ci biskit? (Who ate the biscuite?) Ba ka yi wasan? (Don't you do the play?) Ina son kosai da ina son waina (I want kosai and I want waina)	A ba ta Ummi ruwa (Let Ummi be given water).) Mun gan shi sukarin (We saw it the sugar) Tsaya ni in shiga ni (Let me enter)	Allah bai iya ba (To God, he does not know how to do it) Ba ta dawo ba (She has not come back) Ba a sawo ba (It has not been brought)

CHAPTER FIVE

DISCUSSION OF THE OVERALL FINDINGS AND COMPARISON OF STRATEGIES

5.1. Discussion of the Overall Findings of the Study

This study covered a total of 35 months (started from 25 months and ended at 60 months) of the subject's language development. A total of 54 hours (3,240 minutes) were used to record and observe Abubakar's utterances and sentences relating to statements, interrogative, commands and negatives. The aim was to find out the stages, patterns and strategies of his development, as well as the factors that might have influenced his language acquisition.

Valuable data and information about the subject's speech (from 25 - 60 months) were obtained through recording, observation and elicitation procedures. The data have been analysed in chapter four and the results are described below:

One important finding of this study is the fact that comprehension of speech procedes its production. The subject was observed to comprehend and to cognitively perceive the

adult's speech relating to people, objects and events around him before he started producing the words and sentences of his language. This was proved by asking the subject to do some activities, before he started speaking in sentences and performed them without mistake.

The subject was directed to bring ~~bring~~ a cup, a ball, water and other materials which he correctly brought without mistake despite the fact that he was not able to speak in sentences at that time. This indicates that the subject had already comprehended the words used by adults about people objects and events around him before he actually started using the words (See Appendix A & C Vol.II).

This study has also discovered that the subject, from 25 - 28 months, employed only one word to refer to various syntactic structures, such as statements, questions, commands and negations, depending on the context of the speech. He used one word only to make statements in conjunction with the pointing or touching activity; to ask questions by using intonation and gestures, give commamd by using

his hands to beckon or demonstrate the kind of command of his intention, and to negate things by shaking the head, shrugging and other gestural reactions (See Table 32). Contextual speech associated with one word utterances was, therefore, a language device of the subject's language between ages 25 - 28 months.

Apart from the gestural reactions which the subject used for every word he produced, the study discovered that repetition and imitation as common strategies were used throughout the period of 25 - 28 months. Regarding repetition, the subject used to select only one word which attracted his attention from the adult's sentences he heard and repeat them. Sometimes, he repeated the already acquired word for practice purpose in order to make the word permanent in his mind.

This imitative tendency of the subject is the result of human behaviour. Farrant (1964) indicated that behaviour (linguistic or others) is often adopted quickly by people from others they admire through imitation. Most of the views people hold are arrived at, not by independent thought, but by imitation. Thus, Abubakar's behaviour of imitating whatever he heard adults say was motivated by the human desire to imitate.

From 28 to 36 months, two words were mostly used by the subject for each of the syntactic structures, (statement, interrogative command and negative). Simplification was found to be commonly used at the two word stage of his language. This was done by omitting function words of the adult language. He simplified what in adult language might contain four or five words to only two words of his speech type. The simplification was found to be attributed by maturity factors. That is, he was forced by maturity factors to use only few words, mostly two to three, between the ages 28-36 months.

The simplification was always associated with gestural reactions or body movement which enabled adults or his listerners to understand the intended meaning and reference of his utterances. For instance he used the utterance, Hajiya ruwa (Hajiya water) to make a statement which was contextually understood to mean, Hajiya zan sha ruwa (Hajiya I want to drink water). The same utteranoe, (i.e. Hajiya ruwa: Hajiya water) was used to ask a question with the rising intonation, which was contextually understood to mean, Hajiya ko ruwa ya kare? (Hajiya, is the water finished?). In another context, the utterance, Hajiya ruwa (Hajiya water)

was employed to carry the adult syntactic sense of Hajiya ba ni ruwa in sha (Hajiya give me water to drink).

This indicates that simplification through the reduction or omision device was used as the subject's method of speaking at the age of 28 - 36 months. He heard the adult's speech and tried to instantly imitate it by reducing the adult's sentence to two words by deleting all function words and retaining only nouns or verbs (See Appendix A II).

As the subject reached the age of 48 months, three word utterances were used with function words (see Table 34). However the function words were still not used as adults use them. The speech, at this stage, was less contextually produced for he could speak without pointing to or touching the things of reference. However, the simplification and imitation strategies were still used by the subject.

Between age 48 and 60 months, the subject used entirely new strategies for his L_1 acquisition. These are over-generalization and memorization. Since the subject had mastered so many formulas in the previous months of his language acquisition

(from 25 - 60 months), he stuck to these formulas and used them even where they were not needed. He retained and preserved the already acquired structures and extended them to other structures without modification, resulting to odd sentences like Bari turowa mashin (Stop pushing the machine).

The subject had at 50 months acquired the structure NP + VP, where the NP consisted of noun, and the VP consisted of indirect object pronoun and direct object noun as in, Nura (NP) ya ba shi ruwa (VP). (Nura (NP) gave him water (VP) (See Appendix E) Vol.II, He retained this structure, over-generalized its usage and extended it to a sentence like A ba ta Ummi ruwa (Let Ummi be given the water). In the adult's sentence, the indirect object pronoun is usually deleted because the indirect object noun is present. The subject, however, over-generalized his already acquired formula and indiscriminately applied it to a structure where it is not needed as shown above.

The power of memory of the subject was found to be very active at this age (48 - 60 Months). He committed long sentences to memory especially poems and songs he happened to have heard his elder brothers and sisters reciting (See Appendix I Vol.II) This memorization device helped Abubakar to acquire the grammar of the Hausa language.

A general finding from the beginning of this study was the systematic stages of language acquisition. This study discovered that language adquisition is not random or haphazard. It is a systematic process that goes from simple to complex and from concrete to abstract. For example, an utterance consisting of only one or two words can be said to be a simple utterance, while a sentence which conjoins two or more clauses is a complex one. People and objects that a child daily sees and touches are examples of concrete entities, while things that cannot be seen or touched such as air, thought and others are examples of abstract ideas that can only be conceptualized and used in sentences.

Abubakar began his language learning by first comprehending and conceptualizing the words relating to people, objects and events. At later stages (25 - 27 months) the one word speech emerged, then two to three and four words, and finally sentences emerged. Singular words were acquired before the plural ones.

Actions that the subject had been physically involved in or which he saw others performing (such as actions identified by verbs) were acquired before the adverbs. This shows the systematic language

acquisition of the subject which is full of physchological implications. Phychologically, so many factors were involved in the language acquisition of the subject ranging from physical to mental growth.

As Abubakar grew older (2 - 5 years), he gained control over his body and learned to run towards people and objects. He also gained control over his eyes in such a way that he was able to fix his sight on people and objects, notioed their characteristics, memorized their names and so on.

Two important mental processes were observed in relation to Abubakar's mental growth. These are sensory motor and intelleotual activities. In the sensory motor activity, the subject, during 25 - 36 months, learned how to respond to stimuli through physioal or verbal activity. That is, he responded to a request by doing what was requested or by responding through a speech act.

The subject was observed to be using thought reasoning and remembering as his intelleotual activity. He was able to remember the name of an object only if he was physically involved in learning it. Similarly, he was able to remember the name of a person if he saw him everyday and repeatedly heard the name mentioned. As Abubakar reached five years,

he used his power of reasoning to agree or reject whatever was said to him. For example, once the researcher said to him: Nula yana tashi sama (Nula is flying up in the sky), he instantly denied it by saying, Ai Mutum bai tashi sama, ko? (Man does not fly in the sky, does he?) (Appendix L Vol.II). This is an intellectual activity of reasoning.

This study has discovered maturation as the major contributing factor to the acquisition of language. Maturity greatly influenced Abubakar's language and directed his language acquisition. When the subject was 25 months old, he was able to produce one word utterances only. However, with the change in age, the acquisition process changed in the same way, until he was able to make complex sentences at 60 months.

Maturity was not the only factor. The environment in which the subject grew up greatly influenced and shaped his language acquisition. Hajiya (the mother) set the model of Hausa speech for Abubakar. She frequently expanded the subject's utterances into full adult sentences for him to hear and imitate (See Appendix A-L Vol.II). The elder brothers and sisters, as well as friends from the neighbouring houses contributed in setting language

model for Abubakar (See Appendix A-D Vol.II)
They also used to involve the subject in dialogues and conversations. This too, might have influenced Abubakar's language and helped him to acquire the correct model of Hausa.

5.1.1 Findings Relating to the Acquisition of Statements.

The first words to be produced by the subject and used in the form of statements were title names of persons particularly the word Hajiya (the mother). Abubakar used this word at 25 months to contextually mean, Hajiya, a goat is coming, Hajiya a Lizard on the wall, and so on. It was only by observing the contexts in which the word was used that one could understand the intended meaning (See Appendix A Vol.II)

As Abubakar grew older (28 months), both proper names of friends and his siblings (i.e. Ummi, Nura Usman, Halima, and names of objects kwallo: ball, ruwa; water, fitsari; urine), were used. The people and object were entities that the subject saw every-day, whose names he heard, and with whom he played, and who satisfied his physiological needs. He, therefore, constantly used them in his statements.

The gestural reactions used when forming statements were those of pointing and touching.

The single words employed to make statements were systematically used. The subject first began by using noun words before verbs, and verbs before adjectives, and finally adverbs between ages 25 - 34 months. A similar hierarchical order of language acquisition was adopted at the two word stage, namely, Noun + Noun before Noun + Verb, and then Verb + Noun (See Table 5). The two words were telegraphically used by omitting the function words and retaining nominal and verbal words.

Abubakar began to understand the grammar of his language at 45 months. The subject + Verbs + object formula was acquired and used to make statements. He learned that the subject is the instigator of the action and the object the entity affected as can be seen in examples 50 - 53 in Chapter Four.

The transformational form of the Hausa language was acquired between 45 - 48 months. The subject spontaneously learned that the declarative form of the sentence, Baba (NP) yana cin (VC) doya (N): (Dad (NP is eating some yam (VP)), which he learned at 44 months and which has the structure:

NP + VP

NP (Baba: Dad) (Sub. N)

VP (VC+NP)

VC (yana cin = (Pre. V. Pro: yana + V. Cin)

NP (doya: yam (Obj.N))

can be transformed to obj Noun plus Subj Noun + VC as he correctly produced at 45 months, (i.e. Wake akuya ta 6i: Beans goat ate) (See example 54).

An interesting finding was the less use of the third person pronoun Su throughout phase two of the subject's language acquisition of statements, (36 - 48 months), despite the fact that he played with a group of children. This may be attributed to the fact that at that stage (36 - 48 months) the subject was mainly concerned with singular words which he employed and extended to refer to both singular and plural forms of sentences.

As can be seen (from Appendixes E - H Vol.II) the subject lately acquired the second person preverbal pronouns in the continuative tense (i.e. kana: you are (M), kina: you are (F), and Kuna: you are (P), as well as the second person preverbal pronouns in the future as in (Za ka: you will (M), Za ki (you will (F) and Za ku: you will (P)).

Similarly, the plural form of the first person pre-verbal pronoun in the general past (Mun: We (did)) and that of the third person plural in the future as (Za su: they will)) were acquired later. The Hausa pronouns, have a number of functions and referenoes. They represent nouns, they distinguish gender and number, and also act as tense indicators. These interwoven functions of Hausa pronouns, confused Abubakar between the ages 36 - 48 months, and delayed his mastering of the complexities of the pronouns.

At the age of 50 months, the subject acquired and mastered the use of short sentences of the structure Noun + Verb + Object (Nura ya sha ruwa: Nura drank water). He, however, had problem in conjoining this kind of sentence with another to form a single statement with transformation (See examples 98 - 99). This indicates that the subject at 50 months had not adequately mastered the Hausa transformation device. Although he could transform a sentence by shifting the end position of an object-noun to the beginning of a sentence, and shifting the subject noun from the beginning to the end (as oan be seen on example 54), he still had problem in conjoining two clauses to form a sentence (See example 98 - 99). Even with all these difficulties, the subject was able to master the Hausa language at 60 months.

5.1.2 Findings Relating to the Acquisition of Interrogatives

Between ages 25 and 48 months the subject used the already acquired declarative form of sentences and turned them to questions by using the rising intonation. The same words (declarative sentences) were used but in different contexts.

Question operators were systematically acquired, one after the other. For example, the subject began by acquiring Ina + Noun (where + Noun) at 36 months before Mene ne + Spec ? (What + Spec ?) at 37 months. The study shows that the subject used Ina + Noun? (where + Noun) when referring to singular things or persons at the ages 25 - 37 months. He never extended the question forms to pluralization. This lack of competence seemed to be similar to what happened in statement acquisition. It can, therefore, be said that between 25 and 37 months the subject did not acquire the skills and competence for plural formation in Hausa.

Egocentric behaviour was also revealed in question acquisition, between 25 - 37 months. The subject used question forms of the structure, Yaya sunanka? (What is your (M) name?) to persons he played with for practice purposes. That was why he

probably confined himself to two types of questions as Yaya sunanka? (What is your (M) name?) and Yaya Sunanki? (What is your (F) name?). He never used Yana Sunansu? (What are their names?), or Yaya sunansa?) (What is his name?), because these were entities that were far removed from him and, therefore, absent.

The subject was mainly concerned at that age (25 - 37 months) with concrete and physical things that satisfied his physiologioal needs. Even in the use of possessives in relation to question forms, the subject concentrated on using Ina + possessive? (Where + possessive) referring to the first person singular and seoond person singular as in Ina wandona? (where are my shorts?) (37 months), Ina hulakka (where is your cap?) (See examples 69-72). This again shows the egocentric consideration of the subject in using language.

Another observation was the way the subject mentioned the title name of a person before constructing questions, (Hajiya, ina kokona?:) Hajiya, where is my koko?: Baba ina mashinka?: Dad, where is your machine?) (See examples 73 - 74). This was an effective innate device which the subject possessed and used.

The interesting thing was that, he mainly mentioned the title name when referring his questions to elderly persons. When directing the questions to play mates, he used second person pronouns Kai: You (M) or Ke: You (F) or the proper name of the friend. Although he sometimes used names when questioning friends, he restricted the use of pronouns to play mates and never to adults. This shows that the subject had acquired not only the linguistic competence of using question operators of Hausa, but also the social norms of Hausa society, which demands respect for elderly persons by not mentioning their names directly.

As the subject reached 48 months, questions were asked using general past and future tense (See example 105 - 108) Ina + aspectual pronouns questions were acquired at 54 months (See examples 110 - 11), and Wa + NP questions at 56 months (examples 112 - 113). This question acquisition shows systematic process of language learning which started from Ina + N? Ina + Spec?. Ina + Asp. Pro? to Wa + NP- one following the other. This method of the acquisition of questions seems to be similar to the one earlier used in acquiring statements.

From 5f months the subject seemed to be more suggestive in his speech. He used the Ko? (Isn't it?) particle in tag questions frequently. He first formed declarative sentences and then added Ko to turn the whole sentence into a question (See examples 116- 117). This indicates a suggestive behaviour of the subject at this stage.

5.1.3 Finding Relating to the Acquisition of commands.

The subject of this study, between 25 - 36 months, used one to two words to make commands. This made it difficult for the mother and adults arround to readily understand what he wanted to be done. The subject, for example, used to say Hajiya ruwa (Hajiya water) and the mother had to use her sense and the contexts around to figure out what he meant. Sometimes, If she brought the water, he pushed it away, which meant that he was not asking for the water but for something else. Thus, the one to two words were contextually used and understood contextually as well.

An important finding with regards to the acquisition of commands was the fact that the subject used one to two words telegraphically to request adults to do something for him. But if the same words.

were similarly used by adults to ask him to do something, he became confused and bewildered (See examples 21). This indicates that a child, at the telegraphic stage understands the better formed commands of adults than his telegraphic ones.

The systematic process of language acquisition was as well used in commands, (as used in statements and questions). Noun+ Noun (Hajiya ruwa: Hajiya water) first emerged before verb + Noun (Kawo ruwa: Bring water), and Verb + Noun before Verb + Adverb (Zo nan: Come here), and so on. System in language is, therefore, an innate device naturally possessed by the language acquirer.

As in question formation, the subject used imperative pronouns Kai: You (M) or Ke: You: (F) when commanding his friends but used title names (Hajiya, Baba: dad) when requesting things from elderly persons (See examples 82 - 83). As he grew older (49) months), he used the impersonal pronoun a (A ban: It should be given to me), to direct his commands to adults (See example 120). This is the way adults request things from elders which avoids the embarassment of using the imperative

pronoun or proper name of elderly persons. This too, re-affirms the acquisition of some social norms of the Hausa society by the subject at the age of 49 months.

5.14 Findings Relating to the Acquisition of Negatives

The first observed expression of negation was shrugging at 25 months. The subject sometimes shook his head left and right to signify A'a (No), or shrugged to signify rejection of action or denial. It may, of-course, be said that the subject comprehended the word A'a (NO), but instead of using it, he used his body to signify rejection.

Another expression of negation noticed was the use of a king of sound / Um-Uum / a primitive A'a (No) which the subject mumbled, without allowing air to pass through either the mouth or nose. This was a peculiar form of negation used by Abubakar. The contexts and reactions of the subject guided the researcher to understand the signification of the sound as A'a (No).

The simplification strategy was apparently used in negation formation more than in any other syntactic structure. The subject used the word

Babu (There isn't) as a holophrase to represent a sentence which would have contained three to four words. For example, he used Babu as a simplification device where, Babu tuwo cikin kwano (There is no tuwo in the dish) was supposed to have been used. The mother had to figure out the meaning of the utterance and interpret it by expanding it as, Babu tuwo cikin kwano? There is no tuwo in the dish?) (See Appendix D Vol. II).

Again in example 33, when the subject was 30 months, he used Babu where Negator+ Verb + Negator was supposed to be used. Babangida asked whether dad had arrived and the subject said Babu baba (No dad). In such contexts, adults usually use Neg + Verb + Neg (Bai dawo ba: He has not arrived). The subject, however, simplified the whole sentence by omitting all function words such as ba (a negator which usually comes at the beginning of a sentence), the ya aspectual pronoun (which is usually shortened to -i), and the last negator ba.

The subject used to reject what was said to him by not directly rejecting the said word in a denial form (using negator) (See example 38). The researcher asked the subject whether he wanted to eat burodi (Bread), and he mentioned nama (Meat)

instead, which by implication meant that he did not want bread but meat. This is a paradigmatic replacement, a type of negation formation developed by Abubakar at 29 - 38 months.

These replacements and other reduction strategies as used by the subject have been observed to be attributed to maturity factors. The researcher attempted to find out whether this simplification device was due to environmental factors, that is, whether the subject was not accustomed to hearing the correct formation of the words, and found that it was beyond that. It was due to internal compelling factors (i.e. maturation forces). The researcher persistently repeated the correct forms of the negation as Ba ruwa cikin kwano (No water in the dish) and the subject persistently reduced the sentence to two words as Babu ruwa (No water).

The study observed that negation formation appeared to be too complex for the subject and therefore, he heavily simplified it to suit his linguistic competence. For example, the question Kana cin kadangare? (Do you eat lizard?) in context, needed a rejection negation of the formula Ba (Neg) + Veb + Noun (Ban cin kadangare:

I do not eat lizard). The subject simplifed it to only Ba (Neg) + Noun (Ba kaoangare: No lizard), which is a rejection formula of the adult's form.

Similarly, the question, ka je gidan Bebiya? (Did you go to Bebiyas house?) needed a simple denial negation of the formula Ba (Neg) + Verb + Ba (Neg) (Ban je ba: I did not go), but he reduced it to: Ba (Neg) + Noun (Ba Bebiya: No Bebiya). This is a rejection formula used by adults. Thus, Abubakar, at 38 - 40 months, stuck to using only the rejection form of negation, whether or not the expected negation was rejection, denial or non-existence of things.

5.2 Comperison Between the Subject and Other L_1 Acquirers.

Abubakar had passed through stages of language development and adopted various strategies in his effort to acquire his language. Longitudinal studies such as this have been conducted by many other researchers on children acquiring their first language. This study intends to compare the language acquirers to see whether the children differ in their language acquisition.

Trantham and Pedersen (1976) examined the language development of six children and found that they demonstrated various patterns of development. The sample of their utterances showed that at 18 months, the children produced one word; at 30 months, three to four words, and at 36 months sentences were produced. The children were observed to over-generalize the rule of the regular verbs to the irregular verbs at the age of 36 months, as for example, seed, sticked, sleeped, broked, falled, taked and so on.

Also, at 36 months when sentences became more complex, a breakdown was observed to occur in a previously established grammatical form by some of the children of the Tranthan and Pedersen's Study. They used the first person singular pronoun I correctly in previous samples but at the age of 36 months, they attempted a complex sentence and regressed in personal pronoun usage, (He hid egges and me find 'em).

It is clear that there is a difference in the age at which single words were acquired by Trantham and Pedersen's (1976) children and by Abubakar. The emergence of the one word utterances of their children began at 18 months, while Abubakar began to produce the one word utterances at 25 months. Although Abubakar comprehended the words long before 25 months, yet the actual utterance of adult's form began at 25 months.

Trantham and Pedersen's (1976) subjects began to use complex structures of their language at 36 months, which was phase one of Abubakar's language acquisition process, where he was still struggling with one to two words. The complex structure of his language was attained at the age of 49 - 60 months. There is, therefore, a wide gap between the ages at which the two groups acquired their languages. This difference may be attributed to environmental influences, where Trantham and Pedersen's subjects might have been deliberately encouraged to talk at an early age. More importantly, the family spacing issue is a case in point. Abubakar was the eighth born of ten children. Although the mother used to involve the subject in conversations and dialogues, and expanded his speech in the adult's model, she did not have sufficient time to concentrate on Abubakar alone. Also, the father (who is the researcher) is far away from the family, coming home only once a month. This may have been a contributing factor why Abubakar did not start speaking as early as 18 months compared with the other acquires.

Abubakar did not over-generalize verbs the way the children in Trantham and Pedesen's, study did because in Hausa, Pre-verbal pronouns are the major indicators of tenses. The verbs are mostly neutral and remain constant with the change of tenses. The pre-verbal pronouns usually change to reflect the type of tense as opposed to English where the verbs change with the change in tenses.

Abubakar, however, used the over-generalization strategy when he reached 48 - 60 months. He used the already acquired structures of the previous months and applied them to structures where they were not supposed to be used (See Appendix I Vol. II), in this case, similar strategies were adopted by the two groups of acquirers, but the age at which the strategies were used differed.

Trantham and Pedersen's (1976) subjects were reported to have had a breakdown when they began using complex sentences. Here, there is a difference between the two groups. Instead

of Abubakar having a breakdown and regressings, he firmly stuck to the previous formular of language acquisition, whether or not it was suitable to the situation. Trantham and Pedersen's subjects were, however, confused as to what was the correct pattern to be used, whether the previously acquired pattern or the present structures they were aoquiring. This confusion or breakdown might be attributed to the early age at which they started producing words (i.e. 18 months), which did not give them enough time to observe and comprehend adult language before they started using the language. Abubakar, as can be seen, started talking after a long period of observing adult language.

The first appearance of the negative as discovered by Trantham and Pedersen (1976), consisted of a head-shake in combination with a single word or a phrase at 18 months. All the children were using the single word no as a vocabulary item at the initial samples of about 18 months. No or not also occurred in phrases as in No pencil,

of about 18 months. No or not also occurred in phrases as in No pencil, No Spoon (Michael, 24 months), No fix it (Kristin, 20 months). Later, the children began to use Don't as a single word imperative and can't within sentences, (They don't fix (Brook, 26 months)) I don't know (Anne, 24 months).

The stages of the acquisition of negative seem to correspond with those of Abubakar. The only difference is that of age. Abubakar continued to use head-shaking at 26 months, as well as single word negation A'a (No) or Babu (There isn't) appeared between 26 27 months.

In his study, Tranth am and Pederson(1976) showed that Kathren achieved declarative sentence with rising intonation, (See fish?) at 18 months, and (This of like this?) by Anne at 29 months. However, the question form which were mostly used by the children involved what? and where? between 21 - 27 months. For Example, What is that? What is this?, Where + is + object? Where + Object + go?, occurred at 22 - 34 months. Four children achieved the forms of What + do + Verb at three years.

and Padesen's
Trantham / (1976) patterns and strategies of question acquisition seemed to correspond with those of this study. Abubakar used declarative sentence or words with the rising intonation at the age of 25 months. He also used Ina + N between 36 to 48 months. Here, too, the difference is that of the age at which the structures were acquired. The stages, strategies and the structures seemed to be similar.

Brown and Bellugi (1964) found out in their study that their children began using two word utterances of nouns, verbs and adjectives at 18 months, while Abubakar acquired similar language ability at the age of 25 months, a gap of 7 months. At three years, Brown's children began to develop sentence modalities of the declarative, negative, interrogative and imperative structures. Abubakar, was at this stage (three years), using two to three words without function words, and employing them with the aid of gestures or body movement, to make statements, questions, commands or negatives.

It is important to know that the ages of language acquisition / differed but the stra-

tegies and stages of the two groups are similar. Each group of language acquirers used noun, verb, adjective and adverb without function words to make utterances that are statement, question, command and negatives.

Brown and Bellugi (1964) reported that at the age of 4 - 5 years, their children succeeded in mastering the complex structures of their language. This observation applied to Abubakar. Although he was slow in his acquisition process compared with Brown's children, yet, by the age of five, his language skills and competence resemble adult's language. That is, Abubakar too, succeeded in mastering Hausa as his native language.

In her analysis of the utterances of three children in early stages of lanaguage acquisition, Bloom (1970) discovered that early childhood language can be described directly in relation to the immediate context of its occurrence.

In her report, she revealed that she recorded two occasions of the utterance, Mommy Sock from Kathryn, one of her subjects, and found that the utterance occured in two

different contexts. In one context, Kathryn was picking up her mother's stocking while in the other context, her mother was putting Kathryn's sock on Kathryn.

This finding seems to correspond with study's finding on Abubakar between the ages 26 - 36 months: Abubakar used Hajiya ruwa (Hajiya water) to contextually mean Hajiya zan sha ruwa (Hajiya I want to drink water) In another context, he used the same words, (i.e. Hajiya ruwa: Hajiya water) to contextually mean Hajiya ko ruwa ya kare? (Hajiya is the water finished?) In yet another context, he used the words Hajiya ruwa (Hajiya water) to mean Hajiya ba ni ruwa in sha (Hajiya, give me water to drink).

In his longitudinal study on the language acquisition process of children, Braine (1963) discovered what he described as Pivot grammar of early child's syntax in the second half of the child's language, (i.e. about 30 months). According to Braine (1963) report, children begin to use two-words in juxtaposition in which a small number of words occurred frequently in a relatively fixed position in combination with a large

number of other words, each of which occurred less frquently. He gave as examples:

More milk	Here sock
More nut	Here all gone
More up	Here bird.

According to Braine (1963) description, more and here occurred frequently in relatively fixed position and milk, nut, up all gone and bird are examples of large number of words which occurred less frequently. Braine named the first group of words (i.e. the ones that are relatively in fixed position) as pivotes (See section 2.3.1 of the review of literature for details).

In his pattern of speech, Abubakar used two-words in juxtaposition in which Hajiya, Baba and Nura occurred frequently and in relatively fixed position in combination with a large number of other words such as kwallo (ball), ruwa (water), tuwo (tuwo), kashi (stool) and mota (motor) which correspond to Braine's (1963) findings.

The comparative analyses of language acquisition process shows that there are similarities in the strategies for language acquisition process adopted by Ababakar and by

other acquirers discussed earlier. These ranged from imitation, repetition to simplification. In addition, the use of memorization process to recite language, contextual speech, and telegraphic speech and others, are some of the common areas of language acquisition process this study found the two groups of acquirers used in an attempt to acquire their native languages.

This does not, however, mean that the two groups (Abubakar and other acquirers discussed) are exactly the same in all aspects. There are areas where they differ. For example, Tranthram and Pedersen (1976) subjects regressed and became confused when they reached an advanced stage of their language, while Abubakar over-generalized by extending and using the previous formulas he had already acquired. Another important difference is the age at which the grammatical patterns were acquired. The other acquirers started speaking their language very early (18 months), while Abubakar started his own late (25 months). The two groups, however, were able to master their languages at five years, despite the individual differences in age.

The fundamental difference in the language acquisition process between the subject of this study and other acquirers is dictated by the different patterns of the languages. Hausa language has a complex structure of pre-verbal pronouns (aspectual pronouns), which act as the basic forms of tenses, while English, for example, uses verbs as its base form for tenses formation.

For example, Tana bude kofa (She is opening a door), which in Hausa is termed as general continuative and in English as present continuous tense, can be transformed into Taa bude kofa (She opened a door), general past and past tenses in Hausa and English respectively. In the future I of Hausa and future tense of English, the sentence is transformed as, Za ta bude kofa (She will open a door).

If the sentences referring to the various tenses of the two languages are carefully studied, one will see that, the verb bude (open) of Hausa language remains constant without changing its form in the three different tenses, while in English, the verb

(open) changes from opening to opened and open. Again, the aspectual pronouns of Hausa change from tana to taa and ta depending on the type of the tense , while that of English (i.e. she), remains constant in all tenses. This indicates that the structural formations of the two languages are different, and this, therefore may have made the acquisition process of Abubakar and other acquirers different.

Once the other subjects had acquired the English pronouns and learned their references as to first, second and third persons, they simply employed them to make setences without bothering themselves about tense distinctions, (i.e. for the pronouns to distinguish tenses), as observed by Tranthram and Pedersen (1986) subjects. This was not the case with Abubakar who had to first acquire the references of the pronouns, learn their functions with respect to gender and number, and then master the complex transformational structures of the pronouns as indicators of tenses.

Another feature of Hausa aspectual pronouns is that of distinguishing gender and number, which does not exist in English and which may affect the learning strategy as well. The pronouns,

in Hausa, change their form with the person the speaker is referring to, whether a masculine or feminine and whether singular or plural.

In this case, therefore, Abubakar, first began to use the aspectual pronouns in the continuative tense followed by the general past and future I tenses. The other tenses such as relative continuative, relative past, habitual, which do not exist in English, were later acquired. The other acquirers seemed to simultaneously acquire the function of pronouns and how to use them in sentences, (as Tranthamm and Pederson subjects did), possibly because they are not as complex as those of the Hausa language

CHAPTER SIX

LIMITATIONS, SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.0 INTRODUCTION

In this chapter, the researcher attempts to assess the limitations of the study, summarize the main findings, discuss the conclusions and give recommendations for the study of L_1 acquisition in contexts like the one in which the study was conducted. The chapter is, therefore, divided into four sections: Limitations, summary, conclusions and recommendations.

6.1 LIMITATIONS OF THE STUDY

The broad-based nature of this study is probably the most conspicuous limitation. To attempt an in-depth study of statements, interrogatives, commands and negatives within a single study may probably seem too wide a scope. But as a pioneering psycholinguistic study of Hausa, a fairly wider scope needs to be covered as basis for further in-depth studies in the field. Other researchers may want to take statements or questions alone for an indepth study to validate and/or expand the findings of this study.

Some problems were encountered in the conduct of the present study. The first was in connection with the behaviour of the subject. Despite the fact that the researcher is the father of the subject he (the subject) was initially very shy to speak in the presence of the researcher. Whenever the researcher called him to engage him in a conversation, he kept quiet and refused to talk. This problem was initially more apparent and posed some measure of difficulty in data collection. In addition, the subject, at the initial stage, was shy to speak whenever he saw a tape-recorder. He began to develop this habit when, for the first time, he heard his voice. He, therefore, became suspicious and shy to speak. The problems were, however, solved when he noticed that his friends and relatives were always ready to talk, and wanted to hear their recorded voices. This encouraged him to talk freely.

The refusal of the subject to have face to face dialogue, at the intial stage, made the researcher to rely heavily on diary observation and recording. He had to stand near the subject as he was playing alone or with his friends, and record his speech in the diary. This was a boring exercise.

Another problem was that of recording frequencies of the subject's speech. As he grew older and spoke extensively, the subject made a lot of frequent repetition of an utterance. In one contact session, he made up to 37 repetitions of an utterance.

Once the subject acquired a new structure, it was then written in the diary as a new structure. If this structure was repeated, its frequency was indicated in the diary.

To transcribe every utterance or write the repetitive production of the utterance, would make the appendix of volume II very voluminous. Thus, only the acquired utterances or sentences were included in the appendix. The frequencies were only indicated in the Tables of the body of the study (i.e volume one of the study). By and large, the data obtained were considered authentic and completely natural.

In view of the limitations and problems encountered, this study recommends a further in-depth study on:

a) Any one of the four syntactic structures treated in this study - statements, interrogatives, commands and negatives.

This will provide more detailed specific information on each structure if treated separately.

b) how children acquire language in rural areas to find out whether a child acquiring Hausa in a rural area would differ from the one acquiring it in an urban centre. Other longitudinal studies to involve more than one child in the same environment of Katsina town could be carried out to validate or refute the findings of this study;

c) similar studies of this type are needed in the areas of semantic, morphological and phonological development. This will add more information to the psycholinguistic knowledge already done in this study.

6.2 SUMMARY

In this study, the researcher investigated the acquisition of structures by a Hausa child aged 25-60 months, and found different patterns, strategies and stages of language acquisition. The data collected from various sources (diary observation, tape-recording and elicitation procedures) were objectively studied and analysed.

The aim was to see how the subject carried out his language acquisition, and how this differed or was similar to that of other acquirers.

Four major problems were tackled in this study. They are:

1. What stages of language acquisition does a Hausa child aged 25 - 60 months pass through?

2. At what age does a Hausa child acquire one word, two word and three word utterances, if these sequences do at all occur in the child's language acquisition?

3. What is the order in the mastery of the following syntactic elements: statements, interrogatives, commands and negatives in Hausa?.

4. What strategies does the child employ to acquire simple and complex sentences in Hausa as they relate to statements, interrogatives commands and negatives?

The study has found out that the subject passed through the one word, two word, three word and sentence stages of language acquisition chronologically in his effort to acquire Hausa. One and two word utterances were largely found in phase one

(25 - 36) months), while three words emerged in the early months of phase two (36 - 40 months). Sentences emerged from the later months of phase two to the end of phase three (40 - 60 months).

The stages that have been marked in phases were not, however, absolute and once for all demarcations. Occasionally, the two word utterances of phase one re-emerged in phase two or even in phase three, as could be seen in the appendix to this study.

Different strategies were adopted at different stages of acquiring the Hausa language. At the one word stages, the strategies were those of gestural reactions and contextual speech. The pointing or touching device was always used to refer to a particular object of reference, while the hand was employed along with single words uttered to express rejection or denial of the existence of something.

At the two word stage, the subject used two words, mostly nouns, and omitted all function words such as the linkers -n and -r and inflectional elements of gender and number. Gestures and contexts were, therefore, employed to supplement the two word speech, without which, it would be difficult to grasp the meaning and reference

of the words. As the subject began constructing sentences, function words were gradually introduced until at the end of 60 months, he was able to master their usage. However, the sentences of the subject (as at 60 months) were still short and simple, and containted no idiomatic or metaphorical expressions of the adult's language, except the ones he memorized from poems and songs, which he did not fully understand.

Strategies adopted by the subject can be divided into two - the early and the later strategies. The early strategies were those employed from 25 - 48 months. It was the period of early language acquisition during which the subject imitated the heard adult sentences, and simplified them to his linguistic level.

From 48 - 60 months different strategies were adopted, ranging from over-generalization to the memorization and recitation of poems and songs that contained difficult terms of the Hausa language. During that period, the subject used to extend the formular already acquired in previous months, to the more advanced conjoined sentences, without transformation. The memorization process enabled the subject to use difficult words whose meaning or reference he did not understand.

The subject was observed to have followed a systematic order of language acquisition, from the simple to the complex and from the concrete to the abstract. At the one word stage of the acquisition of statements the subject used nouns before verbs, and verbs before adjectives, and finally adverbs. A similar syntactic order was used at the two-word stage where he began with Noun +Noun before Noun + Verb, and then Verb + Noun with a noticeable absence of function words.

The subject followed the grammatical order of complexity in his adquisition of interrogatives. At the two word stage, he began with Ina + Noun? (Where + Noun?) before Mene ne + spec? (What + spec?), Ina + Asp. Pro? (Where + Asp. Pro?) and Wa + NP? (Who + NP?) were systematically acquired, although there were occasional interference of one order into another.

6.3 CONCLUSION

The study of language acquisition is a complex phenomenon, needing a long period of observation, eliciting, recording, and transcribing. A study like this has, therefore, significant contributions to language study, especially in Nigeria where a few of such studies have been carried out.

The critical analysis of the data and the findings on the child's language acquisition may contribute to the development of psycholinguistic literature, and serve as a guiding principle for the production of Hausa teaching materials, and to the improvement of classroom teaching at the pre-primary and early primary levels. Specifically, this study concludes that:

a) internal and external forces (innate and environmental factors) determined the language acquisition of the subject;

b) language acquisition by the subject was systematically and orderly conducted from simple to complex and from concrete to abstract;

c) there is a lot in common between the subject of this study and other acquirers reviewed

in areas such as imitation, repetition, over-generalization and simplification.

d) there are differences in the ages at which the strategies mentioned were used.

e) the patterns of the languages are different and this has made the acquisition of the patterns different;

f) the environment under which the subject and other acquirers acquired their languages were different. This, to a certain extent may have made the language acquisition process different.

6.4 RECOMMENDATIONS

The language acquisition of the subject from 25 to 60 months has been analysed. A number of findings have been discussed. The researcher, therefore, attempts to examine the implications of these findings to the Hausa language teachers ate pre-primary and early primary school levels, teachers of the Departments of Nigerian and African languages, the Hausa language planners, as well as the implications of the study to instructional materials producers.

6.4.1 Hausa Language Teachers

In this study, strategies which were used by the subject in his efforts to acquire Hausa as his L_1 were examined. Some of them were the strategies of language acquisition that ran from simple to complex, and from concrete to abstract entities. Through such a knowledge, teachers (especially primary school teachers) would be in a position to programme their work according to the age level and language competence of the children they teach.

The teachers especially at pre-primary and early primary levels, could for example begin story telling (such as tatsuniya:

folk-lore) to small children with things of the immediate environment before moving the things found in another environment,. The tatsuniya (folk-lore) should be related first to the Hausa social life of the child before those of other environments.

Dialogues and conversations should also deal with real people such as parents, siblings and peer groups, and concrete objects such as spoon, dish, stone, chair and water that can be seen, touched, felt and can, therefore, be easily conceptualized. With the growth of the mental and lingustic capacities, other objects such as train, aeroplane, air and light can gradually be added. The pictures, diagrams, specimens and other instructional materials to be used with the pre-primary and early primary school children should reflect things in the familiar surrounding. They should show the village or home environment.

The imitation and repetition strategies of the subject may of-course guide teachers at pre-primary and early primary school in making their children repeat the model of language they set for them until they automatically master the model.

For example, Abubakar used to imitate words and sentences he heard from adults and repeat them over and over as a strategy of his language acquisition. This innate device can be effectively used by the pre-primary and early primary school teachers by introducing the vocabulary items to the children and making them to imitate and repeat them until they have learnt them. The teacher, for example, can introduce the word akuya (goat), if the children do not previously know it, by showing them the picture of the goat and mentioning its name. The children will then be encouraged to repeat the word by saying it several times in contextually simple sentences until they automatically learn the word.

The environment is which Abubakar grew up played an important role in enabling him to acquire Hausa as his L_1. His home was full of different assortments of pictures, toys, objects, house utencils, television and radio. There were also his older and younger sisters as well as his friends from the neighbouring houses. The mother and the father were members of the family that the subject freely interected with. The mother, for example, expanded the speech of the subject in the adult's sentence model which enabled him to hear correct Hausa sentences and learn from them.

When a child is learning a language at the pre-and early primary school level's, he is expected to learn it in a manner similar to the one described above. That is, learning materials of different types such as toys, pictures, diagrams and specimens should be provided. The teachers should also freely mingle with the children they teach, talk to them and expand their speech in the correct Hausa sentences. Children of both sexes and of different ages can be encouraged to play together and talk. Since children acquire language through the mother's expansion of sentences, parents should adopt this method to enable their children grasp the meaning of what they say and also easily learn good sentences of their language. (See Appendix II vol.I for the syllabus of Pre-Primary and early primary school).

6.4.2 TEACHERS OF THE DEPARTMENTS OF NIGERIAN AND AFRICAN LANGUAGES

The syllabi of the Departments of Nigerian and African Languages on psycholinguistics (especially that of Ahmadu Bello, Bayero and Usman Danfodio Universities), are found to be narrow in scope.

The course at the Department of Nigerian and African Language of the Ahmadu Bello University, in particular, includes language theories of speech as empiricism, rationalism and behaviourism, man and animal language abilities, grammar and mentalism and other similar topics (See Appendix III Vol.I)

Such courses do not adequately cover the psycholinguistic perspectives relating to child language. To, therefore, broaden these syllabi, the researcher recommends the incorporation of psychology into the course. The syllabi should also include the strategies and stages of early child language; the environmental factors influencing language learning; the innate language acquisition devices; single word utterances, two to three words stages before syntax; early syntactic development with special reference to Hausa; mother and child communication; structure of communication in early language development; forms and structure of language; individual differences in language; first and second language acquisition process (See Appendix IV. Vol.I for the full syllabus).

Although the strategies discussed in this study relate to small children as L_1 acquirers,

there is evidence of similar strategies having been used by both L_1 and L_2 acquirers; namely imitation, repetition and simplification (Filmore, 1979). This was also re-affirmed by Ndahi's(1982) study. The strategies found in this study can, therefore, be used to a certain level, when teaching L_2 acquirers, especially those learning Hausa as a second language.

One of the principles of language teaching (L_1 and L_2 alike) is the fact that language is a skill, a set of habits. To acquire any skill, we need to try again and again until we are near perfection, (Grant, 1977). L_1 and L_2 learning, therefore, involves constant repetition, practice, trial and error no matter whether the learners are children or adults.

The subject of this study, acquired his language by, among others, hearing and imitating the adult's language. The L_2 acquirers learning Hausa must also be given every opportunity in class and out-side the class to hear Hausa in real contexts and imitate what they hear. This can be done by the teacher frequently speaking to the students or by making them to listen to an already taped speech, or by placing them in the real contexts of the Hausa speaking environment, that is,by allowing

the L_2 students to stay for some monthsx in the predominantly Hausa speaking areas such as Katsina, Kano, Sokoto or Zaria City. (See Appendix V. Vol.1 for L_2 syllabus).

6.4. Hausa Language Planners

This study has observed psycholinguistic perspectives relating to the language acquisition of a child aged 25 to 60 months. It has examined psycholinguistic factors which are believed to be useful if incorporated and used in language planning, especially for schools at pre-primary and early primary levels. Teaching small children involves not only teachers but language planners who design the curriculum to be used in schools. The findings of this study are expected to broaden the mind of the language planners especially as they relate to Hausa Language teaching.

In drawing syllabi for schools, the age and language ability of the children should be taken into consideration. The age determines the stages to be covered in the syllabus and the patterns of language to be taught.

As discussed in this study, from age 25 to 27 months, the child was able to use one word

utterances. From 27 to 36 months, two words appeared and from 40 months onwards, the child began to develop sentences. Although there are individual differences in the acquisition of language, the chronological stages of learning that begins from simple to complex should be taken into consideration by language planners.

The child of this study used a variety of strategies in his effort to acquire his language. He used, among others, contextual speech, simplification, over-generalization and memorization as his strategies. The language planners, especially those dealingx with pre-primary school children, should incOrporate the strategies into the syllabus.

6.4.4 INSTRUCTIONAL MATERIALS

The teaching of the mother tongue, or using it as medium of instruction, cannot be effectively done without instructional materials ~~x~~ to facilitate its teaching and learning. The children, especially, at the pre-primary and early primary school levels, need to have a variety of instructional materials around them which they can play with, see, hear and touch.

Visual aids such as still pictures, graphs and realia are so common in our environment that

teachers are sometimes inclined to under-estimate their importance in learning. This study, therefore, recommends the use of these materials for the purpose of teaching small children under the age of five years. This is because the subject of this study made effective use of such materials and they greatly helped him in acquiring words used in communication. Photographs, pictures, illustrations from books, periodicals and catelogues can be easily used since they require no electrical equipment. The materials allow instruction to move from the level of verbal symbols to a more concrete level. That is, they enable children not only to see and talk about the pictures but also to touch and feel them.

Graphs, drawings, charts and cartoons can similarly be used in teaching language to pre-primary and early primary pupils. Abubakar, for example, (between the ages 50 - 60 months), used to rudimently draw the shapes of a man or an animal with his finger. Thus, drawings, sketches and diagrams that employ graphic arrangement of lines to represent persons, places, things and concepts are important materials that aid language teaching and learning.

As a child draws something he at the same time talks. As for realia, Abubakar made use of real things around him in his learning process. Thus, real objects such as coins, tools, artifacts, plants, animals and others can be used as instructional aids to enable children form concept about the real things surrounding their environment.

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APPENDIX I

The following utterances are samples of the subject's syntactic structures statements interrogatives, commands and negatives from 25 to 60 months. The full listings are in Volume II of the work.

(Abubakar aged 25 - 30 Months)

1. (A. runs to H. and falls on her)

A: (Holds the breast of H., points to it and says)

Hajiya/

(Hajiya)

H: Nono?

(Milk?)

A: (Nods and still says)

Hajiya/

(Hajiya)

2. (A. is looking for H. in the room)

A.(Searches the room but does not find H. He then turns to R. and says)

Hajiya?/

(Hajiya?)

3. (Holding H.'s hand crying and saying in a commanding tone)

Hajiya/Hajiya/

(Hajiya. Hajiya)

H. Mi kake so? Ruwa?

(What do you want? Water?)

A: (Shaking his head left and right and saying)

Hajiya/Hajiya/

(Hajiya Hajiya)

4. (H.in in dialogure with A.)

H: Kana son mage?

(Do you like a cat?)

A: (Shakes his head left and right only)

H: Ba ka so?

(Don't you like it?)

A: (Again shakes his head)

H: Ko kadangare kake so?

(or is it a lizard that you like?)

A. (Again sakes his head)

5. H: Abu zo in maka wanka

(Abu, come and let me bath you)

A:(Repeats the last word)

Wanka/ (Bath)

6. B: Habi ta zo?

(Has Habi come?)

HM: Ta zo

(She came)

A: (Repeats the last word)

jo/(zo)

(Come)

7.(A. is disturbing H. in the room,
and she sends him away to get water for her)
H. Debo man ruwa.
(Get some water for me)
A: (Looks at H. and says in a
rising intonation)
Luwa?/Luwa?/(Ruwa)
(Water? water?)
8. (MS. is playing with A's ball)
A:(Moving to MS. raising his hand and says)
Kawo/kawo/
(Bring. Bring)

9.(Opens a bowl of <u>tuwo</u>)
H. Mi kake yi Abu?
(What are you doing Abu?)
A:(Suddenly replaces the lid and says)
Babu/
(There isn't)

<u>(Abubakar 30 - 35 Months)</u>

10. (R. arrives from Zaria)
A: (In a jovial mood says)
Jo baba/ (zo baba)
(Come dad)
11. MS: Hajiya na bacci
(Hajiya is sleeping)
A: (Interrupting and repeating <u>two</u> nominal words)
Hajiya bacci/
(Hajiya sleep)

12. (Looks at H. and points to R
and to a motorcycle. He then says)
Mashin baba?/
(Motorcycle dad?)

13. (A wants N. to join him to play)
A: (Beckons N. and says)
Jo Nula/(zo Nura)
(Come Nura)

14. (B. is talking to N. while A.
is standing nearby)
B. Baba ya dawo?
(Has dad arrived?)
A:(Interrupts and says)
Babu baba/
(No dad)

(Abubakar aged 35 - 40 Months)

15. (N. Drinks water that US. Keeps)
US. Wa ya sha ruwan?
(Who drank the water?)
A: (Interrupting and replying)
Nula ya ca/(Nura ya sha)
(Nura drank)

16. (A. is searching for his ball which
B. hides)
A:(Searches under the bed and says to H.)
Ina kwallo?/Ina?/
(Where is the ball? Where?)

A:(Points to the picture of an elephant,
draws R's attention to it and says)
Mine ne wannan?/ (Mene ne)
(What is this?)

17. (A. and Um. playing)
A:(shows UM. where to sit)
Ke, jauna nan/(zauna)
(You (F) sit down here)

18. (R. discussings with A.)
R. Akwai kadangare cikin daki?
(Is there any lizard in the room?)
A: (Nods and says)
Ba kadangare/(No lizard)

(Abubakar aged 40 - 45 Months)

(R. is eating yam)

19. A: (Sitting beside R. and says to H.)
Baba yana ci doya/
(Dad is eating yam)

20. (HM. has broken a bottle)
A:(Reporting to H.)
Halima ta kashe kwalba/
(Halima has broken a bottle)

(A visitor comes into A's house)

A:(Moves towards the strange boy and says)
Yaya sunanka?/
(What is your (M) name?)

21.(HL. sitting on A's cap)

A:(Pushes HL. away and says)

Halilu taci tsaye/tashi tsaye)

(Halilu, stand up)

22.(R. brings meat from the market)

HM: Baba ya sawo nama

(Dad bought meat)

A: Ba baba ba/

(Not dad)

H: To wane ne?

(Okay, who was it?)

A. Ba baba ba ne/Ni ne/

(It is not dad. It is me)

(Abubakar aged 45 - 50 Months)

23. (N., US., and A. are playing football)

M. Wa zai buga Kwallon?

(Who will Kick the ball?)

US: Ni zan buga

(I will kick it)

A:(Pushing away US, says)

Nula zai buga kwallon/

(Nura will kick the ball)

24. . (A. discussing with N.)

A:(Asking N.)

Ina hulakka?/(hularka)

(Where is your cap?)

25. (A. asking H)

A: Hajiya, wa ya ci biskit?/

(Hajiya who ate the biscuit?)

26. A:(Moves towards H, points to his shorts and says)

Hajiya, tube wando/

(Hajiya, put off shorts)

27.(A. puts on his shirt)

A: (looks at H. and the shirt and then says)

Ba tsawo/(tsawo)

(Not long)

28.(A. opens the door, of R's room and sees no one inside, he then says)

Ba kowa/ (No one)

(Abubaka aged 50 - 55 Months)

29. H:(Wandon wane ne wannan?)

(Whose shorts are these?)

B. Na Mustafa ne

(They are Mustafa's)

A:(Interrupting)

Wandon Nula ne/

(They are Nura's shorts)

30. (US: Comes to A's house to play)

A:(Asking US. politely)

Ina ka je?/

(where did you go?)

31.(B. is going out)

A:(Follows B. and asks)

Ina ja ka?/ (za ka)

(where are you going?)

32.(N, US. and A. playing football)

A:(Raises up his ball and asks)

Wa ke so?

(Who wants it?).

33. (It is very hot and A wants to have a bath)

A:(Removes his clothes and says to H.)

A yi mani wanka/

(Let some one bathe me)

34.(UM. is crying in the room)

A.(Moves to H. and says)

A ba ta Ummi Luwa/

(Let Ummi be given water)

35. (N. and A. discussing)

M: Usman ya iya tsalle

(Usman can jump)

A. Bai iya ba/
(He can't do it).

N: Karya kake, ya iya

(You are lying. He can do it)

Allah bai iya ba/

(To God, He cannot do it).

(Abubakar aged 55 - 60 Months)

36. (R. arrives home from Zaria with presents for the children)

A.(Welcomes R. and says)

Baba ya cawo ayaba da ya cawo lemu (sawo)(Dad bought bananas and he bought oranges).

37. (HL. and A. discussing)

HL: Bari in maka tatsuniya

(Let me tell you a folk-story)

Ni ma na iya/

(Me too, I know how to do it)

38. (A. wants someone to play with)

A:(Moves to N. who is sitting on the floor unwilling to play and asks)

Kana yi waca?/(wasa)

(Do you want to play?)

Ni ban yi

(I don't want to)

A. Ba ka yi wacan?/(wasan)

(Don't you want to play?)

39. (UM. was pouring omo into the water)

A.(Runs to UM. and says)

Kak ki zuba/ (kada)

(Don't you (F) pour it in)

40. (A. wants to drink coke)

A:(Opens the refrigerator, looks at R. and says)

Bali in ca/ (Bari in sha)

(Let me drink it)

41.(N. and A discussing)

N: Hajiya ta dawo

(Hajiya has come back)

A: Ba ta dawo ba/

(She has not come back)

42. HM: Na iya rubutu

(I know how to write)

A: Ba ki iya ba

(You don't (F) know how to do it)

43. (N. and US are playing)

A:(Points to them as they are playing)

Nura da Usman suna wasa/

(Nura and Usman are playing)

44. (H. is going to hospital)

A:(Follows H. and says to her)

Ina son kwallo da ina son roba/

(I want a ball and I want a ballon)

45. (A. talking to HL.)

Kana zuwa, ko?)/

(You are going, aren't you?)

46. (A gave HL. water but HL. refuses to drink it)

A: Ba ka sha ko?/

(You dont want to drink it, do you?)

47. (UM. is improperly dressed)

A:(Seizes the dress from UM and says)

Kawo a yi gyara maki rigai/

(Bring and let your dress be adjusted)

48. (N. is pushing R's Motorcycle)

A.(Pushes N. away and says)

Bari turowa mashin/

(Stop pushing the motorcycle)

49. MS: Hajiya, an kashe tukunya

(Hajiya, the pot has been broken)

A:(Interrupts and says)

Hajiya, ba a Kashe tukunya ba/

(Hajiya, the pot has not been broken).

MS: An Kashe mana

(It has indeed been broken)

A: Karya kake/ba a kashe ba/

(You are lying. It is not broken)

APPENDIX II

Proposed Syllabus for the Teaching of Hausa at Pre-Primary and Early Primary Schools.

The Content of the Syllabus

1. Story Telling
2. Dramatisation
3. Oral Poetry
4. Oral Composition
5. Picture Book Story
6. Conversations
7. News and Messages.

The Method of Teaching the Contents and Activities

Story Telling

Tatsuniya (folk-story) relating to people animals, and things that usually appear as characters in the Hausa folk - Story, should be used, The tatsuniya should be told by the teacher sitting and the children facing him. Hands, facial expressions, high pitch speech and gestures should be used by the teacher to bring life what he says. The tatsuniya (folk - story) should consist:

a) People: Mowa and Bowa, Sarki (king), Dan Sarki (Prince), etc.

b) Animals: Hyena, lion, elephant, birds and monster

c) Things: Farm, garden, lake, stone, rock, etc

II Dramatisation

a) Short stories such as that of an obedient child at home or school should be told and then the children dramatise the story.

b) Wasan "yar-tsana (a Hausa toy drama) for female pupils to portry marriage process of the Hausa society.

c) Dan tsoho da geme play (a Hausa play for make children which portray's how old people behave

d) Vidio and T.V. drama to be introduced for the children to watch action on stage and also hear language usage in contexts.

III Oral Poetry

Simple songs of the children's age to be treated in their most beautiful poetic form. Songs such as the following to be treated with children, by the teacher singing and the children repeating after him.

a) Malamimmu ya makara (our teacher is late)

b) Daya mafa.in kilga (one the beginning of counting

c) "Ya "yan Turawa na wasa (The children of Europeans are playing), etc.

IV Oral Composition

a) Building up of stories in connection with familiar activities such as shopping, going to school or market.

b) Through guided questions, the children to be helped to build a composition as follows;

Teacher: Me ka yi da safe? (What did you do in the morning?)

Pupils: Abinci na ci (food I ate)

Teacher: Da ka ci abincin ina ka je? (When you ate the food, where did you go?)

Pupil: Makaranta a je (School I went)

V. Picture Book Activities:

a) A picture book which contains only pictures of familiar people, animals and places be provided and used when teaching.

b) The teacher points to the picture of a pupil going to school, for example, and asks the children what they think the pupil in the picture is doing.

C) Questions such as these to be used:

i) Wa ke son wannan beran? (who wants this rat?).

ii) Kana iya hawan wannan dokin? (can you ride this horse?)

iii) Me wannan tsuntsun ke yi? (What this bird is doing?).

VI Conversation

The teacher arouses discussions on:

a) What happened to a child while coming to school,

b) What the child will do after school hourse,

c) What his father or mother does every morning.

The teacher should tactifylly use the discussion to relate to various tenses such as Past, Present, Future and other tenses.

VII News and Messages.

a) The teacher develops reported speech patterns by giving a child something to take to another teacher or headmaster, or to another child in the class.

b) Question devices also to be used to develop the reported speech such as:

i) Me Bala ya ce? (What did Bala say?)

ii) Me Binta ta ce? (What did Binta say?)

iii) Me yara suka ce? (What did children say?)

APPENDIX III

Proposed Syllabus for the Teaching of Adults Learning Hausa as Their L_2

The Contact of the Syllabus

1. Teaching words relating to things of immediate need such as food, housing, clothing and others.
2. Introducing students to Hausa pronouns
3. Introducing student to Hausa Verbs
4. Dialogue and conversation
5. Practice is listening to recorded speech of Hausa native speakers.
6. The use of song or poetry
7. Radio and T.V. drama
8. Using books for beginners such as "ka koyi karatu" and ka kara karatu.

The Method of Teaching the contents and activities

I. Teaching words relating to things of immediate need such as food, housing, clothing and others. These can be taught by:

a) Showing the actual things if possible, or by showing pictures, or teaching them through demonstration.

b) Helping the students to say the words in simple sentences through dialogue and conversation between the teacher and the students as shown below:

Teacher: Mene ne wannan? (what is this?)

Students: Wannan cokali ne, or cokali ne
(This is a spoon, or it is a spoon)

Note: The teacher will guide the students to answer the questions themselves. If necessary, he can translate the questions and answer model into English or in the language of the students, and then expect the students to answer the questions in Hausa. However, it is better if the students are led to answer the questions through demonstration rather than the translation method.

II. Introducing students to Hausa Pronouns.

Pronouns relating to first, second and third persons should be introduced. Their references as to second person singular masculine and feminine, as well as that of plural should be vividly taught as shown below:

a) Ni (Me or I am), Mu (We), (You (M))

b) Kai (You (M)), Ke (You (F)), Ku (You (P)).

c) Ita (She), Shi (He), Su (They).

The pronouns should be taught in short simple sentences, and always be associated with the actual persons physically present. This demonstration method is to be largely used when teaching the pronouns as follows: Ni malami ne

(I am a teacher) (The teacher pointing to himself)

Mu mutane ne.

(We are human beings) (the teacher pointing to the whole class including himself).

Kai namiji ne

(You are Masculine) a man) (Pointing to a male student)

Ke mace ce

(You are (feminine) a woman) (Pointing to a female student)

Ku dalibai .e

(You are(Plural) students) (Pointing to all the students in the class).

She manomi ne (He is a farmer)

Ita masakiya ce (She is a weaver)

Bu mawaka ne (They are singers)

III. Introducing students to Hausa verbs as follows:

a) Teaching of one verb in sentences. The verbs should be in command form as follow:

Zo (come)

Tafi (Go)

Dawo (Come back)

Sha (drink)

Ci (eat.)etc.

Think of as many verbs of this type as possible, and teach them using gestures and demonstration activities.

b) Teaching of command verbs expecting activities from the students as shown below:

Teacher: Ba ni littafi (Give me book)

Student: Brings the book)

Teacher: Rufe Kofa (Shut the door)

Student: (Closes the door).

The teacher is expected to do a lot of demonstrations to show what he wants to be done by using his hands, gestures and things around.

IV. The process of language learning that runs from simple to difficult sentences should be adhered to by:

a) Teaching Noun + Verb only relating to various tenses as follows:

I. Audu ya zo (Audu came)

Akuya ta fita (The Goat went out)

Yara sun dawo (Children came back)

II. Bala yana sha (Bala is drinking)
Binta tana ci (Binta is eating)
Malamai suna karatu (Teachers are reading)

III. Maciji zai ruga (A Snake will run away)
Yarinya za ta rubuta (A Girl will write)
Ɗalibai za su shiga (Students will enter)

b) Teaching Noun + Verb + object or an adverb relating to various tenses as follows:

I. Audu ya zo makaranta (Audu has come to School)
II. Bala yana shan ruwa (Bala is drinking water)
III. Binta tana cin abinci (Binta is eating food)
IV Malamai suna karanta littafi (Teachers are reading a book)

V Maciji zai ruga daji (A Snake will run into the Bush)
Yarinya za ta rubuta wasika (A girl will write a letter).

C. Dialogue and conversation. Through the dialogues and conversations between the teacher and students, and among the students themselves, they should be able to learn sentences relating to everyday affairs as as shown below:

Teacher: Yaya aiki? or Barka da aiki (How is work?)
Student: Aiki da sauki (The work is fairly good)

Teacher : Yaya sunanka? (What is your (M) name?)

Student : Sunana Bala (My name is Bala)

Teacher : Nawa - nawa wannan? (How much is this one?)

Student : Naira goma (Ten Naira), etc.

VI. Practice in listening to recorded speech of Hausa native speakers.

a) The speech should be carefully designed to meet the level of the students.

b) The speech should be arranged from simple sentences to complex ones.

c) Questions should be asked by the teacher at the end of each listening sessions.

VII. The use of song or poetry. The teacher siggs song. The students should listen to the tune of the song and repeat after the teacher.

VIII. Radio and T.V. drama should be shown for the students to see and hear spoken language in context.

IX. Other activities to include:

a) Copying: Simple sentences to be copied from the blackboard.

b) Dictation: The teacher to make simple sentences and the students write the in their exercise books.

c) Composition: Writing of simple composition about any interesting topic.

d) Comprehension : Reading and understanding of short simple passages.

X. Students should be allowed to stay with Hausa native speakers for some months, and mingle with them.

APPENDIX IV

Proposed Psycholinguistic Course Contents for the Departments of Nigerian and African Languages

The course introduces students to the fundamentals of psycholinguistics such as psychology and language, the growth of psycholinguistic approaches and language acquisition processes as highlighted below:

1. Introduction to psychology and language and how the two are related.
2. Theories of language acquisition - the Behaviouristic, Nativistic and Cognitive theories.
3. Language acquisition approaches by Piaget, Braine Pivot Grammar, Brown's Analysis of language, and Bloom's semantic - syntactic approach.
4. Mother and child communication.
5. Structure of communication in early language
6. The functions of language with special reference to Halliday's sociasemiotic perspectives on language development.
7. The environmental factors influencing language acquisition and learning.
8. Individual differences in language acquisition process.
9. First and second language acquisition sequences.
10. Single-word utterances, two and three-word speech before syntax.
11. Early syntactic development with special reference to Hausa.

DEPARTMENT OF NIGERIAN & AFRICAN LANGUAGES
AHMADU BELLO UNIVERSITY, ZARIA.

PROGRAMME:	B.A. HAUSA	Course Status	Credit Units	Pre-requisites O/L	HAUS
100 LEVEL					
	FIRST SEMESTER				
HAUS 101	Orthography and Standard Hausa	C	3	"	"
103	Introduction to Hausa Phonetics and Phonology	C	3	"	"
105	Introduction to Hausa Songs	E	3	"	
107	Survey of Hausa Culture	E	3	"	"
109	Introduction to Hausa Nominal System	C	3	"	"
	SECOND SEMESTER				
102	Introduction to the Hausa verbal syste system	C	3	"	"
104	Survey of Hausa prose	E	3	"	"
106	Survey of Hausa Drama	C	3	"	"
200 LEVEL	FIRST SEMESTER				
HAUS 201	The Hausa Nominal system	C	3	"	"
203	Ajami (The Hausa Arabic Script)	E	3	"	"
205	Hausa Traditional Drama	C	3	"	"
207	Hausa Novels of the Early 1930's	E	3	"	"
209	Aspect of speech Art	C	3	"	"
	SECOND SEMESTER				
202	Hausa Verbal system	C	3	"	"
204	Hausa sentence Structure	C	3	"	"
206	Survey to Hausa Poetry	C	3	"	"
208	The Hausa Narratives	E	3	"	"
210	Hausa Literature in Traditional Religion	E	3	"	2

Code	300 LEVEL	Course Status	Credit Units	Pre-requisites
HAUS 301	FIRST SEMESTER			
HAUS 301	General Linguistics: phonetics and Phonology	C	3	O/L Hausa
303	Hausa written prosody	C	3	
305	Hausa Syntax	C	3	
307	Structure and content of Hausa Song	E	3	
309	Introduction to Psycholinguistics	E	3	
311	Aspects of Hausa Material Culture	E	3	
313	Hausa Novels from 1940's to early '70's	E	3	
315	Hausa Radio Drama	E	3	
317	Simple Dramatic Performance	E	3	
	SECOND SEMESTER			
302	Advanced Hausa Phonology	C	3	
304	Hausa Oral Prosody	E	3	
306	Hausa Novels from late 70's to date	E	3	
308	General Linguistics: Morphology and Syntax	C	3	
310	Hausa Thought and Literature	C	3	
312	Poetic composition and performance	E	3	
314	Borrowing and Neologism	E	3	
316	Complex Dramatic Performance	E	3	
318	Hausa Traditional Drama	E	3	

400 LEVEL	FIRST SEMESTER			
HAUS 401	Advanced Hausa Morphology	C	3	
403	Early Hausa Written Poetry	C	3	
405	Early Hausa Plays	E	3	
407	Principle of Translation	C	3	
409	The Imam Works	E	3	
411	Hausa Political Poetry	E	3	
413	Selected Hausa Classical Song	E	3	
415	Islam and Hausa Literature	E	3	

400 LEVEL Contd..

		Course Status	Credit Units	Pre-requisites.
				O/L HAUSA
	SECOND SEMESTER			
AUS 402	History of Linguistics	E	3	
404	Advanced Hausa Syntax	C	3	
406	20th Century Hausa Written Poetry	C	3	
408	The Later Hausa Plays	E	3	
410	Selected Hausa Modern Song	E	3	
412	Imfiraji	E	3	
414	Practice of Translation	C	3	HAUS 404
416	Introduction to Sociolinguistics	E	3	
418	Introduction to Semantics	E	3	
420	Advanced Ajami	E	3	
422	Hausa in the Modern World	E	3	
424	Hausa Medicinal Culture	E	3	
426	Research Essay	C	6	
			1st&2nd Semester	

COURSE DESCRIPTIONS

100 LEVEL — FIRST SEMESTER

HAUS 101: ORTHOGRAPHY AND STANDARD HAUSA (CORE)

The course is intended to familiarize the student with the nature of standard Hausa; the history, development and standardization of the orthographic conventions of Hausa. It is also aimed at Polishing the students compositional and comprehensional talents through the coinage and use of elegant phraseology.

" 103: INTRODUCTION TO HAUSA PHONETICS AND PHONOLOGY (CORE)
The course is intended to introduce the student to the fundamentals of phonetics and phonology: the speech organs; the mechanics of speech production; elementary definitions and descriptions of, and the basic difference between, consonental and vocalic sounds; primary and secondary articulations in Hausa.

" 105 INTRODUCTION TO HAUSA SONG (ELECTIVE)
The course will be begun by explaining the concept of song as opposed to non-songs. The linguistic, thematic and characteristics of the Hausa song will be discussed. There will also be a typology of the Hausa song on the basis of form, content, context and function within the song.

" 107 SURVEY OF HAUSA CULTURE (ELECTIVE)
The course contains mainly the introduction of some selected aspects of Hausa culture. It deals with those topics such as Hausa and related terms and the general impact of some cultures such as Islamic and European.

" 109. INTRODUCTION TO HAUSA NOMINAL SYSTEM
The course shall begin with a general revision of the lexical categories in Hausa and their classification into nominal and verbal groups, followed by their subclassification into nouns, pronouns, adjectives, adverbs, prepositions. In all cases, form, function and elementary semantics will be taken into consideration.

SECOND SEMESTER

" 102. INTRODUCTION TO THE HAUSA VERBAL SYSTEM (CORE)
The course deals with a category of lexicons classificable as verbals' in Hausa, the definition, and the distinction between proper verbs and other verbals, the changing and the unchanging verbs; transitive and the intransitive verbs and the nuances in their meanings; the extraordinary verbs (i.e. the unisyllabic and pentasyllabic verbs of Hausa.

" 104. SURVEY OF HAUSA PROSE (CORE)
The course surveys the sources of Hausa Prose writing with the aim of introducing students to the background of Hausa prose. It will also survey the thematics and stylistic features of the early and later Hausa prose writing

HAUS 106: SURVEY OF HAUSA DRAMA (CORE)
The course is designed to introduce students to the main themes of Hausa Drama. Its background, development and types will also be highlighted. The relationship between Drama and other dramatic performances as well as other genres will also be studied.

200 LEVEL: FIRST SEMESTER

201. THE HAUSA NOMINAL SYSTEM(CORE)
This course deals with a more detailed study of the Hausa Norminal System such as singularity, plurality, masculinity, femininity, neutrality and irregularity in Hausa nouns, adjectives and adverbs. There will also be an elementary classification of Hausa nominals.

203: AJAMI (THE HAUSA ARABIC SCRIPT) (ELECTIVE)
The aim of this course is to improve upon the students background knowledge or Ajami by dealing briefly with its history, the variety of its script and its prospect and problems in the context of academic potentiality.

205: HAUSA TRADITIONAL DRAMA (CORE)

A further and deeper study on Hausa Traditional Drama with the view to look into its genesis and development to date. Cases of transformations of dramatic performances (i.e. plays) into Drama as well as vice-verse will equally be studied. Attention should be given to some selected plays such as Wowwo, Wasan Gauta, Tashe 'Yar Tsana, Kalankuwa, etc.

207: HAUSA NOVELS OF EARLY 1930's (ELECTIVE)
This course surveys the social, political and intellectual background of these novels. It also focuses on the study of their forms and contents,

209: ASPECT OF SPEECH ART (CORE)
This course is a study of some of the components of the Hausa verbal arts such as Kirari, Karin-Magana, Habaici, etc. of the speech art will also be discussed. There will also be a discussion on the influence of these verbal arts to other genres especially the written ones, and the challenge of modernity to the verbal arts.

SECOND SEMESTER

202 HAUSA VERBAL SYSTEM (CORE)
This course entails a more detailed study of the Hausa verbal system; the classification of verbs into the seven Parsonian grades on the basis of bone and termination and their fluctuations in context; their primary, secondary and tartiary forms and their simple semantic such as totality or lack of it, efferentiality or its opposite; finally, correlation between grades and meanings.

are also classifiable on the basis of structure such as simple, compound and complex sentences. After the demonstration of the superiority of the latter method, sentences will then be broken into smaller components such as nominal and verbal phrases, and clauses.

HAUS 206: SURVEY OF HAUSA POETRY

The course aims at introducing the student to the various themes of Hausa oral and literate poetry. For the oral such songs like: court songs (Wakokin Fada), popular songs (Wakokin Jama'a), professional songs (Wakokin Sana'a) and other related songs will be treated, On literate poems, attention will be focused on themes such as the admonitory (Wa'azi) verse, panegyric (Madaha) verse, political (Siyasa) verse, theology (tarihij') verse and a lot of other related themes. Lastly, attempt will be made to compare the two different genres from the points of view of their theme and style.

208: THE HASUA NARRATIVES (ELECTIVE)

Hausa narratives, both traditional and Islamic are the main focus of this semester course. Such narratives includes, Tatsuniya, Hakaya Zaurance, Kissal Labari, etc. Their themes, forms and structure will be explained. The narrators, context, as well as the influence of the narratives to other genres both oral and written will also be studied. There will be some discussions on the challenge of modernity to the narratives.

210; HAUSA LITERATURE IN TRADITIONAL RELIGION (ELECTIVE)

Students will be introduced to the patterns of traditional religious beliefs and practices among the Hausa. Attention will also be directed to the social significance of the religious rites, rituals and ceremonies in Hausa society. Hausa belief in the supernatural such as Dodo, Uwar Gona, Ka Budar-dawa and Tsaraka, as well as the spirits of Iskoki, Maita, Fatawa will be considered.

300 LEVEL FIRST SEMESTER

HAUS 301: GENERAL LINGUISTICS: PHONETICS & PHONOLOGY (CORE)

This courses is divided into two principal units as cited above; phonetics and phonology. Under phonetics will be elements of general phonetics: organs of speech, point of articulation, manner of articulation and the state of the glottis; sound classification across languages; primary, secondary and double articulations. Under phonology will be phonemic analysis; phonotactics (i.e. syllable structure) and hints on morphophonemic changes.

303: HAUSA WRITTEN PROSODY (CORE)

The course aims at introducing the students to the science of verse rhythms in Hausa poetry. Students will be made to understand the metrical shots in Hausa poetry. The poetic marriage between the Arabic and Hausa metres will be critically examined.

305: ADVANCED HAUSA PHONOLOGY (CORE)

This course is designed to familiarize the student with the phonological processes of Hausa such as labialization palatalization, details of Hausa syllable structure, vowel lowering and shortening in closed syllables, epenthesis, metathesis, rule inversion, assimilations (i.e. progressive, regressive, complete, partial, optional, compulsory) and rhotacism.

307: STRUCTURE AND CONTENT OF HAUSA SONG (ELECTIVE)

The course is intended to study critically the themes and form of the Hausa oral poetry. Attempt will be made to study the format of the oral poetry.

309: INTRODUCTION TO PSYCHOLINGUISTICS (ELECTIVE)

The major aim of the course is to demonstrate the relationship between language and mind. The earlier theories of speech abilities such as empiricism, rationalism and behaviourism will be reviewed, followed by psycholinguistic elements such as man and animal language abilities, speakers c competence/performence and psychological reality, child language acquisition, second language acquisition and finally grammars and mentalism.

311: ASPECTS OF HAUSA MATERIAL CULTURE (ELECTIVE)

The focus of this course is largely on some Hausa material culture which includes aspects such as traditional arts and crafts, etc.

313: HAUSA NOVELS FROM 1940's TO EARLY 1970's (EDECTIVE)

Study of the novels written within this period will concentrate on the style of their writings in relations to their social context from the point of view of the relatively changing trends in plots, theme and style. Also characterisation will be examined.

315: HAUSA RADIO DRAMA (ELECTIVE)

The students will be introduced to the development of Radio Drama in Hausaland. They will be expected also to understand and appreciate the basic differences between Radio Drama and the rest i.e. Traditional, Written and Telcvision. Therefore, they will be shown how, for example, the Unities and Maishela are employed. The contribution of Radio Drama to the Written will also be analysed. As such some problems such as adaptations will be discussed.

317: SIMPLED DRAMATIC PERFORMANCE (ELECTIVE)

This is a practical course. Students are expected to create and stage dramas in different themes. They are to start with those dramas with simple plots and then those with complicated ones later. The plays should be those with one act, as well as multiple and of different types such as farce tragedy, comedy, etc. There will also be some practicals through watching some dramas, performed by outsiders, and analysing them later on.

HAUS 302: HAUSA SYNTAX (CORE)

This course entails the study of the internal and contextual structures of the 17 non-adverbial items and the 4 adverbial items in the Hausa. The structure of the VP will also be studied showing its similarities or otherwise with the NP.

304: HAUSA ORAL PROSODY (ELECTIVE)

This course centres principally round the study of rythm and rythmic components in the Hausa Oral melodies. The relationship between the oral and the instrumental componen in the Hausa song. The 9-Syllable songs of Mamman Shata will be specially employed to show how regularity can emmerce out what may look like irregularity in Hausa song.

306: HAUSA NOVELS FROM LATE 1970 TO DATE (ELECTIVE)

The course forcuses on those Hausa Novels written in the past first republic political era. The form and content of these novels will be studied as well as their language style.

308: GENERAL LINGUISTICS: MORPHOLOGY & SYNTAX (CORE)

The first part of this course will deal with the fundamentals of morphological theory such as morph, allomorph and morpheme types of morphological processes such as inflection and derivation in relation to roots stems, afixes (i.e. prefixes, infixes and suffixes) and the nature of compounding. The second part, which is syntax, will focuse on types of sentential analyses, for instance, the case of prsing, I-C analysis and other phrase structure grammars, the theory of transformational grammar.

310: HAUSA THOUGHT AND LITERATURE (CORE)

This is a course which focuses on both Hausa Oral and Written literature, particularlly on those elements which have relevance to Hausa Cultural life. It studies among other things both material and non-material Hausa culture as it appears in both genres of the literature.

312: POETIC COMPOSITION AND PERFORMANCE (CORE)

This course is intended to develop and polish talents in both Hausa Oral and Written Poetry. Students will be taken step by step through the techniques of composition and performance. As a test, students will be given topics on which to compose poems either individually or in groups. Also will be taught the phenomenon of song and counter-song. The art of criticism and interpretation will finally be learnt. Students will be expected to p produce publically consumable songs and poems at the end of the course.

HAUS 314: BORROWINGS AND NEOLOGISMS (ELECTIVE)

In this course will be examined the factors responsible for borrowing, such as culture contact; the typology of borrowing e.g. vertical and horizontal borrowing; techniques of borrowing such as adopting and adapting. The study of neologism will include its definition and difference from borrowing its various modes and functions (i.e. translation, extension of meaning; metalinguistic importance).

316: COMPLEX DRAMATIC PERFORMANCE (ELECTIVE)

An advanced practical course in creating, adopting and staging plays. The plots of the plays should be complex, the language style appropriate to its characters and the theme diverse, and all encompassing. Student should be in a position to assess the quality of a play before the end of the course.

318: HAUSA TRADITIONAL DRAMA (ELECTIVE)

The aim of the course is to introduce students to the genesis of Hausa Traditional Drama and its development to date. Attention should be given to Wowwo, Wasan Gauta, Tashe 'Yar Tsana, etc.

400 LEVEL FIRST SEMESTER

HAUS 401: ADVANCED HAUSA MORPHOLOGY (CORE)

In this course, students will be exposed to areas of morphological irregularity; the arguments for and against the existence of infixation in Hausa; more sophisticated morphological processes such as circumfixation; the occurance of phonological rule in morphological instances (be morphophonology).

403: EARLY HAUSA WRITTEN POETRY (CORE)

This course focuses primarily on the Jihad Hausa written poetry, especially on the poetic trio of Shehu Usman, Abdullahi and Bello bn. Fodiyo. Some introductory course on Muhammadu Na Birinin Gwari's composition of Gangar Wa'azu will also be examined.

405 EARLY HAUSA PLAYS (ELECTIVE

In this course, the earliest written plays are to be studied. Relationship between other genres especially oral literature to these plays will be critically looked into. The major and minor themes of the earliest forms of Hausa written plays will also be highlighted so as to see its relationship to its social context. Also to be discussed are plots and its development

HAUS 407: PRINCIPLES OF TRANSLATION (CORE)

Students will be informed about the (general) history of translation. The earliest famous translators, such as centres of translations i.e. Toteda, Baghdad and Zaria as well as popular translated works will be discussed. Later on, the basic major problems of translation, covering different types of writings i.e. poetic prosaic etc., will be looked into. Before the end of the course a student is expected to know the mechanism and essence of translation and also to be able to distinguish the various types of translation, including interpretation.

409 THE IMAM WORKS (CORE)

This is a course on late Dr. Abubakar Imam's works. His outstanding position not only as the pioneer Hausa novelist but also the greatest so far will be considered in the light of his style and impact on the development of modern Hausa literature. A selection from his diverse written works will be taken on the basis for the purpose of the study.

411: HAUSA POLITICAL POETRY (ELECTIVE)

Poems both oral and written with political undertone either directly or indirectly are the materials of this course. The poems will be studied from various angles, themetically structurally, linguistically etc. There will be a comparism between the oral and the written poems as well as between the earlier and later poems. The major themes, in both category of the poems will also be discussed.

413: SELECTED HAUSA CLASSICAL SONGS (ELECTIVE)

The course aims at studying the classical genre of Hausa song. Its definition, classical characteristics (such as theme and style) will be studied along with social context and function. Both the verbal and instrumental components will be critically considered. With each song a short biography of the composer will be studied. Finally classical master pieces and their characteristics will be given special attention.

415: ISLAM AND HAUSA LITERATURE (ELECTIVE)

The course introduces students to Hausa pre-Islamic literature and the coming of Islam in Hausaland; cultural change, and the development of Islamic institutions with particular emphasis on the interaction between Hausa traditions and

make them almost unacceptable to the ordinary folks, scholars and publishers in addition to their intellecual significance will also be considered.

SECOND SEMESTER

HAUS 402:

402: HISTORY OF LINGUISTICS (CORE)

This course deals with the study of the origins and evolutions of the field of linguistics from the early and middle ages to the present day. The early contributions of the Indians, the Greeks, the Romans, the Arabs, the Chinese and the Schools that evolved down the line will be considered. Also the current function and status of linguistics and its future prospects and problems will be touched upon.

404: ADVANCED HAUSA SYNTAX (CORE)

The course focuses on the use of tranformational grammar for handling sophisticated syntactic processes such as conjoining and embedding in compound and complex sentences. Aspects such as complementation, relativization, nominalizatic and the analysis of non-verbal sentences will be the business on this course.

406: 20TH CENTURY HAUSA WRITTEN POETRY (CORE)

This course entails a study of some selected 20th century Hausa written poems. The course consists of various stylistic trends over the century. The poets, both past and present will be studied in the light of the established earlier themes, and the emerging new trends in Hausa poetry.

408: THE LATER HAUSA PLAYS (ELECTIVE)

The later written Drama (i.e. 1960's to date) will be studied under this course unit. The influence of, for example, earlier plays, written prose and 'westernization' will be considered. The basic differences between the earlier written plays and these will equally be looked into. All the major features of Drama as well as issues such as adaptation, translation etc., are also to be commented upon here.

410: SELECTED HAUSA MODERN SONG ELECTIVE

The course aims at studying the modern genre of Hausa song. Its definition, characteristics (thematic and stylistic) will be given attention along with social context and functior Both the verbal and instrumental components of the Hausa modern song will be studied elaborately. Points of similarity overlapping or divergence between the modern and the classical will be studied. Modern materpieces will also be given specific attention. The biography of the composer

US 412: INFIRAJI (ELECTIVE)

Alhaji Aliyu Namangi's Infiraji, is the subject of this study. Its historical development, the diversity of its contents; its style, and its social, moral, political and intellectual are to be studied. Also the study will looked into the nature of bling poetry as represented in the nine values of Infiraji.

414: FRACTICE OF TRANSLATION(CORE)

This course @ involves the opportunity offers the student practically to apply the theories of 'translation. Texts of different sizes and covering diverse subjects in different styles@ will be translated from English into H usa and vice-versa.

416: INTRODUCTION TO SOCIOLINGUISTICS (ELECTIVE)
In this course will be discussed components of sociolinguistis such as language in society, language and social class; geography; ethnic group, context; age and @sex; national and international languages; national and official langu...

418: INTRODUCTION TO SEMANTICS (ELECTIVE)

This course will introduce the student to the importance and function of semantics. It will begin with basic assumptions such as the meaning of meaning. Such semantic specialities as: concepts and naming; referent, reference and synmnymy antonymy, polysemy, homophony, hyponyomy will be considered. Also to be considered will be relational oposites, meaning components, collecations and idioms.

420: ADVANCE AJAMI (ELECTIVE)

In this course will be studied in detail the Ajami graphemics or graphology. Also to be studied is standard and substandard Ajami and its dialectal and ideolectal fluctuations. There will also be practise on text analysis and transliteration, pluts the use of innovations.

422: HAUSA IN THE MODERN WORLD (ELECTIVE)
Introduction to sociolinguistics with particular reference to Hausa convering such areas as Dialectology, National Language Policy and problems of Multilinguialism in Nigeria; standardization and development of orthography, borrowing and neologisms.

424: HAUSA MEDICINAL CULTURE (ELECTIVE)

This course is intended to familiarize students with the Hausa traditional medicine. Types of traditional medicinal treatment conducted by Lingozoma, Sarkin Aska, Boka, 'Yar-Maiganye and Magori as well as Sarkin Mayu, Sarkin Ruwa, Sarkin Makera and others will be given special attention. Medicinal treatment given by Alaramma and Malam as well as debi-jika type of treatment will also be included. The Psychology of Hausa tradition medicine and the effect of modernisation on the medicine will also be studied.

426: RESEARCH ESSAY (CORE)

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