

**MOTHER TONGUE (HAUSA) INTERFERENCE ON THE
SYNTAX OF SECOND LANGUAGE (ENGLISH)**

**(A CASE STUDY OF UG IV STUDENTS OF ENGLISH
LANGUAGE)**

BY

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**BEING A RESEARCH PROJECT SUBMITTED TO THE
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CERTIFICATION

This project has been supervised and approved having partially met the requirements for the award of a Bachelor of Arts Degree (B.A Hons) in English Language in the Department of Modern European Language and Linguistics Faculty of Arts and Islamic Studies, Usmanu Danfodiyo University, Sokoto.

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DEDICATION

This research work is dedicated to my ever caring father Alh. Habib Aliyu Jega who struggled to put a smile on my face at hard times. I owe you much in life.

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My sincere gratitude goes to ALLAH (S.W.T) for His protection, provision of good understanding and health to me, not only during my stay in the Institution of learning, but also throughout my life. May the Peace and blessings of Allah be upon our noble Prophet Muhammad (S.A.W).

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CHAPTER ONE

1.0 INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Language is generally used for the purpose of interaction among people in the society. It is also used to differentiate people by sex, age and social status within a particular society. Language serves as a tool for development in every society. It develops nations or societies socially and particularly for the purpose of interaction within and outside a particular society. Through choice of words and forms of speeches, language can be used to differentiate gender or age.

The languages that a person uses can be differentiated into L1 and L2, that is first and second languages. First language is also known as mother tongue meaning our language or the language a child first comes in contact with depending on the environment he/she is born and raised

while second language is a language that is later learnt at adult stage.

1.2 STATEMENT OF THE PROBLEMS

Every individual has a first language or a mother tongue. Hausa language is a largely spoken language in the Northern part of Nigeria. It is observed that most Hausa native speakers possess this problem of their second language (English) facing syntactic problem as a result of the interference or the influence of the mother tongue (Hausa) over the second language (English). This is why a native speaker of Hausa language is easily identified if he/she speaks English language because the interference will be observed once the speakers makes an utterance.

1.3 PURPOSE OF THE STUDY

Behind any research, there must be reason(s) why that particular research is carried out. It is in this regard

that this research aims at investigating or identifying the various ways or forms through which Hausa language interferes on the syntactic level of second language. Because of the late arrival of Europeans to Northern Nigerian where Hausa is spoken, English is not as fully embraced by the Hausas as is the case with their Southern counterparts. English language seems to have some communication syllogisms, that is extension of sense and use of lexical items and local idioms. The syntactic interference of the Hausa language on English language is the focus of this research study. Therefore, this study aim at identifying the interference of Hausa syntax on the syntax of English.

1.4 RESEARCH QUESTIONS

These research questions are formulated in order to guide the researcher. The following are the questions that this research aims at answering:

1. Does Hausa language have vowels that have the same distribution with standard English?
2. Does English have the same realisation as in basic Hausa consonant system.
3. Do the Hausa speakers/writers borrow from English the syntax?
4. Has the ascendancy of English language in Nigeria created 'linguistics imperialism on the Hausa Language.
5. Do lexis and structure in Hausa language have different implication from those of English language?

1.5 SIGNIFICANCE OF THE STUDY

This research will be of great importance not only to the literature of Hausa language but also to those who are learning it in educational institutions as well as the entire Hausa speaking populace.

However the research does not aim at discrediting the Hausa syntactic forms but rather aims at pointing out the inherent features that characterise Hausa syntactic forms and compare them with that of English in order to find out their areas of contrast and its inherent defect.

1.6 LIMITATION AND DELIMITATION OF THE STUDY

Firstly, this research is specifically concerned with the study of how mother tongue (Hausa) interferes on the syntax of second language (English) using the U.G IV English language students as case study of the research work with a view to finding out the interference Hausa syntax has on that of English and also suggest possible solutions that could address the problems. All the findings are based on the area of the study.

1.7 OBJECTIVES OF THE STUDY

The aims and objectives of any research work is to uncover proficiency on the necessary issues or aspect related to the study. This project also will be of great importance not only to those who are literates in Hausa language but also to those who are learning Hausa in institutions and to the speakers of Hausa in general.

The study is also designed to examine the syntactic interference of Hausa language on English language particularly to find out the difficulty of English language pronunciation from Hausa speakers. Also to determine the implication and influence of language usage.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

Language can be defined as a system of communication. Through it is not the only form of communication among, human beings, language is surely the most frequent and the most highly developed system of communication. We can communicate in ways that do not involve language as when advertisers provide powerful visual association for their products or when we use bodily movements, frown, head nodding/head shakings just to mention but a few. Some apparently non-linguistic means of communication are no more than symbol systems for language itself. Example, mores-code, short hand and sign language. The symbols of these systems refer to units of language and they are given a semantic interpretation.

Human language is different from animal language not only in the unique way in which it exploits sound, the substance of expression but also in the enormous variation in content which its formal structures permits. The most important variant between man and the other animals is that man is sociologically and psychologically more flexible. This mental flexibility can be expressed in various ways. We may say that animals are tied down to a comparatively rigid system of behaviour pattern and instinct and response to stimulus, but man on the other hand has free choice and intelligence or we can say that animals are unconscious of what they are doing whereas man is aware. Man is therefore capable of controlling himself and his environment by means of language techniques.

Language does not only serve as a system of communication but it also plays a vital role in establishing and maintaining social relationship with other people. In

other words, there can be no language without society and there can be no society without language. Thus, we can say that language is simply a social phenomenon.

Since it is noted that language is a human activity, different ideas on what human activity involves lead us to different notions on what language is. The mechanist regard this human activity as wholly physical while the mentalist view it as largely mental.

The mechanist view mind as an extension of the body, therefore, activity of the mind is different to observe. According to this view, all human activities, including language are chains of material cause-effect sequences. As such, for the linguist human beings responses are in essence considered to be the same as the physical responses of animals to their surroundings.

On the other hand, the mentalist have claimed that human language cannot be studied as animal behaviour.

This is the fundamental difference. The animal can be conditioned to respond in a certain way. Man in addition to this knows the right way to go on, on the basis of what he/she has been taught. An analogy of this kind is what makes language possible. Most of the human behaviour is a voluntary behaviour, it is essentially different from the conditioned behaviour of animals. Language being a human and social phenomenon, cannot therefore be regarded simply as physical or animal act. It must be regarded from the point of view of the ideas and feelings peculiar to man. From the discussion so far made about language, we come to understand that the study of language is very significant. In fact, this work is another contribution to the study of language because its aim is to identify the areas that mother tongue L1 (Hausa) interferes on the syntax of second language L2 (English).

2.1 THE CONCEPT OF MOTHER TONGUE WITH A PARTICULAR REFERENCE TO HAUSA LANGUAGE

The concept of mother tongue is universal to all languages, but specifically, our concern here is the Hausa Language.

Different scholars defined mother tongue in different ways. Some people define it as our language or the first language we speak. In Nigeria for example, people call it my mother's tongue or my mother's language. Thus, the concept of mother tongue or (L1) does not necessarily refer to a biological mother language but may refer to that of a person who first establishes a regular and lasting linguistic bond of communication with a child. In this regard, Chomsky (1964) is with the view that every normal human child can acquire his first language (L1) or mother tongue in any given normal environment.

Hausa language could therefore be considered as mother tongue for those children who are born in a Hausa speaking community and acquire the language as their first language. It can also be a mother tongue or first language to those children who are not of Hausa speaking community. For example if a newly born child from fulfulde or Igbira speaking community is taken to Hausa speaking community and brought up speaking Hausa language, surely his mother tongue will be Hausa language and not Fulfulde or Igbira language.

It is therefore clear that the mother tongue of a child is closely associated with his growth and development in a given environment and not the languages of his biological mother. As the child grows, his/her language develops and through language, personality and experience are expressed.

2.1.1 THE PROCESS OF ACQUIRING FIRST LANGUAGE WITH A PARTICULAR REFERENCE TO HAUSA LANGUAGE

Language acquisition is associated with child's L1 or mother tongue. Acquiring mother tongue takes place at an early stage and the child at this stage acquires many skills simultaneously. In the first stage for the child language development is pre-linguistic one. Crying and laughing are produced by the child to show both negative and positive responses. For the first few months, the noises the child makes are mostly oral or vowel-like sounds. By the age of eight or ten months, a great variety of sounds have appeared and the baby amuses himself by playing with them. The child then moves to the next stage of language development which is the babbling stage. His playing with sound seems to be the same as any other infant play, but

its function is to give needed exercise to those muscles and reflexes which he will need for speaking.

Until the second year, the rate of increase in vocabulary is shown by the infant. Most of the words are nouns which may also function as verbs or as a whole sentence, this use of nouns as verbs or sentences is only understood by the mother or caretaker of the child. As observed, the child can say the following nouns giving them the functions of verbs or sentences.

1. "Mama water" which mean "mama I want to drink water"
2. "Mama bed "meaning "mama I want to sleep"
3. "Baba sweet "meaning "baba I want to take sweet"
4. "Baba book 'which means "baba is reading his book"

After the second year, however, the increase of words and sentences is extremely rapid, but at the age of seven or eight, the rate slows again. Never the less, the child is very

interested in asking questions at this stage. In our observation, the Hausa child tries to ask his mother or any person in contact, questions like:

- a. Mama ina baba? Meaning mama, where is daddy?
- b. Mama me kike dafawa? Meaning mama what are you cooking?
- c. Mama yau mi? Meaning mama which day is today?

At the final stage of acquisition, the child reaches what is called adult level. At this stage, the child can use the language effectively and efficiently and at this time he becomes very creative.

It is clear that language acquisition takes place in a natural environment. Hull (1943) describes nature as primitive unconditioned reflexes. Also, Lennerberg (1964) stated that obviously children are not given rules they can apply. They are merely exposed to great number of

examples the child as a native speaker has the capacity to acquire his L1 and understand it.

However, it should be noted that most children are monolinguals because they are in contact with one language only. It should also be understood that where children are brought up in a bilingual environment, they acquire both languages simultaneously, though with some retardation when compared with monolingual children. There is an initial merging of the two languages but subsequently they are separated and remain functionally quite distinct.

2.1.2 THE IMPORTANCE OF FIRST LANGUAGE IN THE SECOND LANGUAGE LEARNING WITH PARTICULAR REFERENCE TO HAUSA AND ENGLISH LANGUAGES.

After the acquisition of mother tongue or first language, children later learn the second language (L2). In most cases, the second language is learnt in formal

situation. The L1 acquired earlier help the learners in one way or the other for the easy understanding of the L2. Therefore, L1 is very significant to the learner in the process of learning the L2.

At the end of mother tongue or L1 acquisition period, the physical and mental maturations are almost completed or even completed. In this period also, language performance has also been established. The process of second language learning in this case is simply a matter of adoption or an extension of the existing skills from the past experience of the L1.

During the process of the mother tongue or L1 acquisition, the child has already developed the function of the vocal cord for the sound production. This will facilitate his ability to produce sounds of the second language,. For example there are some sounds which are universal to all languages such /i/, /e/, /u/ etc. In this kind of situation,

if the learners L1 is Hausa and learning English as L2, he/she will find it very easy to understand /i/, /e/ and /u/ sounds since they are available in both languages. The problems of pronunciation can be simply overcome.

Many languages borrow from one another. In this case, sometimes the learner of the second language will come across some vocabulary which have been borrowed by his first language. For example, there are so many words that Hausa language borrowed from English language. Some of these words are as follows:

English Language	Hausa Language
Brake	Burki
Bucket	Bokiti
Dam	Dam
Motor	Mota
Cinema	Silima etc

Now, in the process of learning English as L2 by Hausa native speaker, the, the learner will easily

understand the above items, because they have been borrowed from English language by Hausa language which is the mother tongue or L1, of the learner.

If the teacher of the second language possesses the same mother tongue or L1, with the learner, the knowledge he acquires from his L1, will help him to solve the problems encountered so as to teach the students effectively. For example, the teacher whose L1 happens to be Hausa language can teach English best to the students whose first language is also Hausa language. This is because he can use the L1 to explain difficult concept of the second language (English) when the need arises.

Generally, L1 is very important in the second language learning not only to the learner, but also to the teacher it is also very important for the general data collection by the linguists.

2.2 SECOND LANGUAGE LEARNING

2.2.1 SECOND LANGUAGE LEARNING (WITH A PARTICULAR REFERENCE TO ENGLISH LANGUAGE)

There are many theories that contribute in the study of both language acquisition and language learning. The behaviourists and the mentalists postulated some of such prominent theories. The behaviourist theory explains that experience and environment are the most important in language development. In this theory, B.F Skinner explained that learning is basically a process of conditioning. The learner is led through series of stimulus – response situations which take him closer and closer to the desired goal. To the behaviourist, language learning has nothing to do with mental faculty. Velette, (1966) has pointed out that new textual materials in modern languages are based on the assumption that language learning is chiefly a mechanical process of habit formation.

On the other hand, the mentalist have challenged the basic idea of the behaviourist theory of learning. To them language is not viewed as an array of conditioned responses to the previously met stimuli, but it is the mental process underlying those responses. Chomsky and others, in particular the neuro-physiologist Lennerberg, (1967) have explained that language development could not be accounted for in terms of a learning theory in the way behaviourists have done it. Moreover Chomsky claims that there is an innate mechanism in the human brain called Language Acquisition Device (LAD) which has a great importance in language development.

Krashen (1982) brought forward a hypothesis which he called language Acquisition/language distinction. He explains language acquisition as natural and informal which takes place through subconscious process of being proficient or competent in language. He also views language

learning as artificial, formal and conscious process of being competent in language. Therefore, the most important thing between the L1 acquisition and the L2 learning is their contexts. However, it should be noted that language acquisition is stronger in children while learning is stronger in adults.

Secondly language learning is concerned with learning a language after the acquisition of the mother tongue. Therefore English is the second language in Nigeria, it is not the mother tongue within the country yet it has some internal social functions.

When the colonial masters came, they met us speaking various languages in Nigeria. The number of languages spoken in the country is not known for certain. Greenberge puts it at 240, Tiffen at over 150 and Ayo Bamgbose at about 400. What is certain in Nigeria and the disadvantages of having such a diversity and multiplicity of

mutually unintelligible languages in a single country are obvious.

Thus, English is being studied as second language because it serves as a passport to educational advancement and prestigious employment. It also serves as a language of commerce, trade, instruction and administration. Furthermore, English serves as means of national and international communication and a language of science and technology. In fact, it appears indispensable to modern living and our children must be given maximum encouragement and opportunity to learn it as a second language effectively in our schools. The point here is that, since we have many ethnic groups, the best medium for teaching the children at the initial stages of their education is their mother tongues and it is after a firm linguistic foundation has been laid in it that there should be a

change to the use of English as a second language and the medium of instruction at later stages.

Success in English language is the key for employment, admission to post primary institutions and our universities. As a result of this, today, parents encourage their children to start learning English earlier so as to enable them get their chance in life. Most parents sacrifice a large part of their income for sending their children to private schools where they are usually taught by qualified and well-paid teachers. This happens because there are many children who have been at leaving the free state schools for long but they cannot speak they cannot speak correct English. The second language is different from the foreign language. The second language is the language used in the daily life of people and that language should not be the language of any native speaker in the country. In an extreme, English as a second language, is a

situation in which English may play an important role in the daily life of the learners, in that all their teachers use English for teaching whatever subject and they often here, speak, read and write in English outside school hours. When they leave school also, they often use English for communication with people of their own country whose first language is different from theirs. In this case, English is a second language in Nigeria because it is used to establish an efficient network of communication throughout the country and among different people who do not share the same mother tongue. It is not possible to use all the languages spoken in the country nor is it easy to decide which of them is to be chosen and which to ignore.

The ultimate aim of learning the second language must generally be to enable the speaker to achieve the same flexibility, the same linguistic creativity that the native speaker possesses. This does not mean that we can

expect the same degree of language proficiency but the criteria of our success as teachers is not whether our students can remember so many words, so many phrases and so many sentences that they have been taught, but whether they can construct new utterances in the language.

2.2.2 THE PROCESS OF SECOND LANGUAGE LEARNING (WITH A PARTICULAR REFERENCE TO ENGLISH LANGUAGE)

Competence in the second language is at zero in all aspects or nearly so, when the learner starts learning its grammar in a classroom situation. The second language learning is, however, not in the situation as an infant learning the first language. It has been pointed out that the second language learner knows language but not a language (cook, 1977). That is to say the learner has already known the potential of language and can go straight into discovering how that potential can be realised

in the second language learning. In this case, the learner has to learn the second language.

Usually, learning the second language begins at the later stage after the physical and mental processes of the maturation are almost completed. The second language learning is simply a matter of adaptation or an extension of the existing skills or knowledge of the previous language, that is to say knowledge of the first language. The restructuring hypothesis is with the view that the second language learner develops his second language by a process of restructuring his first language.

Thus, it is clear that the second language is learnt formally and effectively when the conditions are made favourable for the learner. The learner of the second language is exposed to the language at a specific time and usually there is only one teacher in the classroom. However, many linguists have claimed that the classroom is

not the best conducive place to learn the second language, because the teacher normally uses a designed syllabus to teach the learner. In this case, the learner is restricted to learn only certain items of the language.

In the process of learning the second language, the learner starts learning the alphabets like a, b, c, d, etc. He/she later moves to learn the words with the help of pictures. For example, an elephant, a book, a bag, a phone, etc are written on their pictures respectively. After learning so many words, the learner also learns how to construct simple forms of sentences with those words such simple sentences can be like: it is an elephant. This is a boy, etc. However, pictures also are very useful in the construction of these kind of sentences.

In teaching the vocabulary of the second language, the selection of the vocabulary depends on what is described and most useful and also what is practicable in terms of

the classroom environment. Therefore, for the teacher to teach the second language effectively, it is possible to decide and that helps in controlling vocabulary selection. In this case, the use of teaching aids and other relevant learning materials to suit the learning situations in the classroom is necessary by the teacher in teaching the second language.

When teaching the grammatical structure of the second language, the teacher first lists the structures one by one to the learners, using such criteria in which the simple be taught before the complex, the most frequent before the least frequent, the actual before the hypothetical and so on. For example, in English the learner learns nouns before pronouns, he also learns present simple tense before past simple tense or past perfect tense etc.

It has been noted that language learning may occur at different maturity levels from the early years into adult life.

No age or stage stands out as optional or critical for all aspects of second language learning. It is also noted that adults and children are likely to have certain strategies in common and go through similar stages of language learning. These strategies have much in common with first language acquisition.

Although it is likely to have certain strategies in common for both first and second language, the second language is a special accomplishment. Only few people succeed in mastering it. Why is this so? The first and most obvious reason is that the learner of a second language has had an experience with another language. The type and amount of experience varies from person to person. A person who has been using only one language since early childhood has habits of thought which are closely tied to his habits of language. The language he uses is now part of his experience with the world and things when he was a

child, an increase in this experience is always connected with an increase in language learning.

Now the learner is faced with the problem of dealing with these same surroundings and this same experience in an entirely different way not only with different sounds, words or sentences, but with different grouping of things, persons and actions as well as different amount of time, space and matter, all of which may conflict with the structure of the learner's first language.

The older the second language learner is, the more he wants to know that and the why of anything he is doing. So he tends to form consciously the habits which in his mother tongue he had formed unconsciously. Already he knows the grammar of his first language, he now tries to compare the grammatical structures of the second language with that of his first language and in this process, different confusions occur.

Generally speaking, it is the duty of the teacher to make the learning atmosphere conducive for the second language learning. This will lead the learner to better understanding and good performance of the target language. The teacher should also bear in mind that, age is an important variable in distinguishing the process between the first language acquisition and the second language learning. Therefore, the inputs in the second language learning should reflect the experience of the learner. The more inputs are meaningful, the more the learner comprehends what he learns. As such, the teacher should try as much as possible to use relevant teaching methods and techniques. If the teacher is a poor model, his students will not be expected to perform better. In fact, a good teacher provides a means for effective teaching and helps the learner to understand the target language.

2.3.0 THE CONCEPT OF INTERFERENCE

Interference takes place when an aspect of mother tongue or first language distorts the second language. Interference has been used to refer to very distinctive linguistic phenomenon. Thus, transfer is sometimes essentially psychological and it is sometimes essentially sociological. The psychological use of the term refers to the influence of old habits when new ones are being learnt. On the other hand, the sociological use of the term refers to language interference such as linguistic borrowing and language switching, which occur when two languages in the community are in contact.

The behaviourist psychologists describe interference as the automatic uncontrolled and subconscious use of past learnt behaviours in an attempt to produce new responses. But sociolinguists view transfer as deviation from the norms of either language which occur in the

speech of bilinguals as a result of their familiarity with more than one language. That is to say, transfer/interference occur as a result of language in contact.

Transfer may take the form of replacement of one item by another, or it may be only partial influence, for it is not single feature, but a complex of features that strikes the learner when he copes with a target language. However, it should be noted that, not all errors are made in the second language due to the structure of the mother tongue or first language, many are due to incomplete learning.

The concept of interference has also been explained by Tiffen, (1969). He said transfer is “the interference of one’s mother tongue or first language on the second language and which is a universal linguistic phenomenon”. He further explains that transfer takes place in the area of

phonology, syntax and semantics. Therefore interference affects all levels of language.

Lado, (1957) also explains that the tendency to transfer from first language to second language is done without awareness of the learner unless it is called to his attention. It is therefore clear that sometimes interference takes place without the knowledge of the learner himself.

In addition, the concept of transfer is discussed in the contrastive. Analysis (CA) hypothesis. This hypothesis explained that a learner's first language interference with his/her acquisition of second language and that it therefore comprises the major obstacle to successful mastering of the new language. The C.A hypothesis discusses that where structures in the first language differ from those in the second language, errors that reflected the structure of the first language would be produced. Such errors are said to

be due to the influence of the learner's first language habits on second language production.

2.3.1 VIEWS OF SCHOLARS ON INTERFERENCE

- a. Krashen (2004), stated that, many skills acquired in the first language can be transferred to the Second Language English language.
- b. Brown (2006), argues that using the mother tongue we have learned to think, learned to communicate with and acquired an intuitive understanding of grammar. The mother tongue open the door not only to its own grammar but to all grammars in as much as it awaken the potential for universal grammar that lies within all of us.
- c. Errors may occur due to the fact that some of the English sounds are not found in their mother-tongue. It has rightly been observed that in the first language

learning, the learner is highly motivated and is surrounded by a conducive linguistic environment, the kind that the second language lacks. This implies that though language learning is generally difficult, second language learning has greater problems which results in the greater number of errors in performance of second language users. (Onvigbo, 1984 as cited in Aladeyomi and Adetunde, 2007).

- d. Interference can be identified according to regional variations in Nigeria, especially in phonology or lexis. Certain pronunciations are identified with members of an ethnic group and when all the markers of the group accents are present in a particular speaker, one can be fairly certain that the speaker in question is a member of that ethnic group by birth or upbringing or both. So, it is easy to identify Yoruba, Igbo, Tiv, or

Hausa speakers; just a few out of about 400 languages in Nigeria (Idowu, 1999).

- e. Onike (2009), posited that interference is a psycholinguistic concept which is a reality in language learning. Errors in second language are partly attributable to interference. Theorists on interference believe that acquisition of the first language usually affects performance in subsequent languages acquired. Interference as a linguistic problem is common in communities where second language (usually the lingua franca) must be learnt. In other words, interference is a term which refers to a situation whereby two different languages overlap. Interference is either positive or negative transfer of the linguistic knowledge of a language into performance in the other. Negative transfer pertains to difficulties in using the target language which are

mainly attributed to mother tongue interference. Positive transfer however implies the ease or facilitation in learning the second language resulting from similarities between the L1 and L2.

2.3.2 TYPES OF INTERFERENCE

i. Proactive Interference

It is an interference phenomenon that helps in the acquisition of the target or subordinate language. For instance the presence of certain consonants and vowels in Hausa language facilitate the acquisition of such similar sounds of the English language. Such sounds include bilabial plosive voiced /b/, voiceless alveolar plosive /t/, /d/ as well as short vowels such as /i/, /u/ and /e/. This type of interference is also called positive interference as its effect on the second language is positive.

ii. Retroactive Interference

This type of interference retards the process of the acquisition of the target language. According to Bamgbose (1971) most of the phonetic characteristics in the English of Nigerians can be traced back to the transfer features from their local languages.

2.4 REASONS FOR INTERFERENCE

There are many reasons that result to the occurrence of transfer from the first language to the second language. Some of the reasons include the following:

- a. **The influence of mother tongue:** The learner usually interprets what he hears or reads in a target language in terms of what he has already known in the mother tongue. This influence of mother tongue causes transfer in the second language learning.

- b. **Similarity:** When the features of the first language are the same with those of the second language, then interference might occur. This is the situation in which transfer usually becomes positive but there is sometimes confusion.
- c. **Dissimilarities:** The target language contains different systems that do not operate in the mother tongue or first language. For example, English uses markers like ed, en etc as in killed, mistaken, etc, which differ from Hausa language in treating the past tense. So, when the aspect of first language is different from the aspect of second language, the learner is confused in learning the second.
- d. **Linguistic borrowing:** Transfer sometimes occurs as a result of language interactions. Borrowing is a universal linguistic phenomenon. Thus, many

languages borrow some items from other languages.

This contact of the languages causes transfer.

- e. **Poor – teaching method:** When the second language teacher uses a poor model, the learners will not do better in learning the second language and this can lead to the occurrence of transfer. That is to say when the teaching method is at fault and the teacher cannot provide adequate data that differentiates between the first language and the second language, then the second language learners can easily transfer on aspect of the first language to the target language.
- f. **Lack of relevant teaching materials:** When teaching materials are irrelevant or inadequate, the teacher cannot teach the learners to the best of their understanding. As a result of this problem, the transfer can take place from first language to

the second language. As we know, if the inputs for the second language are not very meaningful, the learning will not be effective and this may contribute to the occurrence of interference.

CHAPTER THREE

3.1 METHODOLOGY

This chapter presents the research procedure. The researcher provides the detail of the method of research used in collecting data for the project which also includes the instrument used. It defines clearly the target population for the research, the data gathering instrument used for the research, the procedure for data collection and also the data analysis techniques. This work also made use of primary and secondary sources of data.

3.2 RESEARCH METHODOLOGY

Observation has been made on students of U.G IV studying English language. As has been stated earlier, U.G IV students of English language are the case study of this research. The collection of data is to be done through both primary and secondary methods. The primary source of

data is observation and the intuitive knowledge of the researcher while the secondary sources include textbooks and the internet.

3.3 RESEARCH DESIGN

This project is designed solely with the purpose of looking at the mother tongue interference on the syntax of second language (A case study of U.G IV students of English language). The research is conducted through the use of observation and intuitive knowledge to generate fact and data.

3.4 RESEARCH POPULATION

The focus of the study is the mother tongue interference on the syntax of second language. Thus, the target population for this research are the U.G IV student of English language at the Usmanu Danfodiyo University, Sokoto.

3.5 SAMPLING AND SAMPLE PROCEDURE

The procedure for this research is random sampling and it involves the selection of given element in a population, which serves as representative of the whole. Observation on how the target population transfer Hausa in the performance of the syntax of English will be used in gathering the data.

3.6 PROCEDURE FOR DATA COLLECTION

The research will observe the students as they speak both languages and through that the data will be collected.

3.7 DATA ANALYSIS TECHNIQUES

The data to be collected will be analysed through discussion. Each data is to be discussed based on its presentation.

3.8 CONCLUSION

This chapter discussed the method and the instrument used in data collection. The next chapter (chapter four) will focus on presentation and analysis of data.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 INTRODUCTION

In this chapter, the researcher provides relevant information (data) of how first language (L1) distracts the second language (L2) i.e the mother tongue interference at the syntax level. After the data is presented, each will be analyzed based on where the interference occurs. The data will be presented one after the other.

4.1 DATA PRESENTATION AND ANALYSIS

- i. Most times English and Hausa languages have the same pattern or structure in some grammatical constructions of sentences. Our observation/research shows that both languages have the same syntactic structures as can be seen in the sentences below:

- a. Structure (SV) = Subject, Verb**
- | | | |
|------------|--|------------|
| English | | Hausa |
| They cried | | Sunyi kuka |
| S V | | S V |
- b. Structure (SVC) = Subject, Verb and complement**
- | | | |
|------------------|--|------------------|
| English | | Hausa |
| The sale is good | | Kasuwu tayi kyau |
| S V C | | S V C |
- c. Structure = SVA**
- | | | |
|------------------|--|---------------|
| English | | Hausa |
| He walked slowly | | Ya tafi Sannu |
| S V Adv | | S V A |
- d. Structure = SVO (Subject, Verb and Object)**
- | | | |
|--------------------|--|---------------|
| He slapped the boy | | Ya mari yaron |
| S V O | | S V Obj |
- e. Structure = SVOC (Subject, Verb, Object and Complement)**
- | | | |
|----------------------|--|-------------------|
| English | | Hausa |
| He called me a thief | | Ya kira ni Barawo |
| S V Obj C | | S V O C |
- f. Structure = SVOA**
- | | | |
|----------------------|--|---------------------|
| English | | Hausa |
| I put the book there | | Na aza littafin can |
| S V O Adj | | S V O Adj |
- If carefully observed, we can conclude that transfer

here is positive since the knowledge of grammatical

construction that the Hausa native speaker has is the same with that of English which is later learned. The Hausa learner of English will therefore find it easy to learn how to construct the above sentence correctly in English language.

ii. In English language, different tenses have different syntactic structures but in Hausa language the tenses always remain the same. This confuses the Hausa native speaker in the constructing such tenses in English language. Examples:

a.	English	Hausa
	He finishes	Ya kare
	He finished	Ya kare
	He has finished	Ya kare
	He had finished	Ya kare

The tense in Hausa language remains constant.

iii. In Hausa language, a pronoun can follow a noun immediately i.e a pronoun can precede a noun while in English language it cannot. The Hausa native

speaker therefore makes this mistake in his English constructions when making direct translation from Hausa to English language. The following examples explain more.

English

Hausa

My sister she drinking water Kwanwata ta sha ruwa

The governor he is sick Gwanna yana rashin lafiya

Nigeria it is developing Najeriya tana chigaba

The man he is gone Mutomin ya tafi etc

- iv. When listing items in English, all the items are listed first with punctuation mark, comma (,) in between each item and the conjunction 'and' follows before the last item is included in the list. The case is different in Hausa language, because the conjunction 'and' 'da' is used in between each item. So the Hausa native speaker makes his constructions the same way he is used to in his mother tongue. This type of interference

is a negative transfer. Let us compare the following examples;

English

I visited places like Sokoto, Kaduna, Lagos and Taraba.

Hausa

Na taba zuwa wurare kamar Sokoto da Kaduna da Lagos da Taraba.

In an attempt to construct the above sentence by the Hausa native speaker, he can transfer his knowledge of his mother tongue (Hausa) and construct the sentence thus; I visited places like Sokoto and Kaduna and Lagos and Taraba and this construction is syntactically wrong in the structure of English language.

- v. When English language uses zero morpheme for the plural formation as in furniture, sheep, information, etc. the Hausa native speaker usually makes some errors in his English construction because the use of

zero morpheme for the plural formation in Hausa language is very limited. Let us see how this interference occurs in the following examples:

- a. I bought two sheeps
- b. We heard the new informations
- c. The students need furnitures
- d. He gives me advices

The Hausa native speaker constructs these sentences because his knowledge of his first language permits such.

In Hausa language, these sentences will be;

- a. Na sayo tumaki guda biyu
 - b. Munji sababbin bayanai
 - c. Dalibai suna bukatar kujeru
 - d. Ya bani shawarwari
- vi. The Hausa native speaker gets confused when using possessive pronouns in his English construction. This is because the use of possessive verbs (have and has) differs in English language. "Have" is used for first

person singular, second person singular, first person plural, second person plural and third person plural. "Has" on the other hand is use for third person singular only, but in Hausa language, these differences do not occur. The Hausa native speaker may say, he have a book instead of He has a book. I has a bag instead of I have a bag. This interference occurs to the Hausa native speakers because in Hausa the word 'da' stands for both 'have' and 'has'. Examples

Muna da buki
Tana da buki
Suna da buki etc

vii. There is this problem of using 'shall' and 'will' which are all associated with pronouns to express future intention in English language. 'shall' is used for first person, (I and we) while "will" is used for second person and third person pronouns. Let us observe the following examples in both English and Hausa language.

English

Hausa

I will write my name

Zan rubuta sunana

We will write our names

Zamu rubuta sunyenmu

He shall read a story

Zashi karanta labari

They shall read a story

Zasu karanta labari etc

However, some learners use both 'shall' and 'will' interchangeably or use one in the place of other which is wrong.

CHAPTER FIVE

SUMMARY AND CONCLUSION

5.1 INTRODUCTION

This is the last chapter of the research work. The chapter contains the summary of findings of the research and the conclusion as well.

5.2 SUMMARY OF FINDING

After the research the researcher was able to find out that there are so many ways by which Mother Tongue (Hausa) interferes on the syntactic level of Second Language (English) in the process of learning it, some of which are positive and others are negative transfers.

The structure of both the two languages are the same i.e to say they have same pattern in some grammatical constructions of sentences which include SVO, SV, SVC, just to mention but a few. Also, the research was able to

find that the Hausa learner of English as a Second Language experiences difficulty because the Hausa the tenses also remain the same unlike English Language where different tenses have different syntactic structures. More so, in Hausa Language a pronoun can precede a noun while the rule of syntax do not permit such in English Language, thereby causing negative transfer for a Hausa speaker learning English as his/her Second Language. There is also difference in the use of the punctuation mark comma (,) in English when listing items more than two i.e using comma in between each item and the conjunction 'and' follows before the last item is included but in Hausa the conjunction 'and' 'da' is used in between each item. It has also been observed that when English language uses zero morpheme for the plural formation, the Hausa native speaker usually make errors in his English construction because the use of zero morpheme for the plural formation

in Hausa Language is very limited. The use of possessive verb differs from that of Hausa and English Language. The Hausa learner of English language use “shall” and “will” interchangeably or use one in place of the other because in his L1 (Hausa) both are the same.

5.3 CONCLUSION

The first chapter of this research work gives an introduction to this study including the research method, research questions, background of the study, limitations and delimitation just to mention but a few.

The second chapter review the literature and this is where the main aspect of this research work is discussed. An attempt has been made in this chapter to show that language acquisition is cantered on children. It has also been explained that the process of first language acquisition is natural and informal. The concept of second language learning with a particular reference to English

language have also been discussed. The chapter also embodies the second language learning process which is artificial and formal (controlled by the teacher). The definition of interference is attempted and different types of transfer have also been discussed. All in this chapter, the mother tongue interference (Hausa on the syntax of the second language (English) has been treated.

The third chapter discussed the methodology used in collecting data. Sampling and sampling techniques, population of the study/research population are some of the study information discussed in this chapter.

In chapter four, the collected in presented and analysed and the data has also been used to illustrate how various aspect of Hausa language can transfer on the syntactic level of second language (English). Different data is presented to show both the similar and the differences i.e. the point of divergent between the two languages. It is

through this that we find that there is both positive and negative transfer existing between the two languages.

5.4 SUGGESTIONS

There is a very strong relationship between man and language. We have different races around the globe with different language. One's culture mostly determine his/her language and this is why language and culture are insaperatable, the two are interwoven. The relationship between man and language and between language and culture makes the languages of the world to have both differences and similarities as well. Therefore, when the learner are learning the language of other people (as a second language) they must encounter some problems one of which is interference. Our concern here is how to minimise or shun the problem of interference when learning a second language. Here are few suggestions

which when applied might reduce such problems of interference.

The best way in which interference can be corrected is to apply the theory of contrastive analysis (C.A) where the different aspects of mother tongue or first language are to be compared with those of the second language. This will help the learners to understand their problems and find the ways of solving them. More so, the use of contrastive analysis helps the teachers to point out which is/are to be given more attention in the second language learning. There is need also of constant practice if what has been learnt by the learners. Lado (1978) and Corder (1974) emphasise the practicability of language learning. It is only through this practical means that the learner can easily understand the knowledge of the target language. Therefore, it is very vital for their teachers to make the

inputs meaningful so that learners can learn easily and put what they have learnt into practice.

The teachers to the second language learners should try to use the findings of psychologist, linguists, and other researches to different researchers. This will help them to know more about the language and the model to be used for effective teaching without facing much difficulty in the process of teaching.

The researcher also suggest that the teachers should be critical of the textbooks and select those which are more appropriately clear for better language learning. Thus, it is significant for the teachers to look for the useful materials that the learners can understand easily.

The teachers should also bear in mind that before teaching any aspect of the second language, it is vital for them to look at its relationship with the first language. This will help them greatly to carefully plan their lessons and

use appropriate teaching method. The second language learning teachers should bear in mind that the principles task in the second language learning is the mastery of the finite system by which linguistic creativity is achieved. Therefore, it is not our intention to make the learners remember so many words, so many phrases or so many sentence which they have been taught, but to make them construct new utterances in the target language. For this reason, it is very important to try any possible means that can prevent the learners from any negative language transfer.

The researcher would like the teachers to take note of the suggestion given above, so that they can use them to minimise the problem of language transfer and other learning difficulties in teaching the second language.

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