CONTRASTIVE ANALYSIS OF ENGLISH AND NUPE SOUND SYSTEMS: IMPLICATIONS FOR ENGLISH LANGUAGE TEACHERS

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Abstract

English and Nupe languages are different and from unrelated environments. The pronunciation of English language poses different kinds of problems to the learners of English due to the difference between it and the learners' mother tongue. The teaching and learning of pronunciation of English as a second language also poses problems to learners due to poor approach to its teaching and lack of professional teachers. It is in the light of this that the paper carries out a contrastive analysis of consonants and vowels of English and Nupe languages with the aim of identifying possible areas of differences which will likely pose difficulties for Nupe learners of English as a second language. Some of the differences and possible difficult areas for Nupe learners of English consonants include the palato-alveolar / ʃ/ ʒ/ and dental /θ/ð/ fricatives as well as the palato-alveolar affricates / ʧ/ and /ʤ/ while the vowels are/ æ /a: /, / ʊ /, /u: /, /ʌ/, /ə/ and /ɜ: /. The difference between the number of vowels in the two languages as well as the distinction between long and short vowels which occurs only in English are also areas likely to constitute problems in the process of learning English sounds. Some suggestions were however offered to serve as guidance for the language teacher so as to ensure the effective learning of not only the sounds of English but also other aspects of the language in view of its importance.

Keywords: English language, Nupe language, Teachers, Sound Systems

Introduction

Language is a system of arbitrary vocal symbols which permit people in a given culture or other people who have learned the system of that culture to communicate or interact. It is the most important and organized means of human communication. Linguistically, there is no language that is superior to another but social, political, historical, economic, demographic factors as well as the age and the manner of acquisition of a language will define the status of the language. English is by far the most widely used of all the living languages and "the most widely taught   foreign language in over 100 countries such as China, Russia, Germany, Spain, Egypt and Brazil…" English ranks second to Chinese but the speakers of English are widely distributed throughout the world, unlike Chinese (Crystal, 1997).

English is assigned some special roles in almost every country of the world as different people use English, at least, for specific purposes (ESP). Large number of people speak English as first language or mother tongue in USA, Canada, Britain, Ireland, Australia, New Zealand, South Africa as well as many Caribbean countries; while in places like Nigeria, Ghana, India, Singapore, Vanuatu, Bangladesh, Bhutan, Botswana, Cameroon, Gambia, Kenya, Kiribati, Lesotho, Malawi, Marshall Islands, Swaziland, Tanzania, Uganda, Pakistan, Rwanda etc.(Crystal,1997). English is used as a second language. In Nigeria, English has the advantage of being used as the language of education, unity, commerce, diplomacy, tourism, aviation, science and technology, and judiciary. As Stephen (2009) in Egwuogu

(2012) puts it, English has become directly or indirectly a "Nigerian language". Oyedokun-Alli (2014) corroborates this when he posits that English is the most enduring of the legacies of colonialism. He adds that the utilitarian use of the language for inter-ethnic communication, for politics and administration and as a medium of instruction in education and mass-communication cannot be over emphasized. For decades English has remained the language of unity in Nigeria.

The Nupe people live in the heart of Nigeria and spread over the low basin formed by the two rivers, Niger and Kaduna popularly referred to as Edu and Lavun respectively. Geographically, the location shares boundary with the Federal Capital Territory (FCT) in the South East of Bida and Minna towards Suleja while to the North it shares boundaries with Zungeru and North West by Zugurma towards Kontagora. In the South West end of Jebba, it shares boundaries with Yoruba villages near Kabba in the West of River Niger towards Okene down to Lokoja (Saidu, 1992). Hence, the Nupe people spread over a large space in central Nigeria. According to Greenberg's classification of languages, Nupe belongs to Kwa group of Niger Congo family (Greenberg, 1963) with speakers forming the majority of the population in Bida, Agaie, Lapai, Kutigi, and Edati in Niger state and Pategi, Lafiagi, Tsonga in Kwara State of Nigeria. They are also found as compact minority at Zagurma in Kontagora, Shana in Ilorin and at Eggan. Nupe speaking land therefore occupies what can conveniently be termed as Nigeria's heartland. Nupe language is a minority language in Nigeria that also learns English as a second language not only for education but for national and international intelligibility. It is in the light of this that, the paper carries out a contrastive analysis of the sound systems, (with particular attention to consonants and vowels) of English and Nupe languages with a view to highlight areas of similarities and differences in the two languages. Thus, it is assumed that second language learning is dependent upon transfer from the native language to the target language. Therefore, if the languages share the same structural elements, order, and meaning, then 'positive transfer' would occur and assist in learning. However, if structural elements, order, and meaning did not translate appropriately, then this could cause 'negative transfer' or 'interference' which was believed to cause difficulty in learning a second language. The idea of positive and negative transfer meant that a detailed examination of the two languages needed to be undertaken to identify where students would have problems. By examining the languages and identifying the problem areas, educators could then predict the elements of negative transfer and drill these elements to form the "correct" habit. In this way, educators will be informed of which components needed more attention. Celce-Murcia and Goodwin in Sharkey (2003) support the premises by claiming that the second language filters through the learner's first language facilitating acquisition when the target pronunciation features are similar and interfering with acquisition when the features are dissimilar or non-existent.

Statement of the problem
In spite of the status given to English language in Nigeria and the world over, the standard of teaching and learning the language has not achieved the desired goals, which among others include producing students who are proficient in using the language both orally and in writing. This is exemplified by the results of students in English language at all levels in internal and external examinations. This paper is therefore one way of highlighting some problems learners face while learning English and possible ways of improving the situation of teaching and learning English language in Nigeria.

Objectives of the study
The objectives of the study are to:
(i)   identify the similarities and differences between English and Nupe sound systems
(ii)   identify areas that are likely to constitute learning problems to learners

(iii)   recommend appropriate methods for the English language teacher

Theoretical Framework of the Study

This study is a contrastive analysis of sound systems of English and Nupe languages. Contrastive analysis draws much of its theoretical stance from the field of psychology, which is the study of behaviour. In psychology, the emphasis is on observable evidence and in this situation; language is seen as a verbal behaviour which is empirically testable and definable. Contrastive analysis is therefore a process of comparing and contrasting two languages or an aspect of two languages (e.g. sound systems of English and Nupe languages) so as to predict possible areas of difficulties that would affect target language learning. Contrastive analysis emphasizes that the errors a learner makes while learning a language are as a result of the effects of the previous language particularly the mother-tongue on the target (Stig, 2008).

English Sound Segments

The paper will dwell on consonants and vowels of English and Nupe languages. The English sound segment consists of 44 sound segments, twenty vowels and twenty-four consonants.

Vowels

The word vowel came from the Latin word "vocalis" which means "speaking." They are pronounced with an open mouth so that there will be no trapped sounds. The flow of air to create a sound is constant when it comes to pronouncing vowels. Vowels have three categories which are: anterior and posterior (identified with where airflow is broken by the tongue), spherical (identified with the shape of a person's lips), and height (identified with the closeness of the tongue to the roof of the mouth). English has twelve pure vowels or monophthongs and eight diphthongs. The Monophthongs are: /ɪ/ /e/ /æ / /ɒ/ /ʌ/ /ʊ//iː/ /uː/ /ɑː/ /ɔː/ /ɜː/ /ə/ while the
Diphthongs are /eɪ/ /aɪ / /ɔɪ/ /əʊ/ /au/ /ɪə/ /eə/ /uə/.

The following are the English vowels with examples

1	iː	see, unique, feel
2	ɪ	wit, mystic, little
3	e	set, meant, bet
4	æ	pat, cash, bad
5	ɑː	half, part, father
6	ɒ	not, what, cost
7	ɔː	port, caught, all
8	u	wood, could, put
9	uː	you, music, rude
10	ʌ	bus, come, but
11	ɜː	beard, word, fur
12	ə	alone, butter
13	eɪ	lady, make
14	əu	go, home
15	aɪ	my, time
16	ɑu	now, round
17	ɔɪ	boy, noise
18	ɪə	here, beard
19	ɛə	fair, scarce
20	ɔə	more, board
21	uə	pure, your

The short monophthongs in English are ɪ e æ ɒ u ʌ ə while the long monophthongs are i: u: ɑ: ɔ: ɜ:

Nupe Vowels

Nupe language has eight vowels and four diphthongs. Five of the eight vowels are oral while three are nasal. The oral vowels are (a) (e) (i) (o) (u) while the nasal vowels are i /a/u/. (Dunstan, 1971). Figures 1 and 2 are Nupe vowel charts

(i)   Oral Vowels Charts
(ii)   Nupe Nasalised vowel chart

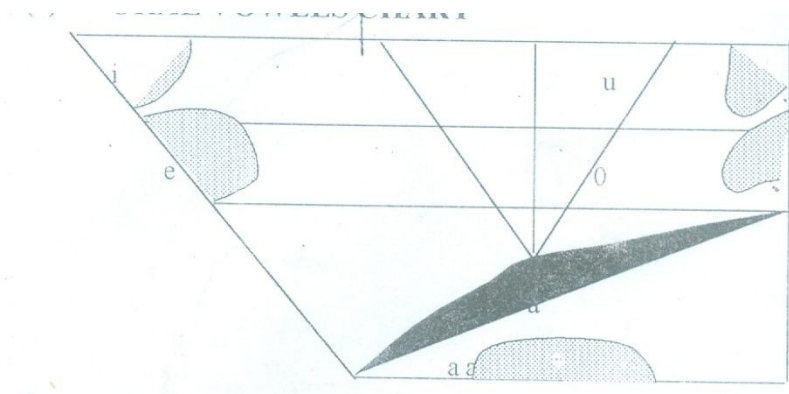The shaded areas indicate the possible range in quality of each vowel.
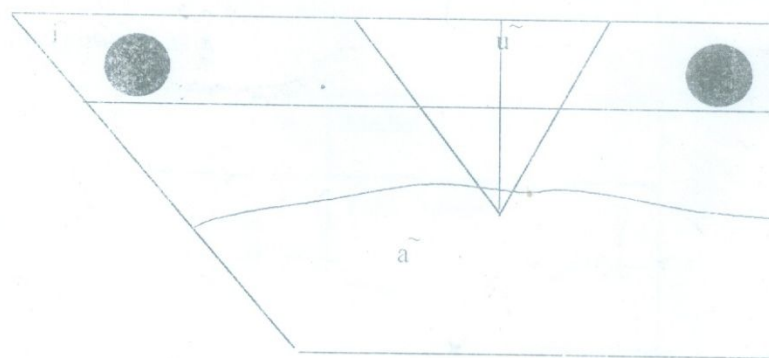

Figure 1: Nupe Oral Vowels Chart

Figure 2: Nupe Nasalised Vowel Chart

The following are distributional analysis of Nupe vowels according to their positions:

Vowels	Initials	Medial	Final
/i/	Ibilisi - devil	Yikáan – teeth	Ézhí - egg/town
/e/	étsú – chief	Éyédìn – haste	Éye – eye
/a/	átso – themselves	Yábáko – Plantain	fáfá - dawn
/u/	Ubandoma-traditional title	Étúba-end	Efu -bee, honey
/o/	does not appear in initial position	Soko- God	Ezo - beans

/aa/-   according to Dunstan (1969) is a lengthened vowel of /a/ quality. It has a low-mid pitch and can only appear in medial position as in words "kpaata – all", "gbaani – now", "maami – a kind of cloth". This brings the number of Nupe vowels to nine, six oral and three nasal words.

Nasalised vowels in Nupe Language

Oral vowels are produced when the soft palate is raised so that it touches the back of the

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pharynx. However, if the vowels are pronounced with soft palate lowered, the result is that the air can pass through the mouth and the nose to produce nasal vowels. Nasalisation may be expressed in phonetic writing by the symbol placed over the symbols of the sound which is nasalized. The nasal feature is usually indicated phonetically with the mark called a *tilde* placed above the vowel (ṽ). However, the nasal feature is indicated orthographically with an 'n' following the vowel (Jenkins, 2000). There are three nasalized vowels in Nupe. They are [ĩ], [ã} [ũ] (Dustan, 1971).

[ĩ] is a front, half close nasalized vowel. It can only appear in final position as in

/ti/ / tin	-	to plait
/epi/ epin	-	melon
/eki/ Ekin	-	needle
/Echi/ Echin	-	Mucus
/Emi/Emin	-	dew
/fi/ fin	-	drank

[ã] is a low, lax, nasalised vowel which can appear in

Medial position	Final position		
/dzãkagi/dzakangi-child	/eta/	etan	pain
/kpãmi/ kpanmi – okro	/ta/	tan	rub
Birth	/ma/	man	to give

{ũ] is a back, high nasalized vowel. It can appear in medial and final positions.

Medial Position	Final Position		
dzũgi- dzungi – intestine	/ekũ /	ékún-	corpse
sũsu –súnsú- be quiet	/ekũ/	ékún-	war
susu- sunsun- seed	/epũ /	épún-	calabash

Diphthongs

English diphthongs can be divided into three groups: i) diphthongs ending with [ə]; ii) diphthongs ending with [ɪ]; and iii) diphthongs ending with [ʊ] as shown

[ɪə]   as in [fɪəs],„'fierce', [bɪə] 'beer'.

[eə] - [beə]-bear', [eə] -'air'.

[ʊə] as in [pʊə]-'poor', [tʊə] 'tour'.

[eɪ] as in [meɪd]-'made', [peɪn] -'pain'.

[aɪ] as in [ta ɪ]-'tie', [naɪs]- 'nice' ;

{ɔɪ] as in[vɔɪs]- 'voice', [kɔ ɪ n]- 'coin'.

[əʊ] as in home, [ləʊd] 'load'.

[aʊ] as in [la ʊ d] 'loud', [klaʊn] -'clown'; (Jenkins, 2000).

Nupe Diphthongs

Nupe language also has diphthongs such as /ai/,ia/ ie/ ou/, /au/. These are shown below:

1. /ai/ In Nupe Language, this diphthong is found in words like 'Lailo' (scarf), 'aibu' (fault) 'Ayiba' (woman's name)

2. /ia/ This diphthong is represented in the orthography by letters 'y' and 'a' as represented in words like /kpiaria/kpyarya – food from Barbara nuts

/Etiagi/Etyagi	-	a kind of insect
/Epiagi/Epyagi	-	small squirrel
/gaima/gyaman	-	chameleon
/lialia/iyalya	-	baked bean cake

3. /ie/ - the dipthong is found in the following words

/etie/ete	rubber
/efie/éfé-	wind
/egie/ege	beauty
edie/ede	cloth
/ebie/ebe	monkey
/elie/ele	sleep/rain
egie/ege	wine.

4. /ua/ This diphthong is represented in the orthography by letters /w/ and /a/ in words such as

eruagi (erwagi)	funnel
/bua/ 'bwa'	peel
/tsuangi/Tsangi	star,
/ekua/ ékwâ	pap
/suakua or swákwá	filthy

5. /uo/ is represented in the orthography by double 'o' in words such as

/eluo/ éloo	slate
/epuo/ekpoo	window
/eguo/ego	grass
/eluo/eloo	placenta,
/euo/ewo	money
/eduo/edoo	canal

Vowel in Elision Nupe
Vowel elision is the assimilation of some vowels by some consonants in a group of words. In Nupe language, there is the tendency to omit some vowels in rapid speech. Quite often, vowel elision takes place in Nupe especially where a verb and its object are closely knit together but are not completely fused.

kwo eni	-	sing a song
gan egan	-	talk a talk
gun ena	-	make fire

In normal speech, the initial vowel of the object is regularly elided as in

Kwo ni	-	sing song
gan gan	-	talk talk
gun na	-	make fire

Predictable differences and areas of difficulty to Nupe learners
The English vowels / æ /a:/, /u/, /u:/, /ʌ/, /ə/, /ɜ:/ and the distinction between the long and short vowels are absent in Nupe language while the nasal vowels are unique to Nupe language. This means that, these vowels will pose some challenges to Nupe learners of English. The following illustrations provide further analysis of the highlighted problem areas for Nupe learners of English:
1. /ɪ/ as in the word *ship.* The short vowel occurs in Nupe but it is frequently mixed with long vowel /i: / as in the word *sheep.*
2. /æ/ as in the word *cat.* Since the vowel /æ/ does not exist in Nupe it is often pronounced as /e/as in the word *men.*
3.   /ʌ/ as in the word *blood.* Although the short vowel exists in Nupe, it is often confused with /æ/ as in the word *man* or /ɑ:/ as in the word *heart.*

4.   /u/ as in the word *bull.* Although the short vowel is used in Nupe, it is often pronounced as long vowel /u: / as in the word *cool.*

5.   /ə/ as in the word *sailor;* Schwa is not present in Nupe.

6.   /ɜ: / as in the word *serve.* The vowel does not exist in Nupe and it is sometimes mispronounced by some learners as / ʌ /as in *cup* or /ɑ: / as in *heart.*
/eɪ/ as in the word *state* is commonly pronounced as /e/ as in the word *pen.*
/əu/ as in the word cow; the common error made by Nupe learners is that they cannot distinguish between the written and spoken forms of the sound and therefore it is pronounced as /ɒ/ as in the word *clock.*

Most of the English diphthongs are problematic to Nupe learners because they vary significantly from what obtains in Nupe language. Moreover, the phenomenon of vowel elision which occurs in Nupe language is absent in English language and this may be transferred by learners in the process of learning the target language. All these highlighted differences are bound to inhibit the learning of English sounds by Nupe learners.

The English Consonants
Consonants are sounds that are produced with closed or nearly closed articulations and are formed by interrupting, restricting or diverting the airflow in a variety of ways (Kelly 2002). Kelly puts forward three ways on how to classify consonants:
(i)   The manner of articulation
(ii)   The place of articulation
(iv)   The force of articulation

The English Consonant sounds are p/b /t/ /d/ k /g/ /f//v/ /m/ /n/ **ŋ /s//** ʃ/ ʒ **/l/ /r/ /j/ θ/** ð / tʃ/ /dʒ/ /w/ /h/. The word "consonant" came from a borrowed Latin word "symphonon" which means "pronounced with." In the orthography, consonant letters are B, C, D, F, G, H, J, K, L, M, N, P, Q, R, S, T, V, W, X, Y, and Z. The sounds made when a person pronounces these letters come from the different blockages in the airflow of a person's mouth. Consonants are pronounced with trapped sounds. The table below shows the English Consonants

Table 1: The English Consonants

Manner of articulation	State of the Glottis		Place of articulation
Stop(Plosive)	Voiceless	Voiced	
	P	B	Bilabial
	t	d	Alveolar
	K	g	Velar
Fricative	f	v	Labio-dental
	Θ	D	Dental
	s	Z	Alveolar
	ʃ	ʒ	Palato-Alveolar
	h		Glottal
Affricate	ʧ	dʒ	Palato-Alveolar
Lateral		L	Alveolar
		R	Alveolar
Semi-vowel		w	Bilabial
		j	Palatal
Nasal		m	Bilabial
		n	Alveolar
		ɲ	Velar

Nupe Consonants
Nupe consonants consist of two sets of alphabets. One of these sets is that which is similar to those of English and few others which are unique to Nupe and some other tonal African languages like Igbira, Gbagi, Idoma etc (Dunstan, 1971). Below is Nupe consonants chart.

Table 2: Nupe Consonants

	Bilabial	Labio-dental	Dental	Alveolar	Palatal	Velar	Labio velar	Glottal
Plosives	p, b			t, d dz		k, g	kp,g kw gw	
Fricatives		f, v		s, z				h
Affricate				ts, ʧ				
Nasal	m			n		ɲ		
Approximants	w			l	J			
Flap				ɾ				

Predictable Differences
The two tables of English and Nupe consonants show that the dental fricative {θ,ð, ʃ, ʒ }; palate-alveolar affricates {ʧ, ʤ,} are absent in Nupe language. The tables also show that the Labio-velar plosive kp,gb,kw, gw, alveolar flap, /r/ and alveolar plosive /dz/ which are found in Nupe language are absent in English language. The palate-alveolar /ʧ/ in Nupe language is found in few cases in words like /ʧeko/-cheko-fight.

The most problematic consonants for Nupe learners of English are the dental fricative /θ/ /ð/ and palate-alveolar /dʒ/ where Nupe learners pronounce the voiced /ð/ as /d/, /z/ or /dz/ and the voiceless/θ/ as /t/, or /s/. Another important aspect of these sounds is that the consonants belong to a group of phonemes which can change the meaning of a word when it is pronounced e.g. when the word *think* is not pronounced as /θɪŋk/ but as /sɪŋk/, students' intelligibility is completely disrupted. The consonant /ŋ/ as in the word *think* has an equivalent in Nupe language but mostly in initial position in words such *as* Nna, Gimba. However, when the sound appears in other positions such as medial, learners sometimes replace it with /nk/ or /ng/ sounds. The voiced palatal-alveolar, /dʒ / as in the word *jar* is usually confused with /j/ because of the inability of the learners to distinguish between its written and spoken forms.

Nupe learners of English also find it difficult to differentiate between voiced and voiceless final consonants in words. Perhaps this may be because most of the Nupe words hardly end in consonants as vowels are inserted after final voiced or voiceless consonants as in:

English	Voice+/-	Nupe
Bocket	V+	bokiti
Bag	V+	bagi
Hospital	V+	asibiti
Book	V-	buku
Pencil	V+	pensuru
Pant	V+	panti

Paint	V+	painti
Zip	V-	zipi
Cap	V-	kapu
Iron	V-	ayoni

Table 3: Nupe Consonants and their Orthographic Representations

Orthography	Nupe words	English equivalents	
b/	Bá	Sour	
m/	Má	Sweet	
p/	Pá	drive or paddle	
w/	Woro	New	
Labio-dental			
f/	funfuru	Fresh	
v/	vavayin	quickly	
Alveolar			
t/	Takun	Stone	
d/	Dazan	Walk	
s/	sannin	be fast	
s/	Shi	to buy	
z/	Zò	to finish	
z/	zhé	to ring	
	zhé	to answer	
ts/	Tsa	select	
dz/	Dzári	chain	
n/	Nán	to wash	
ɲ	nna	mother	
	Gimba	man's name	
	Nnawo	female name	
ɾ	Ruru	steam	
l/	Labe	to bring	
Palatal-Alveolaw			
Ts	/tsa/	tsa	chose
tʃ	/tʃe ko/	cheko	Fight
Palatal			
j	/je	ye	they
Velar			
k	ká	ka	to write
g	gá/	gan	to speak
Labio-Velar			
kp	kpé/	to know	
Bw	bwa	bwa	peel
Gw	gwap̃in	gwapin	left hand
gb	gbá	gba	read
Glottal			
h	há	hah	disturbance

Consonant Clusters

Consonant clusters also exist in Nupe language. These clusters however differ in structure and quantity from what obtains in English. The table below shows letters that are unique to Nupe language as well as consonant clusters that appear, in most cases, at the initial position and in very few instances, in the medial positions. Consonant clusters do not exist in final positions in Nupe language as in English because of the characteristic insertion of

vowels at end of words by Nupe speakers, even when using borrowed English words. The following table contains Nupe consonant clusters

Table 4: Consonant Clusters in Nupe Language

S/No	Consonant Clusters	Nupe words	English Equivalents
1.	sh	shehu	a man's name
		shehu	guinea fowl
2.	kp	kpálábá	Bottle
		kpánû	Bowl/dish
3.	gb	gbárá	Lizard
		gbáko	stomach
4.	ts	tsúkún	Bone
		tsukun	stick
5.	dz	dzári	chain
		dzukun	Hoe
6.	zh	zhiko	black
		zhizhi	confusion
7.	gw	gwápín	Left hand
		gwándá	palm
8.	sw	swákwá	ugly, dirty

There are also instances of triple consonant clusters as seen below:

Table 5: Nupe Triple Consonants

S/No	Nupe words	English Equivalents
1.	Tswáyán	a man's name
2.	Tswáchí	blacksmith
3.	Tswátá	black smiting area
4.	Etswá	moon
5.	Tswangi	star
6.	Ekpwa	cheapness
7.	Ekpa	snail
8.	Gbyáyá	gradual demolition
9.	Gbwárwá	slippery

Implications for the English language teachers
In order to address the problems highlighted, the following methods should be considered.
(i) The teacher should use drill pronunciation activities to raise learners' awareness of pronunciation and discrimination of problem consonants and vowels such as /θ/, /ð/, / ʃ/, /ʒ/, / æ /a: /, / ʊ /, /u: /, /ʌ/, /ə/, /ɜ: / respectively. Also, consonants with a near place of articulation between the two languages should be highlighted using minimal pairs. Williams (1998) in Okundare (2009) opines that the grouping of items into minimal pairs is an established and useful technique for pronunciation practices. In this technique, the teacher first teaches the sounds in words context before putting them in sentences.

(ii) The teacher writes/reads short sentences in which the sounds occur while the students repeat after him/her and in some cases indicate the right words in sentences as shown below.
Examples - Musa eats meat every day.
We will clear the field tomorrow
It's very *sick/thick*.

He is *sinking /thinking*.
He has got a *first/thirst*.
I like a *half/hearth*.
It's a big *tree/three*.
The President sends his *tanks/thanks*.
The knife was hidden in a *sheet/sheath*.

(iii) Students should be exposed to different listening activities ranging from songs, radio, television, recorded pronunciation activities to oral competitions such as debates and different listening tests.

(iv) The students should read a short passage, for example, a dialogue in which some of the words containing the sounds taught are found. The essence is to make them pronounce these sounds in a larger context than they would in single isolated words or sentences. The teacher should dictate words and sentences containing the sounds to students to write in their exercise books.

(v) Use of dialogue and role playing are also important in this regard as they help to encourage students to speak and produce appropriate sounds and be familiar with speech sounds. The dialogues should relate to the learners' experience and should centre on their problem areas.

(vi) Teaching aids such as diagrams, pictures, flash cards, etc. should be used to indicate inflections of meaning arising from replacing a sound with another. For instance, a picture of a sheep and a ship can be used to teach the vowel contrast of long and short vowels /i: / and /i/respectively. Flash cards can also be used to teach the differences or similarities in phonemes as shown below in the table below.

Table 6: A Method of Teaching Vowels and Consonants

Vowels		Consonants	
sit –seat	/i: / and /i/	think-sink	(/θ/ and /s/)
cat-cart	/ æ/ and /a:/	them-thank	(/ð/ and /θ/)
book-cool	/ ʊ / and /u: /	chin-shine	(ʃ/ and /ʧ/)
pot-port	/ɒ/ and/ɔ: /	vision-joy	(ʒ/ and /ʤ)
sailor-serve	/ə / and /ɜ:/	tin-thin	/t/ and /θ/)

Conclusion
Language learning is an essential activity because language is the main vehicle of communication by man, as no society can survive without language. The relationship between languages is a natural phenomenon as no language is an island on itself. Thus, one reason why languages borrow. English language by virtue of its status in political, social, economic, and most importantly, education spheres as well as language of national and international intelligibility is very important to Nupe speakers. Therefore, every effort to ensure its effective teaching and learning by Nupe learners is not out of place. Thus, this paper has done a contrastive analysis of consonants and vowels in English and Nupe languages and it is hoped that the highlighted areas of difficulties and the suggested remediation offered would go a long way in tackling the pronunciation problems of Nupe

learners of English as a second language so as to ensure proper and effective teaching and learning of the language as a whole.

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