



Sudan University of Science and Technology
College of Post Graduate Studies
College of Languages



The Difficulties Encountered by Fulani Native Speakers in Pronouncing Arabic Consonants

(A case study of Fulani Native Speakers-Khartoum State)

تقصي الصعوبات التي يواجهها الفولاني في نطق الحروف العربية الساكنة
(دراسة حالة الفولاني القاطنين بولاية الخرطوم)

**A Research Submitted in Partial Fulfillment of the Requirement of M.A
Degree in English language (Applied Linguistics)**

Submitted By:
Jibber Ahmed Mohammed

Supervised By:
Dr. Sami Balla Sanhori

2019

Dedication

This study is dedicated :-

To the soul of my father, may Allah rest him in peace.

To the beloved members of my family.

Acknowledgements

Praise due to Allah almighty without his support this work would have not been achieved .I would like to thank all the people who contributed with me to complete this study , I am very grateful to them all, and special thanks to my supervisor Dr.Sami Balla and the external examiner Dr. Alshreif and the internal examiner Dr. Abbas Mukhtar and Dr.Alsadig for their great efforts ,Ido appreciate that .Thanks is extended to all my colleagues.

ABSTRACT

This study aims at investigating the difficulties encountered by Fulani Native Speakers in pronouncing Arabic Consonants sounds. The study adopts descriptive analytical method that is suitable to this kind of difficulties. The researcher has chosen randomly two samples from Fulani native speakers. The first sample consists of 15 persons who are educated and the other one consists of 5 persons who are uneducated one. In order to collect the necessary data the researcher used two methods of collecting data that is a diagnostic test and interview. The diagnostic test of check list was employed to educated persons while the interview was conducted to uneducated one who are Fulani native speakers of both sexes. After necessary data was collected, the researcher analyzed the data by means of percentage and SPSS. The study reveals that there are some difficulties in pronouncing Arabic consonants sounds among Native Speakers of Fulani. The study also recommended some recommendations and suggestions.

المستخلص

تهدف هذه الدراسة الي تقصى الصعوبات التي يواجهها شعب الفولاني في نطق الحروف العربية الساكنة ،وتبنت هذه الدراسة المنهج التحليلي الوصفي والتي تعتبر ملائمة لهذا النوع من المشاكل ، اختار الباحث عشوائيا عينتان من المتحدثين باللغة الفولانية كلغة أم ، العينة الاولى تتكون من 15 شخص و هم من المتعلمين اما الثانيةفتتكون من 5 اشخاص و هم من الغير متعلمين ،و لجمع البيانات اللازمة اختار الباحث وسيلتين لجمع البياناتهما الاختبار التشخيصى و المقابلة ، الاختبار التشخيصى مكون من كلمات استخدم للمتعلمين بينما المقابلة مع الغير متعلمين متحدثى اللغة الفولانية للجنسين ، بعد ان تم جمع البيانات المناسبة قام الباحث بتحليلها على حسب النسبة المئوية و أيضا بواسطة SPSS، وضحت النتائج بأن هنالك بعض الصعوبات في نطق الحروف العربية الساكنة، وتوصلت الدراسة لبعض التوصيات والمقترحات.

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**ONE CHAPTER
INTRODUCTION**

CHAPTER ONE

INTRODUCTION

1-1 Overview

This chapter provides description of theoretical frame work of the study focusing on the study problems and methodology. The study of languages variation is an important part in sociolinguistics, to the extent that it requires references to social factors. Language vary from one place to another, from one social group to another, from one situation to another. So this study aims to find out the difficulties that encountered by Fulani Native speakers in pronouncing Arabic consonant sounds.

1-2 Statement of The problem

When learners start to learn a second language or target language they produce errors as the result of the interference of the mother tongue in grammar and pronunciation .Fulani Native speakers may have some difficulties in learning Arabic especially in pronunciation. To state this problem this research uses contrastive analysis to reveal that face Fulani people in learning.

1-3 Objectives of the problem.

This study aims at analyzing the difficulties faced Fulani by Native speakers in learning Arabic consonants. This study attempts to achieve the following objectives:-

- 1- To identify the most problematic area that encountered by Fulani Native speakers in pronouncing Arabic consonant sounds.
- 2- To clarify and explain the main reason for Fulani learners behind this problem.
- 3- To provide some solution for this issue among Fulani learners.

1-4 Questions of the Study:

The study tries to answer the following questions

- 1-What is the most problematic area for Fulani learners when pronouncing Arabic consonants?
- 2-What is the exactly the reason behind the problem?

3-What is the suitable means of solution for this phenomena?

1-5Hypotheses of the Study.

This study tries to test the following hypotheses: _

- 1- To what extent do Fulani learners may have some difficulties in pronouncing Arabic consonants.
- 2- To what reason do Fulani learners fall in this problem.
- 3- To what principle does this problem can be solved .

1-6Significance of the Study:

This study is significant because it tries to explain the difficulties that encountered Fulani Native speakers in pronouncing Arabic consonants to predict the areas of the problems in both languages. The study hopes that the explanation can help learners to avoid such errors.

1-7 Method of the Study:

The researcher uses contrastive analysis method to collect the data from different references. The researcher makes an interview and check list for some Fulani Natives speakers by giving the some letters, words and sentences in Arabic to check their pronunciation and find out the problem and the difficulties that encountered by them in pronouncing Arabic consonants.

1-8 Limits of the Study:

This study investigated the difficulties that encountered by Fulani Native speakers in pronouncing Arabic consonants. It was carried out in 2019 at Sudan University of Science and Technology.

CHAPTER TWO
LITERATURE REVIEW AND
PREVIOUS STUDIES

CHAPTER TWO

LITERATURE REVIEW AND PREVIOUS STUDIES

2-0 Introduction

This chapter concentrates on the literature review related to the research topic and the previous studies.

This study is carried out within contrastive analysis approach which is a part of applied linguistics. Contrastive analysis is a branch of applied linguistics ,Corder,(1974,p.5) defined applied linguistics as follow: Applied linguistics is the utilization of the knowledge about the nature of language achievement by linguistic research for improvement of efficiency of some practical task in which language is a central component. The definition of contrastive analysis is explained and produced by Lado (1957) the father of contrastive analysis who says contrastive analysis is the :-Systematic comparison of specific linguistics characteristics of two or more languages.

The contrastive analysis hypothesis explains the first language learner can make the process of learning the second language either difficult or easy. Many objectives have been attributed to contrastive analysis and they are:-

- 1- Providing insight into similarities and differences between languages.
- 2- Predicting problems in second language learning.
- 3- Developing course material for language teaching.

The first objective of contrastive analysis is to show similarities and differences between languages.

As the matter of fact the systematic analysis of languages can be done an analytical comparison, but not all.

The second objective of contrastive analysis is to predict the area which may cause problem in second language learning. Such problem occurs as the result of interference

The third objective of contrastive analysis is to develop course materials for language teaching.

2-1 Historical Background

Based on the existing literature on Fulfulde, several linguists have provided extensive description on various aspects of the grammar of the language as well as that of the histories surrounding the Fulbe. Both early and recent studies on the grammar of Fulfulde cover some certain aspects of the language concentrating more on a specific dialect of the researcher's interest. Such studies include Girei (1994, 2000); Gottshiligg (1998); Klingenheben (1927, 1963) and Taylor (1921, 1953) on the Adamawa dialect, Arnott (1956, 1970, 1974) and Muhammad (1987) on the Gombe dialect, McIntosh (1984) and Daudu (1995) on the Kaceccere dialect, Leith-Ross (1921); Miyomoto (1989) and Westermann (1909) on the Sokoto dialect of Fulfulde.

According to De Wolf (1995), the Fulbe are one of the largest ethnic groups of West Africa. They are found in almost all countries of West Africa with great majority most of them living in Nigeria, Senegal, Gunea, Burkina Faso, Mali, Niger and Cameroon. They are also found in significant numbers in Mauritania, Gambia, Gunea Bissau, Ivory Coast, , Benin, Chad and Sudan (Girei, 2009).

Historically, the Fulbe arrived in Nigeria in two different periods and geographical entries. These were through the North-eastern and North-western roots. The North-eastern group came through the Dillara area of the Lake Chad basin (Sa'ad, 1970). As pastoralist, Lake Chad became so important for cattle rearing. Therefore, a large number of Fulbe were attracted by the grazing potentials along the Chad Basin and subsequently migrated in large numbers and settled in the area. The lineages of this group of Fulbe are currently found in Borno, Yobe, Adamawa and Taraba states. Some of these groups are partly or completely settled in villages and towns, while others still live a nomadic way of life; migrating from one place to another in search of favourable grazing conditions for their cattle. In Adamawa and Taraba states, this group is

generally considered by dialectologist as speakers of the eastern dialect (Arnott, 1970; Girei, 2009). Similarly, those in the other states are part of the speakers of the central Northern Nigerian dialect of Fulfulde (Arnott, 1970).

2.2 Fulfulde Consonant Sounds

After the UNESCO 1966 conference at Bamako, Fulfulde has been described as a language with 27 basic consonants. Although there are slight variations, Fulfulde consonants have been said to be quite homogeneous throughout the Fulaphone (Girei, 2009). Due to contact with neighbouring languages such as Arabic, Hausa and other languages especially in the Adamawa area, foreign consonants have been incorporated into the phonemic inventory of the language. For example, the consonant /tʃ/ has been substituted with /ʃ/ in most positions in the Gombe dialect, while a new sound /v/ was introduced into the Adamawa dialect of Fulfulde, and /z/ has been realized in some loan words from Arabic and Hausa. Though some scholars of Fulfulde linguistics (e.g East, 1934; Girei, 2009; Gottschligg, 1995 and Taylor, 1921) commented on the new sounds, others (Arnott, 1969, 1970, 1992; Breedveld, 1995; McIntosh, 1984 and Stennes, 1967) totally ignored these innovations and do not consider them as part of the phonemic inventory of the language. These sounds can therefore be treated as new innovations peculiar to the respective dialects where they occur. Indeed, considering the whole area where Ffulde is spoken, “[ʃ] is an uncommon variant of [tʃ]” (Arnott, 1969, p. 58), and so is [v] to [w] in the Adamawa dialect.

In the orthography, the affricates [tʃ], [dʒ] and the pre-nasalized affricate [dʒ̥] are written as /c/, /j/ and /nj/ respectively. Similarly, [j] is written as /y/, the palatal [ɲ], palatalized glottal. All the rest of the consonants are written in the same form both in phonemic and orthographic writing.

The following table shows the Fulfulde consonants without taking the innovated variants into consideration.

The chart (2.1) below shows the Fulfulde Consonants Sound System Adopted and modified fromDustan(1969, p. 58) 23Below are examples of an occurrence of each consonant in a word. For each word, the phonetic transcription

Table (2.1) Fulani consonant sounds

	Bilabial	Labiodental	Alveolar	Pre-palatal	Palatal	Velar	Glottal	Palatalized Glottal
Plosive	p b		t d			k g	ʔ	ʔj
Glottalized Plosive	ɸ		ɖ					
Pre-nasalized Plosive	mb					ŋg		
Fricative		F	S				h	
Affricate				tʃ dʒ				
Pre-nasalized Affricate				ndʒ				
Nasal	m		N		ɲ	ŋ		
Roll			R					
Lateral			L					
Approximate					j	w		

2-3 Modern Standard Arabic

The Arabic language is one of the most important languages of the world. With it is growing importance of Arab world in the International affairs, the importance of Arabic language has reached to the greater heights. Since the holy book Qura'n is written in Arabic, the language has a place of special prestige in all Muslim societies, and therefore more and more Muslims and Asia, central Asia, and Africa are learning the Arabic language, the language of their faith. Moreover there is a large number of people around the globe who learn this language because of its political importance. The importance of Arabic has also increased because of the prestigious position of the Arab countries in the world of international trade and commerce. (Fatihi, A.R. 2001)

Arabic Phonology

The speech sound system of Arabic is very comprehensive. Considering the alphabets as the written symbols used for transcribing the phones of actual pronunciation, it has adequately covered the maximum number of sounds available in other languages. The human vocal system of articulator apparatus is a complete musical device and the elegance of this system has manifested to the fullest extent in the Arabic Phonology. Thus there are some sounds which are exclusively found only in Arabic Phonological system and not in any other language, such as /tʔ/, /dʔ/ , /sʔ/ and / ǰʔ / although we may come across some similar sounds there, but these are not well defined and distinguished from the aspect of articulation. If we consider that the primary task of phonology is to provide objective description of speech, then the sound symbols or notational symbols of Arabic phonology are efficient description of possible variety of articulation and sound patterns. Keeping in view the arbitrary nature of linguistics, one remarkable fact about pronunciation is that it is in continuous process of alteration generation after generation. This is a process of alteration generation after generating. This process is natural and many factors, ranging from individual psychological and social factors play their role in the change. This is a universal law of nature; therefore, no phonological system of any language is immune to change. Speech sounds are perpetual target of change and variation. The process involves many factors which have impulsive and arbitrary nature. It is to be observed in principle that to determine the trends of this variation is not an easy job, because the process seems to be such slow and complex and takes a long natural course before it attracts the attention of observers and researchers. Departing from this point, we notice that the pronunciation of many Arabic sounds has gradually changed from the standard one in many colloquial dialects. Apart from these minor developments in some regional dialects of Arabic language, the phonological base of the standard Arabic defined and resisted any change. This is exceptional in case of Arabic language, as no other language ever could maintain the consistency of

its phonological sequences. Cited from: www.sciedupress.com/elr English Linguistics Research Vol. 4, No. 3; 2015

Published by Sciedu Press 32 ISSN 1927-6028 E-ISSN 1927-6036

2.4 Sudanese Arabic consonant sounds

Sudanese Arabic is one of the variants of Arabic language. Thus, SA follows the sound system of Modern Standard Arabic (MSA) but as any variant SA has some consonant sounds that don't exist in MSA and vice versa.

The tables (2-2) and (2-3) below show the differences between the Sudanese Arabic and MSA.

Table (2-2) Arabic consonant sounds adopted from Sanhori (2018):

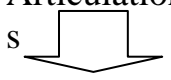

Place of Articulation s 	Manner of Articulations						
	Stops & Plosive	Fricative	Affricate	Nasal	Tril	Lateral	Semi-vowel
	s	s	s	s	l	s	s
	-V +V	-V +V	-V +V	-V +V	-V +V	-V +V	-V +V
Bilabial	- b			- m			- w
Labio-dental		f -					
Inter-dental (emphatics)		θ - - ḏ ^ʔ					
Alveolar (emphatics)	t d t ^ʔ d ^ʔ	s z s ^ʔ -		- n	r r ^ʔ	L l ^ʔ	
Plato-alveolar		ʃ -	- dʒ				- j
Velar	k -			-			
Uvular	q -	χ ^ʔ					
Glottal	- ʔ	- h					
Pharyngeal		ħ ʕ					

Table (2.3): Sudanese Arabic consonant sounds (ibid)

Place of Articulation s 	Manner of Articulations						
	Stops & Plosive	Fricative	Affricate	Nasal	Tril	Lateral	Semi-vowel
	s	s	s	s	l	s	s
	-V +V	-V +V	-V +V	-V +V	-V +V	-V +V	-V +V
Bilabial	- b			- m			- w
Labio-dental		f -					
Alveolar (emphatics)	t d t ^ʔ d ^ʔ	s z s ^ʔ z ^ʔ		- n	- r r ^ʔ	L l ^ʔ	
Plato-alveolar		ʃ -	ʧ dz	ɲ			- j
Velar	k g			-			
Uvular	- -	χ ^ʁ					
Glottal	- ʔ	- h					
Pharyngeal		ħ ʕ					

A fully agreed – upon of MSA does not yet exists, but there is a general consensus

that modern Arabic writing in all its forms constitutes the basis of the identity of the language. Modern writing, however, covers an extensive range of discourse styles and genres ranging from complex and conservative to innovative and experimental. Finding a standard that is an identifiable segment of the modern Arabic writing language used for media purposes, and it has been the focus of linguists' attention for a number of years because its stability, its pervasiveness, and its ability to serve as a model of contemporary written usage. Dissemination of a written (and broadcast) prestige standard by the news media is a widespread phenomenon, especially in multilingual, diglossic, and multi-dialectal societies.

Elsaid Badawi's phrase (is his Arabic term for MSA (1985, p.17), which he locates on a continuum (at "level two"). As he points out, the levels "are not

segregated entities", (1985, p.17) but shade into other levels gradually. He identifies level two (MSA) as "mostly written" rather than spoken, and levels two and three as essentially "incomplementary distribution" with each other (1985, p.19) that is, they function separate spheres, with some overlap. (Karin, C. Ryding. 2006)

The purpose of this study is to highlight the consonantal system in Modern Standard Arabic (MSA). The study further delves into the phonological nature of Arabic consonants with regard to this particular variety, discussing several related issues including: Phonetic Description of Arabic consonants, classification of Arabic consonants, types of Arabic consonants and distribution of Arabic consonants.

Data used for this study were collocated from the standard speech of eight informants who are native speakers of Arabic. The researcher used himself as informant, he also benefited from four educated Yemenis and three Jordanians whose Linguistic behaviour is judged to be /faSi:H/ 'clear', 'eloquent' through several successive sittings. These four Yemenis and three Jordanians, they are as follows:

- (1) Four Ph.D. scholars. (Yemenis)
- (2) Three MA students in AMU (Jordanians)

Introducing Consonantal System in Arabic:

Arabic language consists of twenty-eight consonants which are categorized into stops, nasals, laterals, trills, fricatives, affricates, and semivowels. Some peculiar velarized phonemes, also known as emphatics, form a fundamental part of Arabic consonantal system. Modern Standard Arabic (MSA) as a Semitic language of the Afro-Asiatic language family has a different sound system from the commonly spoken Germanic languages such as English. Comparing the consonantal systems of English and MSA shows a number of differences between the two languages. For example, English consists of 24 consonantal phonemes: six stops (/p/, /b/, /t/, /d/, /k/ and /g/), nine fricatives (/f/, /v/, /θ/, /ð/,

/s/, /z/, /ʃ/, /ʒ/, and /h/), two affricates (/tʃ/ and /dʒ/), three nasals (/m/, /n/, and /ŋ/), two liquids (/l/ and /r/) and two semi vowels (/w/ and /j/). On the other hand, Arabic has 28 consonants that include eight stops (/b/, /t/, /d/, /tʰ/, /dʰ/, /k/, /q/, and /ʔ/), 13 fricatives (/f/, /θ/, /ð/, /ðʰ/, /s/, /sʰ/, /z/, /ʒ/, /x/, /χ/, /ħ/, /ʕ/, and /h/), one affricate /dʒ/, two nasals (/m/ and /n/), one lateral (/l/), one trill (/r/), and two semi-vowels (/w/ and /j/) (cf. Watson, 2002). Furthermore, there are 9 consonants that exist in Arabic but have no equivalents in English (i.e., /tʰ/, /dʰ/, /ðʰ/, /sʰ/, /χ/, /ʕ/, /q/, /ħ/, and /ʕ/). Due to the phonotactic differences between the two languages, Arabic consonants tend to present considerable difficulties for English learners (Al Mahmoud, 2013; Alish, 1987; Alwabari , 2013; Asfoor, 1982; Kara, 1976; Rammuny, 1976).

2-5 Standard Arabic and Fulani

Similarities and differences between Fulani and standard Arabic: After the UNESCO 1966 conference at Bamako, Fulfulde has been described as a language with 27 basic consonants. Although there are slight variations, Fulfulde consonants have been said to be quite homogeneous throughout the Fulaphone (Girei, 2009). Due to contact with neighbouring languages such as Arabic, Hausa and other languages and five vowels .Whereas Arabic has 28 consonant that include eight stops (/b/, /t/, /d/, /tʰ/, /dʰ/, /k/, /q/, and /ʔ/), 13 fricatives (/f/, /θ/, /ð/, /ðʰ/, /s/, /sʰ/, /z/, /ʒ/, /x/, /χ/, /ħ/, /ʕ/, and /h/), one affricate /dʒ/, two nasals (/m/ and /n/), one lateral (/l/), one trill (/r/), and two semi-vowels (/w/ and /j/) (cf. Watson, 2002). Furthermore, there are 9 consonants that exist in Arabic but have no equivalents in English (i.e., /tʰ/, /dʰ/, /ðʰ/, /sʰ/, /χ/, /ʕ/, /q/, /ħ/, and /ʕ/). Due to the phonotactic differences between the two languages,

2-6 Sudanese Arabic and Fulani Consonant sounds in contrast:

Arabic and Fulani languages are two distinct languages; they are differing in many linguistic elements. One of these elements is the sound systems of the two languages. This study is concerned on the differences between the two languages in the area of consonant sounds. In comparing anytwo sound system

of any two languages there must be some similarities and some differences, the later one may lead to some difficulties. Thus we find that Sudanese Arabic consonant sounds is (30) while Fulani is (26).

2.6.1 Stops and Plosives:

Fulani language has (8) plosives; /p, b, t, d, k, g, ʔ, ʔj/ and their manner of articulations are; bilabial, alveolar, velar, glottal and palatalized glottal, respectively. While on the other hand SA has (8) plosives i.e; /b, t, tʔ, d, dʔ, k, g, and ʔ/. Fulani has no, plosive emphatic sounds such as /tʔ, and dʔ/ while SA has no bilabial /p/ and palatalized glottal /ʔj/.

Another noticeable differences between the two language is that Fulani has a different type of plosive that does not exist in SA and even in MSA; glottalized plosive / ʔ / and alveolar / dʔ/; and pre-nasalized /mb/ and velar /ŋg /.

2.6.2 Fricatives:

Fulani language has (3) fricatives , f , s and h and their manner of articulation are labiodentals , alveolar and glottal , while on the other hand SA has (7) fricatives ,f ɸ, θ , s ,z, ʃ and h Fulani has no emphatic ɸʔ,sʔ , and zʔ.

2.6.3 Affricates:

Fulani language has (2) affricates tʃ and dʒ and their manner of articulation are plato- alveolar and pre palatal ,while SA has the same also tʃ and dʒ. Besides these two sounds Fulani has another affricate sound i.e.; /ndʒ/ which so called pre-nasalized affricate.

2.6.4 Nasals:

Fulani language has (3) nasals , m , n and ŋ and their manner of articulation , bilabial , alveolar and velar , while SA has (2) nasal m and n

2.6.5 Roll / Trill:

Fulani language has one roll –trill ,r and its manner of articulation is alveolar , while SA has the same r also .

2.6.6 Lateral:

Fulani language has one lateral l and its manner of articulation is alveolar, whereas SA has one lateral l also

2.6.7 Approximate / semi vowels:

Fulani language has (2) semivowels /j/ and /w/ and their manner of articulation are palatal and velar, while SA has (2) semivowels also j and w.

2.7 Summary:

Fulani language and SA are different in fricatives and nasals sounds we might find some sounds exist in Fulani but they do not exist in SA. and they are similar in affricates, roll – trill, lateral and semivowels, we might find some sounds exist in Fulani and in SA.

CHAPTER THREE

METHODOLOGY

CHAPTER THREE

METHODOLOGY

3-0 Introduction

This chapter provides a comprehensive description of the method that was adopted in collecting data for this study. The chapter identifies the population responding to check list and the interview, it also presents the instruments used for collecting the data and it gives more details about the procedures that were followed.

AN Interview: -“is a conversation between the interviewer and the respondent with the purpose of eliciting certain information from the respondent”, (Moser and Kalton, 1971 quoted in Bell 1993, p 91)

3-1 The Method of the Research

The researcher uses the descriptive analytical to collect the data research. A descriptive method used to describe what is existed at the present. Whereas analytical method attempt to describe and explain certain situation exist by using facts or information already available. The researcher sets out to investigate the difficulties that encountered Fulani native speakers in pronouncing Arabic consonants.

3-2 Data collection tools

The data of this study is obtained by using an interview and check list for some Fulani native speakers. The interview was for the elder people because most of them were unable to read, while the check list was for the educator's ones, they were to respond for the given statements written in Arabic in order to check their pronunciation whether it is correct or incorrect.

3-3 The Population

The population of this study consists of 15 people from Sudanese Fulfulde speakers of both sexes males and females of various ages, and have chosen randomly from Fulani native speakers to represent the population. The sample of the study qualifications 4 were BA holders they were asked to respond to the

given statements whether they are correct or incorrect, the participants are chosen randomly to participate in the research. The checklist was given to the Educators, they were Fulani because it's their mother tongue. Some of the participants were Fulani but they did not grow up among their community they grew up in another places, so that mother tongue interference did not affect them very much.

3-4 Instruments:

The researcher used two instruments to collect the data for the present study. the first was check list and the second was an interview

3-5 Validity and Reliability

In order to ensure the reliability and validity of the data collection instruments, the researcher designed two tools a diagnostic recording Test for educated and an interview for non-educated Fulani native speakers. And then presented to the supervisor for approval, after that the tool (recoding Test) is taken for judgment by English language lecturers who were specialized in the field of linguistics and they were two Ph. D holders (AbdalRahmanAwadlalh and Abbas Mukhtar Mohammed) from Sudan University of Science and Technology College of languages: who omitted, added and corrected. Their notes and suggestions were taken into consideration and the researcher made the necessary modifications. And before the distribution the tool is given to the supervisor for final evaluation. For the reliability of instruments, the researcher also used the statistical package for social study (SPSS) and also the value of percentage to conduct data analysis.

CHAPTER FOUR
DATA ANALYSIS, RESULTS AND DISSCISION

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISSCISION

4-0 Introduction:

This chapter is concerned with the display of analysis, results and discussions of the collected data.

The table below shows some of the Arabic consonants that may cause problems in pronunciation for Fulani native speakers

STAEMENT	Correct	Wrong
He /She pronouncesThe letter /h/correctly (ح)	13	Wrong 2
He /She pronounces the sound /s ² / (ص) correctly	Correct 11	4
He /She pronounces the sound /t? / (ط)correctly	Correct 10	5
He /She pronounces the sound /ʕ (ع)correctly	9	Wrong 6
He /She pronounces the Sound / θ / (ث) correctly	Correct 8	7

4.1 Analysis of non-educated Fulani native speaker interviews:

The researcher involved in a conversation with non-educated Fulani who are also enclosed to their environment.

Table 4-1: The frequency and distribution of the sound / ħ /, (ح)

Participant	Correct	Incorrect	Total
	2	13	15
Percentage	14%	86%	100

From the above table No(4-1) is appeared that there are(2)respondents in the study sample with the percentage of (14%) pronounce the sound (H)(ح) correctly ,whereas (13)of the percentage (86%) pronounced incorrect.

Table 4-2: The frequency and distribution of the sound (s[?],ص)

Participant	Correct	Incorrect	Total
	4	11	15
Percentage	27%	73%	100

This table No (4-2)it is shown that (4) respondents in the study sample with the percentage of (27%)pronounce the sound (S)(ص) correctly ,where as (11) of the percentage (73%)pronounced incorrect.

Table 4-3: The frequency and distribution of the sound (t[?], ط)

Participant	Correct	Incorrect	Total
	5	10	15
Percentage	34%	66%	100

This tableNo (4-3) it is shown that (5) respondents of the study sample with the percentage of (34%) pronounce the sound (t[?])'(ط) correctly ,whereas (10) of them with the percentage (66%)pronounced incorrect.

Table 4-4 the frequency and distribution of the sound /ʔ/, (ع)

Participant	Correct	Incorrect	Total
	6	9	15
Percentage	40%	60%	100

The table No(4-4) above shows that (6) respondents in the study sample with the percentage of (40%) pronounce the sound (أ)'(ع) correctly, whereas (9) of them with the percentage (60%) pronounced incorrect.

Table 4-5: The frequency and distribution of the sound (TH, ث)

Participant	Correct	Incorrect	Total
	7	8	15
Percentage	46%3	54%	100

The table No (4-5) is appeared that there are (7) respondents the in the study sample with the percentage of (46%) pronounce the sound (TH)'(ث) correctly, whereas (8) of them with the percentage (54%) pronounced incorrect,

Table 4-6: The frequency and distribution of the sound /dʔ/, (ض)

Participant	Correct	Incorrect	Total
	6	9	15
Percentage	40%3	60%	100

The table above shows that (5) respondents with the percentage of (40%) pronounce the sound (dʔ)'(ض) correctly, whereas (9) respondents with the percentage of (60%) pronounced incorrect.

4.2 Analysis of educated Fulani native speaker:

Table 4-7

Participant	Correct 12	Incorrect 3	Total 15
Percentage	80%	20%	100

From the above table No(4-7) it is shown that there are (12) respondents in the study sample with the percentage of (80%) pronounce these sentences correctly, whereas(3) of them with the percentage (20%) pronounce the sentences incorrect.

Table 4-8

Participant	Correct 11	Incorrect 4	Total 15
Percentage	73%	27%	100

From the above table No(4-8) it is shown that there are (11) respondents in the study sample with the percentage of (73%)pronounce these sentences correctly, whereas (4) of them with the percentage of (27%)pronounce the sentences incorrect..

Table 4-9

Participant	Correct 10	Incorrect 5	Total 15
Percentage	66%	34%	100

The tableNo(4-9) above shows that there are (10) respondents in the study sample with percentage of (66%)pronounce these sentences correctly, where as (5) of them with percentage (34%) pronounce the sentences incorrect.

Table 4-10

Participant	Correct 9	Incorrect 6	Total 15
Percentage	60%	40%	100

The table above(4-10) shows that (9)respondents in the study sample with the percentage of (60%)pronounce these sentences correctly, whereas (6) of them with the percentage of (40%)pronounce the sentences incorrect.

CHAPTER FIVE

Findings, Conclusion, Recommendations and Suggestion for Further Readings

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Findings, Conclusion, Recommendations and Suggestion for Further Readings

5-0 Introduction

This chapter gives a brief of many ways of the procedures of the present study which appears around the problems of the study, hypotheses, significance and the limitation of the study. The researcher is going to restate the research questions and the hypotheses based on the research methodology, the interview and the observation result from the data collection .This chapter also include some recommendations and suggestion for further studies.

5-1 Findings

The result of this study indicates the following findings:-

- Most of Fulani Native speakers face some problem in pronouncing Arabic consonants in a particular in these letters (ث--ص-س-ت-ط-ع-أ-ح-ه-) when they come in the word or in the sentence .
- Example for some utterances of the words pronounced by Fulani Native speaker:-
- Instead of saying أحمد
- He utters it *أهدم*

In some verse of Quran from SuraAlfatiha

(الحمد لله رب العالمين*الرحمن الرحيم*مالك يوم الدين*أياك نعبد وأياك نستعين*اهدنا الصراط المستقيم*صراط الذين أنعمت عليهم غير المغضوب عليهم ولا الضالين)

They pronounce the letter ص to س and ط to ع and the letter ض to د which will change the meaning completely.

The number of responders for correct answers is increasing while the number of the correct answer is decreasing gradually according to the order of the questions.

What the researcher has found out is that the elder Fulani native speakers were totally affected with their mother tongue which requested more and more practice in order to overcome this problem.

5-2 Conclusion

This study attempted to shade light on the difficulties that encountered by Fulani Native speakers in pronouncing Arabic consonants. Most of the elders of Fulani people face a problem when they pronounce Arabic sounds as a result of mother tongue, or being among their society since childhood without interpenetration with any other people, while the youth and the educators did not affected too much, because they mixed with different people in their societies.

5-3 Recommendations

This study recommends the following :-

1-Fulani native speakers should be taught Arabic language since their childhood or preschool stages in order to master the correct pronunciation of some consonants sounds.

2-Fulani Native speakers should not use their mother tongue in their daily conversations all the time.

3-Teachers who are teaching in Fulani language at their regions should focus more on the correct pronunciation of the Arabic consonants.

4-Extra efforts should be done by Fulani educators in their societies in a particular with the new generations

5-4 Suggestion for further studies

1-Fulani people should mix with different societies that speak Arabic all the time .

2- They should be taught by teachers who are mastering Arabic very well so as to teach them how to pronounce correctly.

3- They should not be allowed to use their mother tongue at school.

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Appendix

The frequent distribution of Fulani native speakers in pronunciation (Educated)

Target sounds	Correct	percentage	Incorrect	percentage
He (هو) /Huwa/She(هي) /Hiya/ أحمد – أهدم حمزة – همزة	15	75%	5	25%
S(س)/Seen/ /Sat/ (ص), صلاح – سلاح صالح – سالح صابر – سابير	17	85%	3	15%
T (ت), (ط) /Tee/ طارق – تارق طلال – تلال – طلب - تلب	18	90%	2	10%
D (د), (ض) ضحى – دحي ضياء – دياء مضوي – مدوي	16	80%	4	20%
A /Aein/ (ع), (أ) علي – ألي عادل- أدل عمر-أمر Target sound	19	95%	1	5%
Ah <u>h</u> med <u>H</u> amza	15	75%	5	25%

<u>S</u> alah <u>S</u> aleh <u>S</u> aber	17	80%	3	20%
<u>T</u> arig <u>T</u> elal <u>T</u> alab	18	90%	2	10%
Mud <u>u</u> wi <u>D</u> uha	16	80%	4	20%
<u>A</u> li <u>A</u> del <u>O</u> mer	19	95%	1	5%