



FEDERAL UNIVERSITY OF LAFIA
INAUGURAL LECTURE SERIES NO. 27
FACULTY OF ARTS



“Phonology for all Ages: *Your Language, My Language*”

Prof. Ibrahim Awwal
Professor of Linguistics (Phonology)
Department of English and Literary Studies

April 9, 2025



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DEDICATION

To the memories of my beloved parents (Mal. Lawal Badamasi and Haj. Ni'imatullah Lawal) my beloved wife Sakina Abdul-Salam, Alh. Jibril Bako and Baba Umar Musa Bagudo, may Allah have mercy on their souls. Amin.

THE PRESENTER



PROF. IBRAHIM AWWAL

Professor of Linguistics (Phonology)

Department of English and Literary Studies

Faculty of Arts

Federal University of Lafia, Lafia, Nasarawa State, Nigeria.

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Courtesies

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- Heads of Administrative Units
- My esteemed Colleagues in the Department of English and Literary Studies (both teaching and non-teaching)
- All Security Chiefs here present
- Great NASELS & FASA Students of FULafia
- Gentlemen of the Press
- Distinguished Ladies and Gentlemen

Preamble:

Mr. Vice-Chancellor Sir, All thanks are due to Allah for making it possible for me to witness this occasion in my honour. I appreciate your administration for giving me the privilege to present the 27th Inaugural Lecture in the Series of Lectures of this great university. This is the 3rd lecture from the Department of English and Literary Studies. The first was given by my Mentor, Prof. Idris O. O. Amali and coincidentally enough, the second was delivered by his wife, Prof. Halima Idris Amali, my Head of Department. I am therefore grateful to Allah and your Administration for making it real that I have come third from my Department.

Mr. Vice -Chancellor Sir,

I was born to the family of Lawal (Awwal) and Ni'imatullah on the 26th August, 1962. After my Islamic Education from the earlier age, I was enrolled into primary school after two years of attempt because my hands could not reach the ear-lobe of the opposite side of my head. My father, at one time had to be lifting me up by my hands to see if that would make them long to enable me start school with my younger ones already in classes. No doubt we had interest for school then because friends and relatives say good about school and what they do. My primary education was very interesting because I quite a school for another if I received any good news about a new school. In this character, I was able to complete the primary education in about ten years when my younger brother was already in Form three in a high school. I had my secondary education from Sokoto Science College (then Sokoto Teachers' College) where I obtained a Grade Two

Certificate. In 1984, I went through a Remedial Programme under the then University of Sokoto (Unisok.) called Special Pre-Degree and was found qualified for University Education. The culture we met in our own days was that an Elderly Statesman (then Wazirin Gwandu Emirate), who serves as a Career Guidance officer chooses a course for you in the university, and Education/English was chosen for me. Although I had wanted studying Medicine, but for no Guidance Counselling in schools for the subjects to choose, I chose Grade Two Examination then. I completed the B.A. Education (English) in 1988, and took up the first appointment with the Federal Ministry of Education in 1989 to teach English at Federal Government College, Sokoto. In 1992, College of Education, Sokoto (now Shehu Shagari College of Education) gave me appointment as Lecturer 11 to teach English. While at the college, I went for Master's Degree at the University of Ibadan and completed in 1998/99 Session. From 2001, I took up a lecturing appointment with Usmanu Danfodiyo University, Sokoto, and after some years, I enrolled for my PhD programme and graduated 2010. I went through the rank from Lecturer 11 in 2001 to Senior Lecturer in 2010. I was amongst the pioneer lecturers of Sokoto State University, Sokoto from inception in 2013 as Visiting Lecturer uptill 2015 when I took up an appointment with the university. I moved my appointment to Federal University of Lafia in 2017 and from there roused to the rank of professor of Linguistics in October 2022.

My interest for phonology began in 1986 when I had a Polish Professor of Phonology on the employment of the University of Sokoto, taken my class a course on Introduction to Phonetics and

Phonology, and coupled with the fact that as a product of the then Teachers' Training College who had the foundation in Oral English taught by still a foreigner, Mr. T. K. Abraham, all these prepared my like for anything that has to do with pronunciation. It was during my Service Year, as a corper in Niger State that I had the shock of my life when we were encouraged to learn any of common languages in the state, besides Hausa. As a graduate of combined honours degree to teach English, I felt I was trained and ready to disseminate the knowledge of second language learning, but Alas! I found myself in a mess trying to learn another language in my domain. Nupe, a Nupoid Language Family which is a branch of the Benue-Congo language family is the language in question. I have always thought that speaking language(s) of the immediate environment should be taken with all seriousness and in the original sounds of the language. At the camp, we were taught some aspects we needed to feel at home with the native speakers. The sentence that gave me out is *mia lo zuko* meaning 'I am going to the market' or "I am going to the ...", which I said out in a class of married women. The drama that followed made me determined to study Phonology to date.

Phonology for all Ages: *Your Language, My Language!*

The primary goal of this Inaugural is to challenge and put to all that PHONOLOGY is next to none in any language community. As a branch of Linguistics that looks at the natural structure and patterning of speech sounds in a language, it has always been the thinking of the presenter that if languages would have been spoken as the speakers think and use them as either first or second language without knowledge and caution for the sounds that make

up the language what do we think will happen? Of course, we may hear but would not decipher. As a linguist, my love for Phonology became more when I realised that we, learners/users of English as a second language have to take much time and readiness for it.

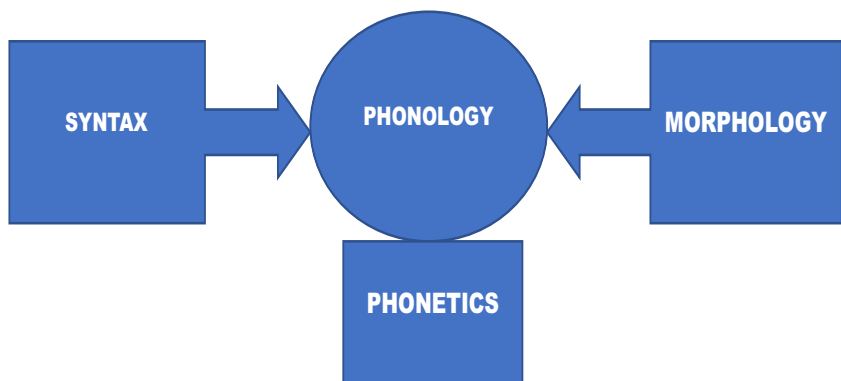
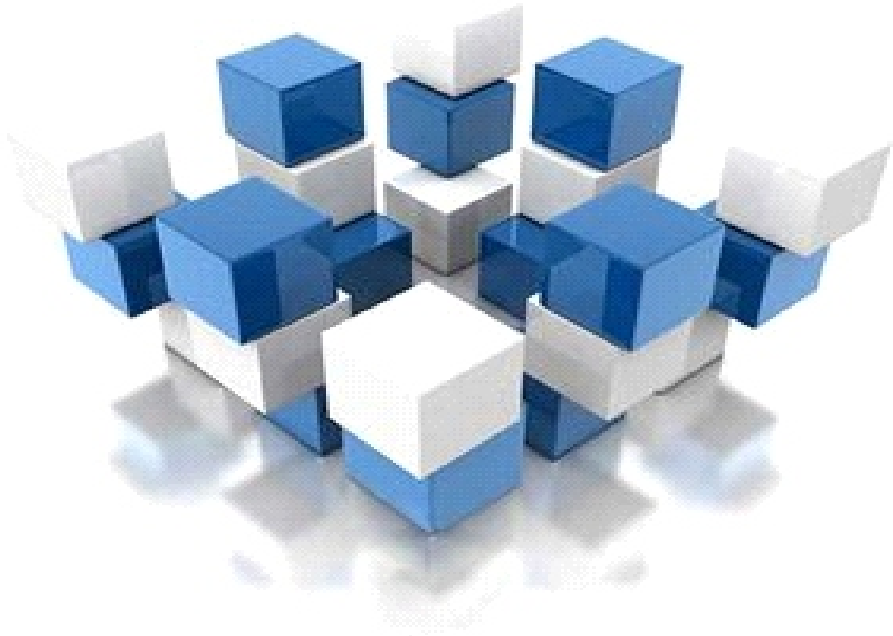
Phonology, according to Akmajian et al, (2021) is a term used in two ways.

on the one hand, it refers to a description of a particular language and the rules governing the description of those sounds. Thus, we can talk about the phonology of English, German, or any other language. On the other hand, it refers to that part of the general theory of human language that is concerned with the universal theory of properties of natural language sound system

This special outing (lecture) is not only about comparative phonology but also 'what' and 'why' phonology, and how it is a compulsory component of language Acquisition or Learning. It is for phonology we have the tongue twisters and sound assimilation in languages.

Notwithstanding, we should not forget that language is the key to Globalization, and Globalization gives rise to positive economic, socio political, scientific and technological advancement (Awwal, 2006), and it has been shown in many ways that all languages of

the world share some similarities but vary among other things at the superficial of Phonotactics, phonological rules and the general phonetics of languages.



There is always a meeting point for all the paraphernalia of language formation. In ascending order, as above, the organs of speech are put to use to make accurate and specific sounds for a language we see as phonology (of A or B) and the growing to making meaningful words in (A or B) language by phonotactic patterns is what we called Morphology and then organising them to make the words to form decipherable sentence or discourse (syntax).

However, this lecture would be presented in the following groupings: that it looks at the conceptual issues, segmental phenomena, prosody, and internal/external interfaces. The 'conceptual issues' here look at some components as concepts which make phonology functional to language learning or acquisition and contrast.

Phonology – can be seen as the study of how the sounds of speech in a language are represented in the minds of the speech community. It is a core area in linguistics, and is central to the study of human language. Researches around the globe have given much on phonology and its importance to language learning or acquisition. My area of interest in phonology is phonetically-driven phonology, where practical aspects of phonology is my concern. We look at the phonological representations which form part of the grammar that encapsulates the linguistic knowledge of a listener or talker at any interaction situations. Here the basic function of the phonological representations is to service the sound aspect of the link between speech sounds of the speaker and the linguistic meaning decoded by the listener. Similarly, the

phonological form of a morpheme should be able to distinguish morpheme (A) from others in the lexicon and should provide the materials/diacritics that will enable it to be made phonetically manifest. That is the reason for this brief look at Functionalism Theory.

Functionalism

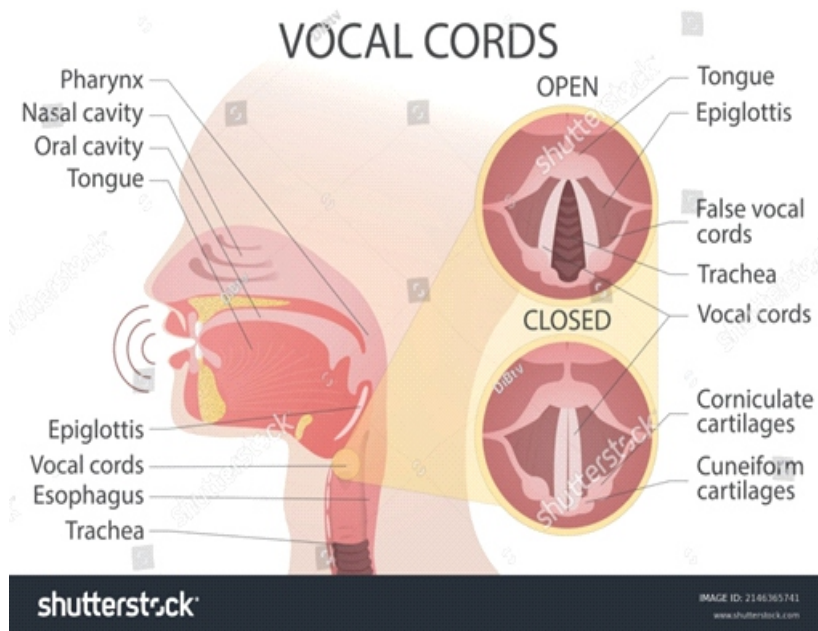
There has been a great deal of work by Functionalist scholars in a joint published book showing some principles of functionalism, particularly Gordon discussed on how best we can make use of the natural organs of speech ranging from the articulatory, sound movement to the perceptual processes in phonology.

For instance, Gordon (Ch.3) observes that “the last decade has witnessed renewed vigor in attempting to integrate functional, especially phonetic, explanations into formal analyses of phonological phenomena.” Here, he is saying that phonology of a language is phonetically realised. That is, the role of phonetics and other functional factors in sound productions unite together within the phonetically-driven phonology. English as a language got her phonology from the way the native speakers pronounce the language and that brings about the dialects of English.

Gordon identifies a number of core principles in Functionalist approaches to phonology. A central concept is expressed by Ohala (1972:289) that “Universal sound patterns must arise due to the universal constraints or tendencies of the human physiological mechanisms involved in speech production and perception”. Many other researchers beside Ohala believe in the Functionalist approach (e.g. Stampe 1973, Ohala 1972 et seq., Liljencrants &

Lindblom 1972, Archangeli & Pulleyblank 1994, Bybee 2001 etc.).

Therefore, this lecture is focused on issues such as how concepts such as markedness are shipwrecked in concepts of articulatory ease in speech sounds and the knowledge of perceiving their distinctiveness, and how these often influence in constraint form.



Generally speaking, Languages, according to Liljencrants and Lindblom (1972) have vowel inventories guiding their usage by preference, and that the vowels are to be maximally distinct from each other in their perceptual domain. However, in order to quantify the perceptual distinctness vowels and consonants too, it may include aspects of the prosody in the language.

There are many practical challenges in sound systems of languages which are the focus of Phonology, and as a phonologist, the Vice Chancellor, Sir, colleagues, and my Honourable audience, I felt I should discuss with you the following facts but not all:

- I. Variability of sounds Systems in Languages: I believe there are dialects speakers of a language in our midst who know that they are speaking the same language with some variations in some sounds production, even though they could not pinpoint the differences and why? But they intelligibly understood one another.
- ii. Language/Dialect Dependency: the phonology of a language sustains injuries as a result of the language(s) surrounding the language in its domain. Most a times, the changes occur as a result of intertwine with languages around it. This could be because of socio-economic, socio-political or socio-cultural relationship with other languages. For instance languages like English as an official language in Nigeria has been in interaction with any of the native languages; Arabic, Hausa, Yoruba, Igbo, Tiv, Kanuri and others.
- iii. Language Contact: This is a necessity in life that we cannot avoid. A language relates with other languages to develop her meta-language, and this came gradually in language contact process. That is the reason we find in a multilingual environment like ours, clear cases of blends of sounds from languages around led to complex phonological systems that cannot be attributed to a particular language. For instance, I have asked many native speakers of Hausa or

Yoruba about who owns the word *Ashana*. The Yoruba got the name from the description of the usage, that 'it is an object used to light fire', *Ishana*, while the Hausa word *Ashana* is simply used as the name for it. It equally reminds me when I came to Lafia. The common language to all for daily interaction is Hausa (Lingual Franca), which almost all the people around speak but most often pronounced wrongly or deviantly. This could be as a result of other languages surrounding the language (Hausa).

- iv. Orthography and Phonological mismatch: It is of interest to find a language with the case of mismatching where a sound is pronounced with her equivalent orthography. Most African languages took their orthographies from the Latin or the languages of their colonisers or language of religion, as the case of Arabic (and the *Ajami*) for the Muslims. This is to say that we sometimes have some phonological processes that have some similarities in these languages but not necessarily in use. Some orthographies (Roman, *Ajami* or Sansrits) may look similar and be put to use in writing, while some might sound alike but not put to use in writing. Some complicated examples are found in some languages of the middle belt of Nigeria, Tiv, a member of the Bantoid language family which is a branch of the Benue-Congo language family, where it assumedly pronounced some words even with the orthography completely written or Ngas, a member of the West Chadic branch of the Afro-Asiatic language family. The latter is spoken in Plateau State where you find it difficult to read some words/names because they are not (to

me) accurately representing the sounds as they are uttered and the redundancy enforced on some speech symbols present in the word(s) cannot be explained convincingly. Here, it is not to say that some spellings do not comply with the common orthography but sometimes it is embarrassing to the speaker or the bearer of a name wrongly pronounced. This may not be unconnected with the phonological primitives which have not been well-adapted to expressing phonetic categories, so there occur sometimes cases of mismatches. I have always wondered why we use **-ph-** for **-f** at word initial or final position and would not use **-gh** for same purpose even though it is pronounced sometime or redundant.

In my Search to Know.

It matters on language development in which phonology is about the sound patterns in languages, it takes a front role in communication and information for a better understanding. It will not be out of place to say that the purpose of phonology with all its paraphernalia are based on language specific syndromes. Language A could sometimes share some features with Language B, and perhaps little or none with Language C. Yet it is a language specific property, and that is why phonology is akin to the ornaments used to identify a language from another.

The Vice Chancellor, Sir. I have come to realise that phonology is akin to the oxygen that we breath in and for its technical use, we later expel it as a carbon dioxide. Phonology is the yproduct of the

in-going air that we called *ingressive* after it has gone to the lungs and later sent out as out-going that we called *egressive* sounds that come out through Anatomy of Speech.

Variability of Sounds Systems in Languages: Since my graduation from University of Sokoto (Now Usmanu Danfodiyo University) I have been a teacher of English language, and my experience has shown that people's wrong pronunciation of English words have sometimes been confusing to some listeners. It is not a guarantee that because the first language of English-speaker has some common sounds with English that the speaker would pronounce correctly some sounds or words in English, although this could be possible with extra devotion to learning the sounds of English but the fact is that every language has some principles and parameters for the operation of her sounds. The phonologists believe there is what we call 'Language specificity in phonetic conditioning factors', and see the case of syllable weight as a very prominent part of the phonology of a language. Steriade (1999 b) sees syllable as a language specific factor that must be obeyed in language use. There is always Universal perceptibility hierarchies in syllable of languages but difference comes about due to the phonetically-driven phonology of the languages /b/ and /b'/ as in Hausa. It is assumed that every language has syllable structures which have in common, the use of onset, nucleus and coda, with various potential parameters for their phonetic effectiveness. That is, most languages have CV, CVC, V structured based on the language specificity.

I have had the course to denounce a pronunciation by fellow speaker of my first language because he over generalised some sounds at word-initial position i.e. the alveolar voiceless fricative /s/ is a common sound that we found in most languages of Africa and particularly, Nigeria. In words like *send*, *see*, *serve*, the same letter s- would be realised the same way while different in words like *sure*, *sugar* etc. The fact is that English phonology transcends perception about the sound's place of occurrence in word structure, it sometimes could be from the etymology of the word.

Language/Dialect Dependency: English like any other languages has intravariations which bring about the varieties and their pronunciations. Sometimes, the varieties (dialects) bring about different pronunciations by the users of the same language, and these varieties often violate the arbitrary (standard) pronunciations because of geographical spread of the speakers. We have the popular American, British, Scottish, etc. varieties which have long ago grown into dialects of English/Englishes.

The Vice Chancellor Sir, this state-of-the-art explanation is what brings us to the discourse in phonology as another very important aspect for a more comprehensive detailed overview in the field of phonology. Here, I will want us to think about the early generative conception of our alphabets of contrasting phonemes, partly because of the way people choose to write and pronounce (earlier in this lecture called “Primitive Phonology”) not exactly the usual underlying representation. From experience, we have all interacted with different languages in Nigeria with somewhat unusual representation of orthography. We could see the problem

of the phonemic alphabets with the surface-oriented constraints, and which do not comply with the faithfulness conditions , (the Yoruba orthography has a set back in recent time where people simply write and assumed the reader should know i.e *aso'*cloth' *Ogbomoso* where the earlier writing *-s-* takes a dot at the bottom).

The other interesting aspect is that the choice of the phonemic alphabets, as the case with some languages in Nigeria, does not recognise the importance of dispersion and economy in the word order and organisation for contrast systems. This takes us to another aspect which is about the basic syllable shapes.

The Vice- Chancellor, Sir. The overview:

Personal Trajectory Experiences on the significance of Phonology

Language learning mostly comes with its phonology which shows the difference between a language and other languages. That you speak and I speak, makes it look like we did have some things in common but it becomes better when you can understand the language that I speak and vise-a-vise. Language is a means of communication and this is only possible when you say it better for me to appreciate the message and act. Often times, many Nigerian English speakers simply assume that knowing the vocabularies of English is enough to be a good speaker of English, and thus, pronounce without the knowledge of the phonology of the language and sometimes the etymology of the word. We know that some words of English are from Latin and Greek, whose speakers

are all in extinct but the languages live. From experience, I have realised that some speakers have what we may call Speaker's attitudes to conformed pronunciation.



Speakers' Attitudes to conformed pronunciation

These are complex but can be looked at from different angles, and most often pronunciation can be reverberating a display of social, cultural, and individual factors. It will not be out of place if we look at it from the following perspectives, that pronunciation attitude can be:

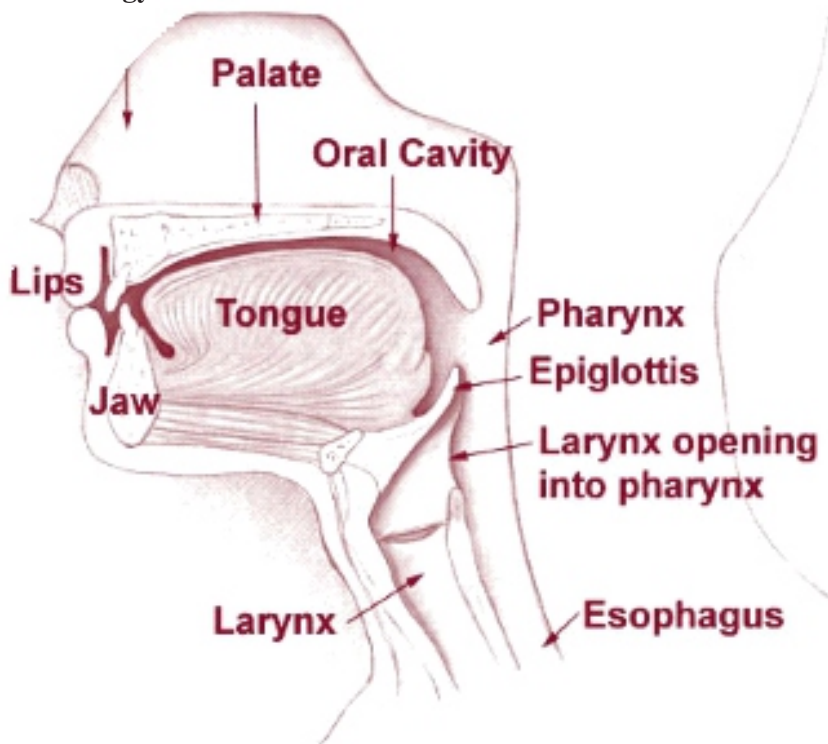
- I. **Positive:** The leaders and the first generation of elites in Nigeria see it as a desirable goal for all to pronounce English with the near-native tendency for accuracy and better understanding. It was the goal by all then to sound better without thinking of becoming a white. It was seen as

a way of enhancing their social and political opportunities.

- ii. **Negative:** This is a reverse of the first where some speakers resist the idea of conformity and pronounce English any way it suits them. They, of course, speak with all the rules of grammar but never mind the way they pronounce the English words. They have the believe that conforming with the accurate pronunciation is a form of linguistic imperialism.
- iii. **Neutral:** We sometimes find some speakers with neutral attitudes to conformed pronunciation. They claimed that it should be individual choice or convenience and therefore retain their regional or non-standard pronunciation at both formal and informal settings seeing it as a pride for regional identity.
- iv. **Fear of judgement:** This is mostly use by the young minds who are hesitant to use the non-standard pronunciations for fear of being ridiculed or stigmatised by others. In the recent time, the youth resort to the standard pronunciation in order to avoid social embarrassment or fear of job repercussions.
- v. **Pragmatic Approach:** Here we find some speakers taking a pragmatic approach to conformed pronunciation. Such people use standard pronunciation in formal situations for professional benefits and the non-standard in situations where it is not.

Phonology to a language development and effect of its absence.

Phonology in Action



It is a fact that every language has a unit of pronunciation typically larger than a single sound and smaller than a word (Crystal 1991) called syllable. The principal components of a syllable are the nucleus and the two margins of onset- and -coda. The nucleus in the rule ordering of a syllable is mostly sonorous segments which are abstract property in realisation. Sometime, in some languages, the nucleus is simply a -V slot in the sequence of a syllable with neither onset nor coda; even though some languages admit the fact that vowel-initial syllables are not phonetically realized, and this can as well be occupied by a syllabic consonant as in English where the final syllable has a lateral sound [l] in the V slot position.

For example, Jacobson (1962: 526) pointed out that:

There are languages lacking syllables with initial vowels and/or syllables with final consonants, but there are no languages devoid of syllables with initial consonants or of syllables with final vowels.

The basic typology of syllables particularly in English are:

1. V
2. VC
3. CV
4. CVC.

This is not to say that the English syllable ends here, all these and beyond shapes are language specific, and which are characterised by intractions between Markedness and faithfulness Constraints in the languages. Otherwise, the only common syllable form that cuts accros languages world-over is CV and which satisfies all constraints.

It would be of interest to know that in the universal properties of syllable inventories, there are both ruled-based and constraint-based formal account of the syllable where the nuclei, onset and coda are rule systems in some languages. A typical example is the case of cluster consonants in a syllable which often gives room for vowel insertion when a language does not hold clusters.

Going by the above among the African languages, both Hausa, Afro-Asiatic and Yoruba, Niger Congo families can be placed within such languages, even though they have their own

differences. For example, Hausa syllable in reduplication does not allow cluster consonant and where there are two consonants adjacent to one another; the first is always a coda and the second an onset. The precedence of vowel to consonant is that of weight. For example, Pike (1943:119) in Newman (2002) says: 'A syllable is checked (or closed) wherever it ends in a contoid.... and free (or open) when it ends in a vocoid'. The syllable weight describes the syllables into heavy and light, which is determined by the presence or absence of a makeup (from onset, peak, and coda, even though, the peak and coda are grouped into a constituent (called 'rhyme')). It is from the concept of syllable weight that a closed syllable (CVC) is not allowed to take a long vowel in Hausa reduplication (Newman, 1972, 1981 & 1991). It is in this orderliness that sometime the word/morpheme or part of it looped to form what is called complete or partial reduplication, and in the process sometime, there occurred a gemination.

This is a form of reduplication common with some languages, and particularly Hausa where instances of gemination accompanying some forms of reduplication, viz: prefixal or suffixal and total reduplication. In the precedence of Hausa reduplication, there must be reflexive between the root-word or base and the reduplicant e.g.

- | | |
|--|----------------------|
| 2a. <i>gidàa</i> → <i>gidàa</i> – <i>gidàa</i> | 'house to house' |
| b. <i>bugàa</i> → <i>bugàa</i> – <i>bugàa</i> | 'pumping bore hole' |
| c. <i>bugàa</i> → <i>bùbbugàa</i> | 'beat/hit severally' |
| d. <i>budà</i> → <i>budàddà</i> | 'opened (obj)' |

Yoruba phonology, like Hausa, has its acceptable sequences of consonant and vowel segments. Yoruba reduplication equally uses the universal CV- string as most languages do. It has the singular

V syllable like many other languages, and VN (that is vowel and nasal) syllable e.g. *òn fò* (VN CV) 'he is jumping' or when it has gone through phonological process (of deletion) and becomes *nfo* (NCV). Yoruba generally has no coda end, and therefore has only open syllables (heavy and light syllables) in the formation of reduplication. Yoruba reduplication also has semblance between the root and reduplicant. Let us look at (6) with different syllable sequences in reduplication with the reduplicant as either a duplicate of the final syllable or initial syllable:

3a) *rogodo-do* 'being very round and small'

b) *gogoro-go* 'being very stout and bulky'

c) *taara-ta* 'being on a straight course'

d) *fòò – fòò* (*fòò*) 'repeatedly red'

Comparative Phonology

It might look impossible to assume that two languages could have few or anything in common because of their proximity. One might seem to be confused as to why languages with common features still allow some peculiar features influence their phonetic output of the second language. In a situation where speaker A realizes that speaker B speaks sounds resembling sounds of his language, he does not mind to learn the language and takes it for granted that the language could be sharing some language features with his. It is on the bases of this that the paper intends to make a comparative study of some languages. The comparative study would be either synthetically or analytically. However, we shall be looking at the permissible concatenation of syllables in some languages.

It is a known fact that all languages are spoken or written in syllables, except that the syllable varies from one language to another. While Hausa is from Afro-asiatic language family, Igala, Agatu or Idoma is from Niger Congo. Notwithstanding that sometimes, there could be instances of coincidence in usage, yet both speakers maintained and see the two languages apart. Phonologically, there are many things common with both languages. Here, it is not to say that Hausa and Igala, or any other languages have same number of phonemes, but that most of what is available in one could be found in another (Awwal, 2010), even though a language could have more number of distinctive phonemes to another. Here is an example of coincidence between the speakers of the two languages in a linguistic environment. It was a Hausa man who once engaged the services of a Yoruba man to fix the roofing sheets for his house. In the work, after sometime, the Yoruba man, on the roof, demanded for supply of sheets by the Hausa man, while he (Yoruba man) sets and nail them in sequence. In reply to the Yoruba man's demand, the Hausa man who was absent-mindedly responding to the Yoruba man simply said to him *tó! na sanni* 'alright! I know'. This was unceremoniously welcomed by the Yoruba man who pretentiously called out again, *mala!* and the response again was, *na sanni* 'I know'. This time, it was provoking to the Yoruba man understanding and so, he jumped down from the rafter of the house and picked quarrel with the Hausa man, who was then provoked too. When both of them were brought to a near-by police station, it was discovered that for lexical coincidence, the sounds of the phrase *na sanni* has meaning in both languages except that the meaning varies and in Language Situation. To the Yoruba man, *na (la)san ni* 'for nothing' (that the

job he has taken, is for nothing, meaning, he would not be paid at the end of the day) this could be such interpreted since /n/ and /l/ are allophones (*lasan ni*) as well as distinctive phonemes in Yoruba language. This is just one of many, for those who are bilinguals of these languages. A parochial observer might have the intuition that the languages could be from one language family or that the languages are at border with each other and thus could have borrowed from each other. But a case of interest is the construction of the phrase *na sanni* or *lasan ni*, which explores a comparative analysis of two/more languages. Every language has syllable structure upon which the language synchronizes and metamorphosizes to form grammatical words and phrases. Where syllable structure violates a constraint it leads directly to unfarthomability. Lets still use the sample above. If Hausa man had said, **nasanni* as a word or change the initial syllable of the phrase to */*nasan ni/* as it is in Yoruba, having the last syllable stand on its own, would be ungrammatical, so also the Yoruba would have been ungrammatical if he says */*la sanni/* as in Hausa. All these are so because of syllable structure constraints and faithfulness across languages.

Languages are said with vowel height and consonantal place of articulation to convey meanings of words, and sometimes with the use of tone. **Tone** is the linguistic functioning of pitch at word level, and as much as 60-70 percent of the world languages are estimated to be tonal (Yip 2002). Toneme, as it is used by some linguists (Awwal 2010, Yip 2002, Crystal 1992, Egbokhare 1990 Pullegblank 1986,) is to enhance a specific meaning. It is possible to change the meaning of word by changing the pitch level at

which the language is spoken. It is these distinctive levels by which the meaning changes, we called **tones** or **tonemes**.

Tonal differences could bring about change to the lexical entry in either the vocabulary or the grammar of a language. A word could be realized with two or more meanings as a result of tone change or could simply signal grammatical functions in certain tense terms. The tones are generally of two kinds; some stay at a single pitch level realized as High, Mid or Low, while others involve a change of pitch level with gliding tones or contour tones as High – rising, High – falling, Low – rising, Low – falling, rising or falling etc. It is not entirely straight forward to decide whether a language is a tonal until it has full impact on lexical meaning of word.

So much have been written on tone by both Nigerian and non-Nigerian scholars so that our attempt to give it any undue prominence may risk the danger of being interpreted as a mere replication of the works of others. However, this does not mean it will not be mentioned. Sani (1989:40) describes tone as a pitch of voice on which individual syllables of a word are uttered naturally in order to convey a proper meaning to the listener. Awwal (2010: 13-19) explains that every syllable, in a tone language, has its assigned pitch of voice or tone. Thus whereas some syllables are produced on a high tone others are produced on a low tone. The syllables uttered on a high of voice are said to have a HIGH TONE, while the ones that are uttered on a low pitch are said to have a LOW TONE.

Pike (1948) defines a tone language as that in which pitch is significant contrastive, but relative...on each syllable. However,

this definition is considered too strong by welders (1950), thus, he proposed for a modified version. He says; A tone language is (one) in which both pitch phonemes enter into composition of, at least, some morphemes (Hyman, 1975). He maintains that since some morphemes (and therefore syllables) may actually be toneless, it is wrong to expect significant pitch on other syllable, this is especially when so considered the tone floating syndrome where tonal morphemes or tomorphs are not carried on any segment of a given word. Hyman and Tadadjeu (1976:61) report that Mbui, a language spoken in Cameroon, represents a good case of a language in which the phenomenon of tone floating is evident. What we have just done is simply to present the scholar's view on the phenomenon of TONE FLOATING. We by no means attempt to get embroiled in the discussion of the merits or demerits of pike (1948) position and Wilmer's (1959) modification to it. Having said that, we shall point out that nearly all phonologists agree that one of the basic functions of a tone language is that it requires a significant pitch on each syllable, in other words, every syllable in a tone language has a pitch that is determined by the inherent nature of the word itself. Ladefoged (1985) observes that although speakers of English often find it hard to consider the tone as an important meaningful part of a word, but the truth remains that the attempt to play around with tones in a tone language can cause a loss of or confusions of lexical meaning or simply mark one out as a non-speaker. For instance, just as the substitution of /m/ or /b/ can change English 'make' to 'bake' and change the lexical meaning from creating, construction or preparing something by combining material or putting things together to cooking something by dry heat in an oven or by making something'. So in Hausa the

substitution of (n) for (d) can change *bábà* 'mother' and *bábá* 'father': but also substitution of a low tone for a high tone can change *gà* meaning (to) and *gá* meaning (see) so that *gà* Audu becomes (to Audu) and *gá* Audu refers (to see Audu) with low against high tone. Tone languages can function in two ways: they have lexical and grammatical functions. When tone is used almost exclusively to distinguish word meaning as above, we say that such function is lexical.

In Igbo, tones (the distinctive patterns of pitch or pitch changes) are used not only in distinguishing several lexical items such as

<i>áákwa-</i>	'cloth' (a high and low tone)
<i>àkwà</i>	'bed' (two low tones)
<i>ákwá</i>	'cry' (two high tones)
<i>ákwà</i>	'egg' (a high and low tone)

But also used mainly or exclusively for the signalling distinction. This function Egbe (1986:8) describes as the verbo-nominal distinction. Thus:

ije	-	journey	ije	to	go
ike	-	strength	ike	to	shave
ibu	-	load	ibu	to	carry

In Yoruba, Elugbe (1995:67) suggests that three tones (high, mid and low) are minimally distinctive and they can be shown to be so.

- a) oko 'hoe'
- b) oko 'husband'
- c) oko 'vehicle'

- d) ota 'enemy'
- e) ota 'champion'
- f) ko 'place-name'
- g) ko 'build'
- h) ko 'write'
- i) ko 'reject'

Tone in some languages of the world, specifically Africa, and Nigeria as a country, is phonologically active and cannot be considered in complete isolation of the segment that bears it (Awwal, 2010). Some languages have the vowel segments as the Tone Bearing Unit (TBU) which brings about contrasts in languages. For instance, Yoruba upgrade of homorganic nasal is in conformity with what Yip (2002) calls 'Tonal Stability' albeit such occurrences are very few in Yoruba, and they bear tone to the left, floating by an optionally deleted vowel at final-position of a syllable in word-medial or final position only i.e. (*tónító* [*tóntó*] 'smaller thing', *bámúbá* [*bámbá*] 'heavy object' *bámú* [*bám*] 'full'). The tone and tonal patterning play a major role in determining the reduplicative patterns in some languages, at any rate; both languages have displayed their metabolic affiliation with it. The relationship between base and reduplicant is cordial in both languages, and each reduplicative affix has its own correspondent relation to the base. And even in Yoruba with its many reduplicative affixes, always the elements are reflected in the base.

PITCH

This is the name commonly associated with the vibration of the vocal cords caused by air pressure from the lungs Fromkin and

Rodman (1978). Speakers of all languages change the pitch of their voices when they talk and the pitch so produced depends upon the speed of the vocal cords or the frequency of the vibration: The Faster the vibration, the higher the pitch perceived. In other words, all speech sounds arise the physical act of making the vocal cords or folds vibrate in the larynx. Without phonation there is no perception of pitch. Pitch can be associated with the resonance of the speaker's voice and contrasts with whispered speech (where there is no vocal cord vibration). Robin (1964:110-112) describes pitch as the result of the speed of the vibration of the vocal cords in the voiced part of utterances. Abercrombie (1967:107) while accepting Robin's definitions, is of the view that pitch is by no means a random fluctuation but follows well-defined melodic patterns which are common to the speech community and which are of considerable and social importance.

A number of observations can be made from the above definitions. First, pitch largely depends on the speed of vibration of the vocal cords. Thus, if the vibration of the vocal cords is fast: the pitch of voice accordingly becomes high. To that extent, therefore, pitch is a feature of voiced sounds. Secondly, although variation is common to all natural languages, it is by no means distributed at random; it is organized: and the way pitch is utilized by languages seems to be specific to them. In other words, every language has its way of utilizing pitch either to signal intonation (like English or German), accent (like Japanese or Ancient Greek) or lexical (like Hausa, Yoruba, Igbo, Chinese or Korean languages). Normally when a language makes use of pitch over phrases to define intonation, it does not do so simultaneously as a distinctive feature

signalling words. This therefore means that emphasis or prominence will also be signalled differently across languages. English for example uses focus, or emphatic to signal prominence, e.g. **Zaid went to the market (not Abbah)**, while Hausa (because it is a language with lexical tone) uses word order movements for the same function, e.g. *Ai Zaid nee yaa tafi kasuwa* 'it was Zaid that went to the market'. In the English language again, it does not matter whether one says (dog) with a high pitch or a low pitch: it will still mean (dog). However, if one should say (há) with a high pitch in Hausa it will mean "open your mouth" as mothers often say to their children. Whereas if one says (hà) with a low pitch, it will be exclamation, meaning, "something has happened" or someone has been thrown as in wrestling bout. Language in which regular sequences of different pitches characterize stretches of speech between sounds are said to be intonation languages, whereas languages in which pitch differentiation marks the distinction between one word and another are known as tone languages. English, French, German and many Indo-European languages belong to the first category, while most African languages such as Hausa, Yoruba, Ibo, Izon and Ewe etc., belong to the second category. Discussion of pitch variation across languages is necessary to make sense of the overall focus of this paper. One important reason is that the subject of our paper is mainly on the differentiation in the utilization of pitch between the educated speakers of Nigerian English and the speakers of British English. Let us now link to the discussion of tone related matters.

The Research findings for Media house problems on wrong pronunciations of both foreign and home languages.

Orthography development etc.

The media houses, be it audio (Radio) or audio-visual (Television) have always taken for granted the manner their Newscasters pronounce some words of English and names of people. In Africa, there are instances of language coincidence where a word in language A means somethings palatable and the reverse in language B. We are in the knowing that Tonal -languages have careful production of words to avoid misinformation or embarrassments. It should not be an excuse to mispronounce a word or name because you do not speak the language. It is a duty-bound on a Newscaster to rehearse before presentation and in the process learn to pronounce accurately by consulting dictionary or language speakers of names on the News Bulletins. Similarly, Master of Ceremony or the like should as well take interest in correct pronunciation of names of persons or places. Many a times, we are embarrassed or embarrassed someone by way of pronouncing some words wrongly, which could mean a reverse or vague in the language.

Similarly, our Newscasters should see it necessary to learn to pronounce foreign names in the News bulletin, and to do this could mean listening to the foreign News and constant practice of pronouncing the names. Like we have in names around us, the foreign names could mean something else when it is wrongly pronounced.

Orthography Development

In modern time, economy has been a universal term for life. In my journey as a Linguist, and particularly a phonologist, I have realised that phonology too needs economy, and can be seen as “Economy of Phonology”. It means the knowledge of economy in the use of orthography for words and maintain accuracy in the phonological Markedness Constraints of the sound usage. In my thinking, we should minimise use of orthography unnecessarily and make use of tolerable and void of excesses. Some languages in Nigeria have this excesses in word spellings. I was confused when I thought that what I saw should be pronounced such a way. For instance, a word like *Iorshagher* is a name in Tiv and could have been pronounced /iōʃaha/ but pronounced /iōʃai/. The pronunciation has not complied with the Markedness Constraint Condition in phonology. This of course, will make learning the language difficult. What perhaps could be reason for this is the rule of Redundancy, which allows an orthography or two melt together for a new sound (which we call “Coalescence”) as in /t/ and /j/ for “children, bench, church”, /p/ and /l/ for “please”, /k/ and /s/ for 'x' in “box”, or where a sound is completely silent (as in **th**ough, **to**ugh, **P**neumonia, **l**isten, **b**ristle, **m**ortgage, **s**often, **w**restle, **h**ustle, **b**allet, **w**rangle, **w**reck, **w**rench etc.) And even then, the process has not portrayed any instance of many orthography redundant in pronunciation like some of the African languages, and particularly in Nigeria, in language like Tiv (in Benue) or Ngas (Ngas in Plateau).

Possible collaborations: my university is willing to collaborate with the national and state Media to improve the quality of pronunciation of our News Broadcastings. Language extinct is

true from what we witness from old languages (Latin and Greek) which speakers pronounce any how, or some languages that have no standard orthography and are written at the description of an author. In order to avoid language extinctions, government at all levels should engage phonologists to design orthography for many unpopular languages under their jurisdictions.



Your language, my language

It is a fact from our discussion that phonology predates orthography and the only natural knowledge which needs little efforts. Before now, we speak with little effort of imitation from parents and the child language environment, but in recent time, it

becomes a field of knowledge to learn to speak accurately as a native or as a second language speaker. It is not out of place that I felt we should do the right thing, and particularly pronunciation, which can confuse or mislead the listeners. My language becomes yours when it is appropriately pronounced and vice-versa.

We can from here deduce that the knowledge of sounds and patterns of usage in my language or your language should be taken with all seriousness and used appropriately in oral speeches.

The linguists should be all out to device underlying diacritics to ke language specific diacritics of languages around them.

Government should make it a policy to providing orthography for many unwritten languages in order to sustain them and for eventual use for information and social interactions.

Certainly, there is no point saying language has made the world a global village, without it there would have been nothing to hear or ask about. After all, we would have been on our own. But the importance of it has brought us together, although it must be said/pronounced correctly for accurate intelligibility. If we fail to pronounce correctly, the tendency will be that you will not understand me or I will not understand you and by that, the world we live in would have been full of confusions and misconceptions of messages by you or me. We remained ever grateful to the Creator of this specie called 'Man', if there had been no language (properly and accurately pronounced) according to Skutnabb – Kangas (1981) “each and every one of us would have re-invent things already discovered”.

Conclusion

What is obvious from this lecture is that phonology (which includes sound outlines, tone and intonation) of different languages have different patterns. While the tone has its role on the syllable structure of the intonation, contours (which applies to most if not all languages) rely on the sentence or utterance and it refers to meaning distinction. Most importantly, the knowledge of phonology, with all its reflections, is very hard to disentangle with the language and has critical implication for teaching and learning it. For English in Nigeria as a medium of instruction, and since the beauty of English language is in its intonation which bears its melody and musicality, there is need to improve our pronunciation of English. This is against what obtains mostly in our schools where grammar and writing skill take precedence to spoken English thereby leaving the linguistic and communicative resources untapped.

The way forward here, is to reorient the teaching and learning of English with accurate pronunciation, especially with the correct use of intonation patterns of English. In addition to these, emphasis should be on the proper utilization of modern multimedia resources in both teaching and learning of spoken English in Nigeria.

It is probably for those reasons mentioned earlier in this lecture that I felt that linguists should be ready to make predictions about the broad issues to do with aspects of orthography development, accuracy of phonemes to correspond with their symbols in the subsequent focus of phonology.

Future plans of the researcher is to encourage the Management of Federal University of Lafia to organise Workshops on orthography development for languages yet to have a standard writing orthography, and short courses on pronunciation of English language for Media Newscasters for a better quality understanding. The training shall not be limited to just pronunciation of words of English but also national names from languages in Nigeria.

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that Allah forgive all his shortcomings, Amin.

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My second place of work from UDUS is Sokoto State University, Sokoto. I wish to thank all members of staff of the Department of

English and Linguistics. They include; Dr Fadare, Nureni Oyewole, Dr. Zainab Abdulkarim, Dr. Halima Abdullahi, Malama Fatima Isah Wasagu, Mals. Haliru I. Gidadawa, Shuaibu Adamu, Shehu Aliyu Waziri. I appreciate Prof. Aliyah Ahmad Adamu, Dr. Sakina Ahmad Adamu (both of the Department of Nigerian Languages, Hausa) and all academic and non-academic staff of SSU, Sokoto.

I always remember my classmates at Sokoto Teachers' College under the name SToba'83. To mention few of them are: Alh. Mustapha Jibo, Sheikh Abdul-Fatah Yusuf, Arc. Abdul Abdul-Salam, Maisarauta (Rtd) Alh. Abubakar Muhammad, Alh. Ahmad Muhammad, Manager Alh. Abubakar Jimoh, Dr. Abdullahi (Former Edu. Sec.), Rtd. Immig. Ahmad Ibrahim, Alh. Umar Garba Kano, Alh. Sidi Aminu, Dr. Yahaya Harande, Alh. Yahaya Danial, Alh. Haliru Sifawa, Dr. S. M. Babangida, Alh. Aminu S/Fada, Dr. Bello Suleiman, thank you all for being there for me.

Hmmm, I came to the Federal University of Lafia not on my own but with the assistance of my brother and Mentor, Prof. Hamza Muhammad Maishanu, who felt that Sokoto people do not always like to leave home. Initially, I did not like the idea but with my experience of excursions I had with students of my department for years, I agreed to stay. Today, as a happy individual that love people and loved by people, I found the peace I wanted. The university has shown me love from the time I came. Some persons have contributed positively to my stay in FULafia, prominent among such persons is the role model Mentor that took over the role of Prof. Maishanu in my department. And that is Professor

Idris O. O. Amali who has passionately encouraged me and graciously shown me through my stay and has groomed me for this humble profession. He led by example as a Mentor and trained me how to mentor others. With his desire and interest for me, I have been able to come this far. To these two prominent men in my life, I say a big thank you.

I want to thank all my esteemed Colleagues in the Department of English and Literary Studies, both teaching and non-teaching who have been wonderful members of the ELS Family. Let me start by showing my indeterminate gratitude to my Head of Department, Prof Halima Idris Amali who sees every person equal and treats as such, other members of the ELS Family include Prof. Al-Bishak, Dr. Adam Al-Amin Abdullahi, the Ag. Dean, Faculty of Arts, Dr. Joy I. Nwiyi, Dr. Blossom Ottoh-Agede, Dr. Bilkisu Adamu. Dr. Attah Michael Abashi, Dr. Onwukah Orji-Mba, Dr. Joseph Alagbe, Dr. Chika Ose-Agbo, Dr. Emmanuel Shior, Dr. Solomon Fashie Aongo, Dr. Karen Dogoh, Mr. Sunday Adigun, Mrs. Ene Edache, Mr. Abubakar Garba Sharubutu, Mr. Mohammed Shamwilu, Mr. Abdul-Aziz Hussaini, Mrs. Esther Mesuur Ape, Mrs. Ugo Uvara, Miss. Mercy Ape, Mrs. Ladi Idachaba, Mr. Asuquo Gregory, Mr. Joseph Moses, Mr. Tanko Musa, Haj. Maryam Agwai, Mr. Ayomide Adefisan Adetunji and all other members of the ELS family. I thank you all for the support, assistance, and commitment given to me as a colleague in the department. To me, you are assets to the department.

I wish to thank my colleagues from other departments in the faculty; they include Prof. Victor S. Dugga, a mentor that I cherish,

Prof. Okpeh O. OKpeh, Prof. Adam Adebayo Sirajudeen, Prof Muhammad Tanko Aliyu, Professor Zara Kwaghe, Prof. Paul Haaga, Dr. Joseph Igono, Dr. Ilya Kim, Dr. Musa Sankira, Dr. Idris Muhammad Muhammad, Dr. Maitakarda Adhama, Mrs. Zainab Moyi, Mr. Kabir Danja, Mr. Aliyu Usman, Dr. Rafiu, Mr. Aliyu Usman, Dr. Ezekiel Obuje, Dr. Abeha Gertrude Machunga, Dr. Loveday, Mr. Yusuf Muhammad Baba, Mrs. Princess Agbo-Fola Mr. Yukub Ayinla, Sheikh Abubakar, Dr. Yusuf Salih Madahu, Mr. Safyan Awwal Sidi and others across the university are: Professor Rebecca Ape, Prof. Ali Is'haq Shugaba (DVC. Admin.), Prof. Aleruchi Chuku (DVC. Academic Affairs and chairperson in my committees), Prof. Ismail Usman Dakyes (DVC. Reseach and Partnership), Prof. Mohammed Isa Kida , Chairman Provosts, Deans and Directors, Prof. Suleiman Philip Ivom Ogah, Prof. Abdullahi Dan'Asabe Jibrin, Prof. Abu Egwa Ozegya, Prof. Nasirudeen Mohammed Baba, Prof. Abdulrazaq Baba, Dr. Dlama Zira Joseph, who has been very helpful to put this report in a better shape, Prof. Uji W. T., Dr. Bininchi, Prof. George Genyi, Prof. Dalhatu Yusha'u, Prof. Khalil Ibrahim, Prof. Blaise Gundu Gbaden, Prof. Ibrahim Ogiri Hassan, Prof. Emmanuel Kwon-Ndung, Prof. Sadiq Aliyu, Prof. Ilemona Adofu, Dr. Aisha Bello, Dr. Fatima Adamude and all too plentiful to mention. I want to thank the University Registrar, Mr. Nurudeen Abdu who signs any Good News that comes for me, and some individuals the Personal Secretary to the VC, Mr. Ozomata Bashir, Mr. Faruku Ahmad and many others. My appreciation will be incomplete without mention of the committee saddled with organising the Inaugural Lectures under the Chairmanship of Prof. Josephine Odey and the Secretary, Dr. Ahmed Rabi'u , and to the students (Postgraduate

and Undergraduate) of the Faculty of Arts like the FASA Executives and all students of the faculty, the Department of English and Literary Studies like Miss. Bilkisu Idris Doma, Aliyu Jibrin, Lt. Col. Umar Jafaru Idris (NACEST) Abdul Muhammad Ademu, Danji Sabo, Samson Okpe, Idris Adara and too many others to mention from this great University, I say a big thank you.

I wish to thank the people of Lafia who have shown me love and care, particularly when I came new in 2017. They include; Shamsudeen Musa Maina, Hon. Zaid Ahmad Babalungu, Abdullahi Ahmad Babalungu (University Library), Nuhu Ahmad Babalungu, Mr. Habibu Kasimu Ahmadu, Baba AbdulHamid Muhammad (Baba Maineman Arziki), Alh. Muhammad (Ya cancanta), too many to mention.

My special appreciation goes to the Muslim Ummah of Federal University of Lafia (MUFULaf) for the kind of love and trust shown to me on resumption of duty in 2017. To mention few of them are: Egr. Haruna Babansabuwa, Chairman (MUFULaf), Mr. Isa Tukur Keffi, Abdulaziz Yusuf, Mr. Mustapha Idiarmo, Zakariya Shuaib, Amirah Habiba, Dahiru Idris Doma, Mr. Musa Dahiru, Imam Munkaila, Haj. Amina Garba, and numerous others to mention. I say to you all, JAZAKUMULLAHU KHAIRA.

When I came to Lafia new, I felt the need to associate with the Sakkwatawa around and the first person I met is Mal. Muhammad Lawal Goranyo, Mal. Abu and few others. They have shown love and concern. I thank you all.

Mr. Vice-Chancellor Sir, I wish to thank you again and again for the support and encouragement I received from you and also thank your Deputy Vice Chancellors for similar encouragement they box-out to me at any time of distress.

Finally, Mr. Vice Chancellor Sir, I cannot conclude without re-emphasizing my gratitude to you in all respects. I know my words cannot convey the message as it is carried in my heart, yet I believe you understand me beyond my words. I cherish and appreciate your kind heartedness and sincerity of purpose for all the steps you take in all that you advanced.

I say to you all my unquantifiable gratitude and pray that the Creator of the Universe rewards you.

May Allah in his infinite Mercies shower on us and our families the best of all times.

Thank you all.

Citation of Professor Ibrahim Awwal

Ibrahim was born to the family of Lawal (Awwal) and Ni'imatullah on the 26th August, 1962. After the early Islamic Education, he was enrolled into primary school two years after attempts because his hands could not reach the ear-lobe of the opposite side of his head. His father, at one time had to be lifting him up by his hands to see if that would make them long to enable him start school with his younger ones already in classes. His primary education was very interesting because he quit a school for another anytime he received any good news about a new school (Sultan Tambari Model Primary School, Gwadabawa, Barau Model Primary School, Dogon-Daji to Turaki Model Primary School, Sokoto). In this character, he completed the primary education (Primary 1-7) in about ten years when his younger brother was already in Form Three (3) in a high school. He had his secondary education from Sokoto Science College (then Sokoto Teachers' College) where he obtained a Grade Two Certificate. In 1984, he went through a Remedial Programme under the then University of Sokoto (Unisok.) called Special Pre-Degree, which ran for just one year for students with Nine Credits and was found qualified for University Education. When he was to begin the Degree programme, the culture then was to go through an Elderly Statesman (then Wazirin Gwandu Emirate), who serves as a Career Guidance Counsellor and who chose a course for any candidate of Sokoto State, and Education/English was chosen for him. Alas! This was a young man who had wanted to study Medicine. After the B.A. Education (English) in 1988, he took up

the first appointment with the Federal Ministry of Education in 1989 to teach English at Federal Government College, Sokoto. In 1992, he joined the College of Education, Sokoto (now Shehu Shagari College of Education) as a Lecturer 11 to teach English (which includes language and literature). While at the college, he was appointed as Examinations Officer for the department, School of Languages, and finally Deputy College Examinations Officer. After some years in service, he went for a Master's Degree at the University of Ibadan and completed in 1998 Session. Upon his returned from UI, the College made him one of the Lecturers for the Degree Programme which commenced in 1999/2000 Session. By the 2001, he took up a lecturing appointment with his alma mater, Usmanu Danfodiyo University, Sokoto. After a year in UDUS, he was appointed the Examinations Officer, the responsibility he held for six years. However, he enrolled for his PhD programme in 2004 and graduated 2010. He went through the rank from Lecturer 11 in 2001 to Senior Lecturer in 2010. He was amongst the pioneer lecturers of Sokoto State University, Sokoto from inception in 2013 as a Visiting Lecturer up till 2015 when he took up an appointment with the university. He later moved his appointment to Federal University of Lafia in 2017 and from there went through the rank of an Associate Professor 2019 to a Full Professor of Linguistics in October 2022.

Responsibilities

He held many responsibilities as a lecturer and among which are the followings: **Examinations Officer**, **Deputy College Examinations Officer**, and **Deputy Dean**, School of Languages, SSCOE, Sokoto. At UDUS, he was **Examinations Officer**,

Department of Modern European Languages, **Member of Welfare Committee**, ASUU, **Faculty Representative** on the Board of College of Health Sciences, **Coordinator**, Association of Faculty of Arts and Islamic Studies Students (AFAISS) **Postgraduate Coordinator**, Department of Modern European Languages and Linguistics, **Chairman**, Publicity Sub-committee, UDUNESA Conference, UDUS. In 2014 when at Sokoto State University, Sokoto, he was made the **Examinations Officer** Department of English Language and Linguistics, **Secretary**, Scientific Committee of ICCC 2014 Conference, **Member**, Local Organizing committee for the 1st International Conference, SSU, Sokoto, **Chairman**, Committee for Faculty Seminar, Conference and Journal, and in July, 2015 to Jan, 2018 **Ag. Head**, Department of English Language and Linguistics, Sokoto State University, Sokoto. He chaired and served as member of several committees in Sokoto State University, Sokoto. After moving his service to Federal University of Lafia in 2017, he has served in different capacities, from **Coordinator**, Postgraduate Studies, **Member**, Resource Mobilisation Committee for the Construction of Federal University of Lafia Central Mosque, Faculty of Arts Representative at Senate Committee on Examinations Misconduct Committee to several other committees as chairman or a member Prof. Ibrahim Awwal is well published and has over forty (40) published articles in reputable journals, home and abroad, many Book Review and Book chapters to his credit. He has attended Conferences, home and abroad, Seminars and Workshops. He has supervised over a hundred undergraduate Projects, forty M. A Dissertations and six PhD Thesis, among them are; Dr. Attah Michael Abashi and Dr. Bilkisu Adamu. Currently, he is

supervising over Twenty M.A and Ten PhD.

Ibrahim Awwal has been involved in External Examinations of Postgraduate studies of some Universities in Nigeria and has equally taken part in the assessments of lecturers for Associate and Full Professorial Cadres across the Nigerian Universities.

Community Services

As part of his community efforts, he has been involved in many activities among which are: a one-time **Chairman**, Organising Committee for Ramadan Lectures, Muslim Ummah, Federal University of Lafia, **Vice Chairman**, Muslim Ummah of Federal University of Lafia (MUFULaf). Took part in Islamic Programmes on Nigerian Television Authority, Sokoto and was on 'Islam Our Choice' a Weekly programme on Rima Television, Sokoto. He was a **Guest**, 'Career Guidance on Choosing English as a Course in the University' A National Broadcasting Programme, NTA, Sokoto Network Centre (2007).

Some of the Professional Bodies he has a Membership includes:

- (i) Member, Linguistic Association of Nigeria (LAN)
- (ii) Member, Nigeria English Studies Association (NESA)
- (iii) Member, Association of Nigerian Authors (ANA)
- (iv) Member, English Studies Association of Nigeria, North-Central (ESAN)

AWARDS

1. The **Best Graduating Student** of Sokoto Teachers' College set **1983**
2. Sokoto State Governor's Special Award for Training and Leading team of students Sokoto State University, Sokoto to 6th Inter-Tertiary Institution Debate Competition in Africa with the theme: “The Post 2015 Development Agenda of the United Nations is Achievable?” organized by Impact Africa International, held on 17th May, 2014 in Cotonou, Republic of Benin.

Family Life

Ibrahim Awwal is happily married to Late Sakina Abdul-Salam, a Health Technologist and Nursing Sister with double qualifications, Haj. Zainab Aliyu, a classroom Teacher and Haj. Bilkisu Suleiman with many children and grandchildren.

INAUGURAL LECTURE SERIES IN FEDERAL UNIVERSITY OF LAFIA

S/NO.	AUTHOR	TITLE	DATE
1.	Prof. Mbe Nja	A Digital Glance at Policy Implementation	16 th Dec., 2015
2.	Prof. Moses Udo Ikoh	Sociology of the Criminal, Arc of Tension and Harvest of Insecurity in Nigeria: Patterns, Linkages and Implications for National Security	29 th Sept., 2021
3.	Prof. Amin Zaigi Ngharen	History, Culture and Resistance	24 th Nov., 2021
4.	Prof. Matthew O. Aremu	Exploiting Underexploited Plant-Based Foods	23 rd Nov., 2022
5.	Prof. Uji Wilfred Terlumun	Migrations, Social and Economic Development in Historical Trajectory	12 th Dec., 2022
6.	Prof. Okpeh O. Okpeh, Jr	The Historian as a Catalyst: History, Ideology and the Social Process	14 th Feb., 2023
7.	Prof. Idris O.O. Amali	Oral Poetry as Repository of Knowledge: An Investigation of Idoma Alekwaafia Masquerade	5 th June, 2023
8.	Prof. Christian C. Echeta	Daring the Jungle of Research in Ceramics: Contending with its Technical Realities and the Diplomacy of Colour	14 th June, 2023
9.	Prof. Aleruchi Chuku	Indoor Fungi: Friends or Foes?	22 nd June, 2023
10.	Prof. Rebecca Ape	Health Information Needs of Nigerians: An Integrative and Inclusive Approach to Library Services for National Development	10 th October, 2023

11.	Prof. David B. Ugal	Fertility: A Double Edged Sword	22 nd Nov. 2023
12.	Prof. Monday U. Ukwela	Insects: Diversity, Natural and Strategic War	12 th March, 2024
13.	Prof. Ilemona Adofu	Navigating Nigeria's Economic Horizon: Can We Harness Monetary Policy Reforms to Achieve Financial Deepening for Sustainable Growth?	16 th April, 2024
14.	Prof. Zara E. Kwaghe	Herstory in the Making of Modern Nigeria: Patriarchy, Women and the Politics of Knowledge Production	14 th May, 2024
15.	Prof. Victor Samson Dugga	Applied Theatre: The Science of Individual and Community Transformation	28 th May, 2024
16.	Prof. Blaise Gundu Gbaden	From Long Trains in the Wet Soil to Social Ideation: Individuations on Art, Inspiration and Nigeria	25 th June, 2024
17.	Prof. Abdullahi Dan'Asabe Jibrin	State, Power Struggle and Paradox of Development in Nigeria	25 th June, 2024
18.	Prof. Abu Egwa Ozegya	Communication Strategies, Inclusive Practices and Education of Children with Hearing Impairment	31 st July, 2024
19.	Prof. Adam Adebayo Sirajudeen	Beaming the 'Dark Africa': Construction, Deconstruction and Reconstruction of Afrabic Historiography	14 th August, 2024
20.	Prof. Surajudeen A. Junaid	Tales of Man's Travails and Triumphs as the Battle with Viruses Rages on	24 th Sept. 2024
21.	Prof. Nasirudeen Mohammed Baba	Dirty Stone and Biomass: Feedstocks for Sustainable Energy and Industrial Chemicals	2 nd October, 2024

22.	Prof. Halima Idris Amali	Burning Down the House of Knowledge: The Fall of Idoma Folktale Performative Tradition	6 th November, 2024
23.	Prof. Ali Is'haq Shugaba	Between Creation and Dying: Of Structures, Functions and Diseases	13 th November, 2024
24.	Prof. Mohammed Isa Kida	Unveiling the Dynamics of Financial Fraud in Nigeria's Public Sector: The Crucial Role of Accountants and Auditors in Perpetuating and Deterring the Menace	20 th November, 2024
25.	Prof. S.P.I Ogah	"Dirt" Eating (Geophagy) and Kinetics of Geophagic Constituents in Healthy Tissues and Organs	27 th November, 2024
26.	Prof. Linda Kwon-Ndung	Advancing Gender Justice and Women's Empowerment for Sustainable Development Through Political Economy Outlook	13 th March, 2025
27.	Prof. Ibrahim Awwal	"Phonology for all Ages: your Language, my Language"	9 th April, 2025

SIGNIFICANCE OF INAUGURAL LECTURE IN FULAFIA

The rite of passage to be come a Professor in a University has for hundreds of years included the test of having to profess one's knowledge to a lay audience and fellow academics. Indeed, the origin of the title 'Professor' comes from the need to profess, or declare publicly, one's knowledge. The occasion of Inaugural Lecture Presentation is, therefore, an essential component of the University's public events through which the institution engages with audiences with a broader interest in its research, including funders and decision-makers from Government, Academia and Industry. Professionals and Academics gain a unique opportunity to engage across knowledge boundaries for the benefit of mankind.

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To become a renowned institution of learning, research and innovation for positive socio-economic transformation of the nation

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Integrity, Innovation and Excellence

