



CONTRASTIVE ANALYSIS OF ENGLISH AND KORO ASHE PLOSIVES IMPLICATION FOR ESL LEARNING

JATAU, STEPHEN, Ph.D

Department of Arts Education (English Education Unit)
Nasarawa State University, Keffi
jataustephen@nsuk.edu.ng; 08039110288

JENO-MARY ENIGHE, Ph.D

Department of Arts Education (English Education Unit)
Nasarawa State University, Keffi
jenomaryenighe@nsuk.edu.ng; 0904897465

ASHOM MUSA MAISAMARI, Ph.D

University of Abuja
ashommaisamari@uniabuja.edu.ng; 08036018019

Abstract

The study examines the Contrastive Analysis of English and Koro Ashe plosives; Implication for ESL Learning. The paper aimed at contrasting the English and Koro Ashe plosives in order to asserting the areas of their divergence and convergence for improved pedagogy. The study was guided by two (2) research objectives and two (2) research questions. The research design employed in carrying out this investigation was descriptive survey. The population of this study consisted of Koro Ashe primary 4 ESL learners in Karu Local Government Areas Nasarawa State. The sampling technique used in the study was multistage random sampling in which 20 Koro Ashe primary 4 ESL learners were randomly selected for the study. The researcher used Test of phonology production (TPP) as an instrument to carry out this investigation. Contrastive Analysis (CA) theory was used to conduct the study. Simple frequency count and percentage were the methods employed to analyse the data for this research. The findings of the study showed that, the dental consonant sounds /θ/ & /ð/, posed pronunciation difficulty to most Koro Ashe ESL learners due to the absence of the sounds in the phonemic inventory of Koro Ashe. The dental fricatives /θ/ was substitute for /t/ in the word 'through' /θru:/ to pronounce as /tru:/, while the consonant /ð/ in the word 'then' /ðen/ was pronounced [den]. The errors made by the subjects were stemmed from L1 interference to L2, the complex nature of English language spelling system and developmental errors arose from incomplete learning. It was recommended that oral aspect of this spoken English should be taught earlier to our children in nursery and primary schools, to minimize the pronunciation problem that affects the speech of adult L2 speakers of English.

Keywords: *Contrastive Analysis, plosives consonants, English language, Koro Ashe language & ESL Learning.*

Introduction

Language is a main tool for communicating with people around the world. It is an indispensable part of human beings. Every language is unique and needs to be adequately described, documented, and used by its speakers. The communicative role of language all over the world is achieved through the use of sounds often referred to as phonemes (Ashesla & Dada, 2021). Koro Ashe is one of Nigeria's middle belt languages of the Benue - Congo sub linguistic group, whose origin is traced to the then great defunct Kwararafa Kingdom. Due to chieftaincy dispute between 'Koro' and his brother 'Jukun', the Koro people migrated across the River Benue to settle in states such as Nasarawa, Kaduna, Niger, Kogi, Kano and Federal Capital Territory (Abuja). It is worth mentioning that some Koro that migrated to the core north have virtually lost their identities, having



adopted Hausa as their language and Islam as their religion. To put it simply, the Koro people are conspicuously located in the North central parts of Nigeria (Jatau, 2026).

English language has its affiliation to the West Germanic branch of the Indo European family and is regarded as lingua franca i.e., a language which is spoken in many places of the world. In Nigeria, English is spoken as a second language and the official language used in government, media, business, law, education and so on. Resultantly, English language is a compulsory subject, studied as a second language and used as the medium of instruction and communication in all educational institutions in Nigeria (Opeyemi, (2021).

Contrastive Analysis Hypothesis (CAH) is a linguistic theory and methodology used to compare and contrast two or more languages in order to identify similarities and differences between them. The main goal of Contrastive Analysis Hypothesis is to predict potential difficulties that learners of a foreign or second language may encounter based on the differences between their native language and the target language. Hamzeh and Chen, (2018) note that Contrastive Analysis (CA) has been extensively used in linguistics and language. In particular, it is applied in the comparative synchronic investigation of two or more languages or language varieties. Though the primary focus of CA is on differences, it usually concerns both differences and similarities of the languages under consideration. The focus on differences is characteristic for the study of linguistic interference that is the impact of one language on another. As Khalifa (2018) notes, such impact can be positive or negative; in the latter case, it is called negative transfer, which is defined as bringing a wrong linguistic feature from the mother tongue to the second, or target, language.

Pronunciation is a vital aspect of language learning, however, poor pronunciation distorts communication process and intelligibility of what it is being communicated (Opeyemi, 2021). There are certain English language consonants that pose pronunciation challenges to Koro Ashe learners of English. Among them, we have the dental fricative /θ/ in ‘think’ /θɪŋk/ which is realized as /tɪŋk/, while the dental stop /ð/ in ‘then’ is often realized /den/. This sometimes renders their pronunciations unintelligible. It is in consonance with these challenges, that the researchers adopt the Contrastive Analysis approach to the study of English and Koro Ashe and plosives in order to identify the pronunciation difficulties of L₂ speakers of the English language in sound articulation, distinguishing between phonemes and allophones of the mother tongue and the target language (L₂) for improved pedagogy (Niazi, Farhat & Ghula, 2023). It is based on this premise that the researcher undertakes a contrastive analysis of English and Koro Asahe plosives in order to identify the areas of their differences and similarities for improved teaching and learning.

Research Objectives

The following are some the objectives that guided the study:

1. To examine the distributions of plosive consonant sounds in English and Koro Ashe languages
2. To identify the pronunciation constraints Koro Ashe ESL learners have with regard to the production of English plosive consonant sounds.

Research Questions

The following are some the research questions that guided the study:

1. To what extent do the distributions of plosive consonant sounds in English and Koro Ashe languages differ or similar?
2. What are the pronunciation constraints Koro Ashe ESL learners have with regard to the production of English plosive consonant sounds?

Consonant Sounds

Consonants are sounds that are produced by an obstruction of an air-stream either in the pharynx or in the vocal tract; these sounds involving closure of vocal tract partially or completely. Whereas, vowel sounds are entirely divergent from consonants because vowels do not involve



closure of vocal tract. Plosive consonant (/p, b, t, d, k, g,/) are speech sound produced by fully destructing airflow from the vocal tract, building pressure, and releasing it suddenly, creating a small ‘explosion’ or ‘burst’. They occur in voiced and voiceless pairs based on tongue/lip placement (Niazi, Farhat & Ghula, 2023). Risky (2021) states that consonants are produced by the air flow through the vocal tract and disrupt them by particular place of articulation. According to him, English consonant sounds consist of 24 number of phonemes. We can identify and classify them in three ways: according to (1) their places of articulation, (2) their manner of articulation, (3) the state of the voice. Below is a chart showing the description of consonant sounds according to the state of the voice. Firdayanti (2017) sees consonant as a unit of speech sound which differs from a vowel in that there is some obstruction of the breath in its production.

Plosive Consonant Sounds

Plosive consonant sounds are sounds produced with a complete closure in the vocal tract, the air pressure builds up and can be released explosively (Firdayanti, 2017). He maintains that, there are six (6) plosive consonants sounds in English, they are: [b, p, d, t, g, k].

(Firdayanti, (2017) describes the following characteristics of articulation plosive consonant to include:

1. One articulator is moved against another, or two articulators are moved against each other, so as to form a stricture that allows no air to escape from the vocal tract. The stricture is, then, total.
2. After this stricture has been formed and air has been compressed behind it, it is released; that is, air is allowed to escape.
3. If the air behind the stricture is still under pressure when the plosive is released, it is probable that the escape of air will produce noise loud enough to be heard. This noise is called ‘plosion’.
4. There may be voicing during part or all of the plosive articulation.

Firdayanti, (2017) asserts that the production of a plosive is completed in three stages:

1. The closing stage, during which the articulatory organs come together and make a firm contact with each other.
2. The hold or compression stage, during which as a result of lung action, the air behind the closure is compressed.
3. The release or explosive stage, during which the articulatory organs part rapidly, resulting in the escape of the compressed air with explosion.
4. The English Plosive Consonants has six plosive consonants. They are: - Bilabial [b, p] - Alveolar [d, t] and Velar [g, k]. The [p, t, k] are voiceless, and [b, d, g] are voiced.

Table 1: English Consonant Chart Showing the Place and Manner of Articulation of plosives

	Bilabial	Labio Dentals	Dental	Alveolar	Post Alveolar	Palatal	Velar	Glottal
Plosives	p	b		t	d		k	g

Source: Jatau (2026)



Table 2: Koro Ashe Consonant Chart Showing the Place and Manner of Articulation plosives

	Bilabia l	Labio denta l	Alveola r	Palato Alveola r	Palata l	Vela r	Labi o velar	Glotta l
Plosive	p b		t d			k g	kp gb kw gw	

Source: Jatau (2026)

Table 3: Distribution of English plosive Consonant Sounds (R.P)

English plosives		Place/manner of Articulation	Plosives at the initial position	Plosives at the medial position	Plosives at the final position
/p/	voiceless	bilabial plosive	pot /pɒt/,	sport /spɔ:t/	pip /pip/
/b/	voiced	bilabial plosive	boy /bɔi/,	symbol /simbəl/	barb /ba:b/
/t/	voiceless	alveolar plosive	took /tuk/	tortoise /tɔtəs/	pot /pot/
/d/	voiced	alveolar plosive	dig /dig/	kindom /kiŋdəm/	pad /pæd/
/k/	voiceless	velar plosive	kind /kain/	kicking	/kikiŋ/
/g/	voice	velar plosive	game /geim/	giggle /gigl/	gig /gig/

Table 4: Distribution of Koro Ashe plosive Consonant Sounds

English plosives		Place/manner of Articulation	Plosives at the initial position	Plosives at the medial position	Plosives at the final position
/p/	voiceless	bilabial plosive	[pam] 'hold'	[pupa] 'remove'	-
/b/	Voiced	bilabial plosive	[ba] 'come'	[iban] 'enjoyment'	-
/t/	voiceless	alveolar plosive	[tā] 'eat'	[ata:r] 'three'	-
/d/	Voiced	alveolar plosive	[dē:] 'stand'	[idā:] 'tomorrow'	-
/k/	voiceless	velar plosive	[kau] 'farm'	[ekon] 'knife'	[itān] 'spider'
/g/	Voice	velar plosive	[gokpo] 'shift'	[ugam] 'sugar cane'	[ko gig] 'tight'



/kp/	voiceless	labio	velar	[kpam]	[ekpea]	[kpakpa]	
				'hold'	'do'	'catch'	
/kw/	voiceless	labio	velar	[kwer]	[ukwakwa]	[ankwai]	
				'slap'	'cocoanut'	agui] 'fresh corn'	
/gb/	Voice	labio	velar	[gber]	'cut'	[agbetenji]	-
						'lie'	
/gw/	Voice	labio	velar	[gwe]]	a]	[igwer]
					'tight'		'lizard]

The English and Koro Ashe Plosive Consonant Sounds Compared

Plosive consonant (/p, b, t, d, k, g,/) are speech sound produced by fully destructing airflow from the vocal tract, building pressure, and releasing it suddenly, creating a small 'explosion' or 'burst'. They occur in voiced and voiceless pairs based on tongue/lip placement. From the table above, English has six stops or the plosives while Koro Ashe has ten stops or plosives. Both English and Koro Ashe languages have the plosives /b/, /p/, /t/, /d/, /k/, /g/, in their phonemic inventories (Jatau, 2026).

The English and Koro Ashe Plosive Consonant Sounds Contrasted

English plosive consonants consist of six characters such as: /b, p, d, t, g, and k/; while Koro Ashe plosive consonants consist of ten characters such as /b/, /p/, /t/, /d/, /k/, /g/, /kp/, /gb/, /kw/, and /gw/.

All of English plosive consonant sounds can be found in the final position; while some of Koro Ashe plosive consonant sounds cannot be found in the final position.

English /p/, /t/, and /k/phonemes have two realisations (allophones) [p^h]. [t^h] and [k^h] while the Koro Ashe has one allophone [p], [t], and [k]. thus, there is aspiration in the realization of English plosive consonant sounds [p^h]. [t^h] and [k^h], while Koro Ashe, there is no aspiration.

The English language /p,t,k/ in final position is constantly pronounced, while in Koro Ashe, only the [k] is pronounced in the final position (Jatau, 2026).

Previous Studies

Tungkup, Ambarita, Purba and Sitanggang (2023) made contrastive analysis of the consonant sounds of the English language and an anti-heroic song in Indonesian language. The researchers took fifteen consonants of the English language and fifteen from Indonesian consonants selected from a heroic lyric song and made a comparison of these sounds by using contrastive analysis approach. The findings of the research revealed that there are various similarities in the consonant sounds of both languages. The findings showed that consonants /s/ and /r/ are used in initial, while consonant /t/ is used in the middle and final positions in the English language. Moreover, /h/w/r/l/ sounds did not appear in the middle position and sounds of /b/d/f/g/k/r/t/v/w/ did not appear in the final position. Research findings revealed that in Indonesian language /b/ and /k/ are found in the initial /r/ in the middle and /m/ in the final position.

Simbolon, Hutahaeon and Sitanggang (2022) in his research study compared the consonants between English and Batak Toba languages; he made comparison of the consonants of these two languages in educational setting. Findings of the research suggested that there is smaller number of consonants in the English language as compared to the Batak language. Findings of the research suggested that there is smaller number of consonants in the English language as compared to the Batak language.

Theoretical Framework

The study is anchored on Contrastive Analysis Hypothesis (CAH) by Fries while Lado (1957) devised the theoretical foundations for contrastive analysis hypothesis claiming that when a



learner learns a new language, the similar notion of the target language with native one, would be easy to capture for the learner while dissimilar concepts of target language would become complicated due to non-availability of the same elements in mother tongue. The Contrastive Analysis Hypothesis (CAH) is a linguistic theory and methodology used to compare and contrast two or more languages in order to identify similarities and differences between them. The main goal of Contrastive Analysis Hypothesis is to predict potential difficulties that learners of a foreign or second language may encounter based on the differences between their native language and the target language. Hamzeh and Chen, (2018) note that the primary focus of CA is on differences, it usually concerns both differences and similarities of the languages under consideration. The focus on differences is characteristic for the study of linguistic interference that is the impact of one language on another.

Considering the topic of this paper; “Contrastive Analysis (CA) of the Koro Ashe and English languages back vowels...” CA is the suitable theoretical framework for this study, because it involves comparing the phonological features of Koro Ashe and English which have practical objectives of showing the convergence and the divergence for improved pedagogy.

Methodology

The study examines the Contrastive Analysis of English and Koro Ashe Plosive consonant sounds; Implication for ESL Learning. The aim is to find differences and similarities between the two languages to improved pedagogy. The study was guided by two (2) research objectives and two (2) research Questions. The research design employed in carrying out this investigation was descriptive survey. The population of this study consists of primary 4 Koro Ashe ESL learners in Karu Local Government Areas, Nasarawa State who are native speakers of Koro Ashe. The sampling technique used in the study was multistage random sampling in which 20 Koro ESL students were randomly selected for the study. The researcher used Test of phonology production (TPP) as an instrument to carry out this investigation. Cronbach coefficient alpha method of estimating reliability was employed and reliability index was 0.8, which shows that the instrument was highly reliable. Contrastive analysis approach and Simple frequency count and percentage were the methods employed to analyse the data for this research. The formula adopted for the Simple frequency count and percentage was as follow:

$$\text{Percentage} = \frac{F \times 100}{N}$$

Where: F = Total of the Responses.

Data Analysis

Research Question 1: Distributions of Consonant Sounds of English and Koro Ashe Languages

Table 5: Distribution of plosive consonant sounds /p/ and /b/ in Koro Ashe and English Languages

English Language		Koro Ashe				
Consonant Sounds	Initial	Medial	Final	Initial	Medial	Final
/p/	/pæt/ ‘pat’	/pɜ:pə/ ‘paper’	/pip/ ‘pip’	/per/ ‘beat’	/ipā:mā/ ‘pipe’	[pop] ‘come suddenly’
/b/	/bin/ ‘bin’	/ba:bə/ ‘barber’	/tæb/ ‘tab’	/ber/ ‘fetch’	/eber/ ‘grass’	-



/t/	/tin/ 'tin'	/sist ə 'sister'	/ /	/pɒt/ 'pot'	/tɛtɛ/ 'elder'	/utɛtɛ/ 'try'	-
/d/	/dɔg/ 'dog'	/digiŋ/ 'digging'		/did/ 'did'	/dē/ (stay)	/uda/ 'cutlass'	-
/k/	/kain/ 'kind'	/kikiŋ/ 'kicking'		/kik/ 'kick'	/ka:/ 'stir'	/kaka/ 'cover'	/okak/ 'roof'
/g/	/gud/ ;good'	/gugəl/ 'goggle'		/gig/ 'gig'	/golo/ 'roll'	/ugou/ 'medicine'	[kigbag] 'far'

The distribution of the consonant sounds /p/ and /b/ in the table above indicates that, the sound /p/ and /b/ occurred in all positions in the English language, however, the /p/ occurred in all positions in Koro Ashe while the /b/ only occurred at the initial and medial positions in Koro Ashe. The implication of this is that, there is the tendency for Koro Ashe ESL learners to have difficulty in realising the /b/ in the final position in the English words /tæb/. There is a possibility of the ESL Koro Ashe learners to silent the final /b/ in 'tab' /tæb/ to be rendered as /tæ/ which might affect the intelligibility of what it is communicated.

The distribution of the consonant sounds in the table above shows that, the two sounds /t/ and /d/ are present in English and Koro Ashe languages. The /t/ and /d/ consonants occurred in all positions in the English language. However, the /t/ in the Koro Ashe language is found only at the initial and final positions and /d/ occurred only at the medial position. The implication of this is that, there is the possibility of Koro Ashe ESL to have difficulty in realising English words that have the sound /t/ at the final position in word like /pit/ 'pit'.

The distribution of the consonant sound /k/ in the words initial, medial and final positions in English and Koro Ashe languages revealed that, the consonant sounds /k/ occurred in all positions in the English language and so also in the Koro Ashe language, There is the possibility of Koro Ashe ESL not to have difficulty in realising /k/ in all positions of words in English. The distribution of the consonant sound /g/ in the words initial, medial and final positions in English and Koro Ashe languages revealed that, the consonant sound /g/ is present in English and Koro Ashe languages and it occurs in all positions. The implication of the presence of the consonant /g/ in Koro Ashe is that, ESL learners might not have difficulty in realising the English words that have the /g/ sound in words like 'dig' /dig/ and /gig/ 'gig'.

Research Question 2: What are the constraints Koro Ashe ESL learners have with regard to production of English plosives?

Table 6: Showing the Realization of Plosive Consonants /p/, /b/, /k/ & /g/ by Koro Ashe ESL Learners

S/N	Plosive Consonants	Words	IPA	Participants' Deviations	Sound substituted	Pass (%)	Fail (%)
21	/p/	pack	/pæk/	[pæk]	-	20(100%)	0 (0%)
		purpose	/pɜ:pəs/	[popos]	-	20 (100%)	0 (0%)
		cup	/kʌp/	[kop]	-	20 (100%)	0 (0%)
22	/b/	bin	/bin/	[bin]	-	20 (100%)	0 (0%)
		barber	/ba:bə/	[ba:bæ]	-	20 (100%)	0 (0%)



		tab	/tæb/	[tap]	/b/ for /p/	5 (5%)	95 (5%)
23	/k/	king	/kiŋ/	-	-	20 (100%)	0 (0%)
		account	/əkaut/	-	-	20 (100%)	0 (0%)
		sick	/sik/	[sik]	-	20 (100%)	0 (0%)
24	/g/	good	/gud/	[gud]	-	20 (100%)	0 (0%)
		bigger	/bigə/	-	-	20 (100%)	0 (0%)
		big	/big/	[big]	-	20 (100%)	0 (0%)
	/t/	tin	/tin/	[tin]	-	20 (100%)	0 (0%)
		potter	/pɒtə/	[pɒtæ]	-	20 (100%)	0 (0%)
		cat	/kæt/	/kæ/	/t/ is silent	6 (30%)	14 (70%)
	/d/	dog	/dɒg/	[dɒg]	-	100 (100%)	0 (0%)
		daddy	/dædi/	-	-	100 (100%)	0 (0%)
		dad	/dæd	/dæ/	/d/ is silent	8 (40%)	12 (60%)

Analysis on table above indicates that, 100% of the respondents were able to pronounce the consonant /p/ at the initial position in word ‘pack’/pæk/ correctly due to the presence of the consonant /p/ in Koro Ashe. For the production of the consonant /p/ at the medial position in word ‘purpose’ /pɜ:pəs/, 100% of the respondents were able to pronounce the /p/ due to its presence in Koro Ashe. For the production of the consonant /p/ at the final position in word ‘cup’ /kʌp/, almost 100% of the respondents were able to pronounce the sound /p/ correctly, due to the presence of the consonant /p/ in both languages.

For the pronunciation of the consonant /b/ at the initial position in word ‘bin’/bin/, 100% of the respondents were able to pronounce it correctly due to the presence of the consonant /b/ in Koro Ashe. In realising the consonant /b/ at the medial position in word ‘barber’/ba:bə/, almost 100% of the respondents were able to pronounce the /b/ correctly due to its presence in Koro Ashe. For the production of the consonant /b/ at the final position in word ‘tab’ /tæb/, almost 95% of the respondents failed to pronounce the sound /b/ correctly due to the absence of the sounds at the final position in Koro Ashe language.

In pronouncing the consonant /k/ at the initial position in word ‘king’/kiŋ/, almost 100% of the respondents were able to pronounce it correctly. In realising the consonant /k/ at the medial position in word ‘account’ /əkaut/, almost 100% of the respondents were able to pronounce the /k/ correctly. For the production of the consonant /k/ at the final position in word ‘sick’ /sik/, almost 100% of the respondents were able to pronounce the consonant /k/ correctly due to its presence in the phonemic inventory of Koro Ashe.

In pronouncing the consonant /g/ at the initial position in word ‘good’/gud/, almost 100% of the respondents were able to pronounce it correctly due to the presence of the sound in Koro Ashe language. In realising the consonant /g/ at the medial position in word ‘bigger’ /bigə/, almost 100% of the respondents were able to pronounce the /g/ correctly. For the production of the consonant /g/ at the final position in word ‘big’ /big/, 100% of the respondents were able to pronounce the consonant /g/ correctly due to its presence in the sound in the phonemic inventory of Koro Ashe language.

For the production of the consonant /t/ at the initial position in word ‘tin’/tin/ 100% of the respondents were able to pronounce the /t/ correctly. For the production of the consonant /t/ at the medial position in word ‘potter’ /pɒtə/, almost 100% of the respondents were able to pronounce the



/t/ correctly. For the production of the consonant /t/ at the final position in word 'cat' /kæt/, 70% of the respondents failed to pronounce the consonant /t/ correctly due to the absence of the sound /t/ at final position in Koro Ashe. For the pronunciation of the consonant /d/ at the initial position in the word 'dog' /dɔg/, almost 100% of the respondents were able to pronounce it correctly due to the presence the sound /d/ in both languages. For the production of the consonant /d/ at the medial position in word 'daddy' /dædi/, almost 100% of the respondents were able to pronounce the /d/ correctly. For the production of the consonant /d/ at the final position in word 'dad' /dæd/, 60% of the respondents failed to pronounce the consonant /d/ correctly due to the absence of the sound /d/ at the final position in Koro Ashe.

Discussion of the Findings

The findings on table above regarding the challenges Koro Ashe ESL learners had with regard to realization English plosives /p/, /b/, /k/ /g/, /t/ & /d/ revealed that, for the production of the consonant /p/ at the initial, medial and final positions in the words 'pack' /pæk/, 'purpose' /pɜ:pəs/ and 'cup' /kʌp/ 100%, 100% and 100%, of the respondents pronounced the consonant /p/ correctly due to the present of the consonant /p/ in Koro Ashe. The findings regarding pronunciation consonant /b/ at the initial and medial positions in word 'bin' /bin/, 'barber' / bɑ:bə/ showed that, 100% of the respondents were able to pronounce the consonant sound /b/ correctly at the initial and medial positions correctly due to the presence in these in Koro Ashe. For production of /b/ at the final position in the word 'tab' /tæb/, 95% of the respondents failed to pronounce correctly due to the absence in the final position in Koro Ashe.

The findings regarding the pronunciation of the plosive /k/ at the initial, medial and final positions in the words 'king' /kiŋ/, 'account' /əkəunt/ and 'sick' /sik/ showed that, all the respondents were able to pronounce the vowel /k/ correctly due to the present of the consonant /k/ in Koro Ashe. Where two languages shared similar sounds, there tend to be positive transfer from L1 to L2. The findings regarding the production of the consonant /g/ at the initial, medial and final positions in the words 'good' /gud/, 'bigger' /bigə/ and 'big' /big/, showed that, almost all the respondents pronounced the consonant /g/ correctly due to its presence at the consonant /g/ in Koro Ashe.

The findings on table above on the difficulty Koro Ashe ESL have with regard to the realization of the English alveolar plosives /t/ and /d/ showed that, for the production of the consonant /t/ at the initial and medial positions in the words 'tin' /tin/, 'potter' /pɒtə/ showed that, almost all the respondents pronounced the consonant /t/ correctly due to its presence in Koro Ashe. However, in realising /t/ at the final position in word 'tab' /tæb/, 70% of the respondents failed to pronounce the sound /t/ correctly due to its absence at the final position in Koro Ashe. For the realisation of the consonant /g/ at the initial, medial and final position in Koro Ashe, almost 100% of the respondents pronounced the word correctly in Koro Ashe. For the production of the plosive /d/ at the initial and medial positions in the words 'dog' /dɔg/ and 'daddy' /dædi/ almost all the respondents were able to pronounce the /d/ correctly due to its presence of the sound in Koro Ashe. However, in realizing the plosive /d/ at the final position in the word 'dad' /dæd/, 60% of the respondents failed to pronounce the sound correctly due to the absence of the plosive /d/ at the final position in Koro Ashe.

Conclusion

The findings on "contrastive analysis of English and Koro Ashe back vowels; Implication for ESL learning" demonstrated that, the distribution of the back vowel s in English and Koro Ashe languages differ significantly. The plosives consonant sounds /b/, /t/ and /d/ do not occur at the final position as it was in the English language. This divergence resulted to the transfer from L1 (Koro Ashe) to L2 (English language). Also, the errors made by the respondents consist of both inter-lingual and intra-lingual due to the L1 interference coupled with the complex nature of English spelling system. The plosives consonant sounds /b/, /t/ and /d/ at the final position posed pronunciation challenge most respondents due to the absence of these plosives at the final position



in Koro Ashe. Some of these errors made by the respondents resulted to confusion, misinterpretations and affected the intelligibility of the message communicated.

Recommendations

1. Teachers teaching English phonology to primary 4 Koro Ashe ESL learners should focus on the pronunciation of words that have the plosive /t/, /b/, and /d/ at the final position in English.
2. Teachers of the English language in primary and nursery schools should introduce the teaching of oral aspect of the English language at the nursery and primary schools so as to enable the pupils to be familiar with the basis of the spoken language.

References

- Ashesla, P. G. & Dada, R. (2021). Teaching and learning English: A contrastive study of English and Èggón sound system. *Journal of Arts and Humanities*, 2 (1), 132-145.
- Firdayanti Firdaus (2017). Plosive consonants in English and Minangnese. *MELT Journal*, (2) 2, 96-110.
- Hamzeh, M. & Chen, J. (2018). A contrastive analysis of persian and english vowels and consonants. *Language yesterday, today, tomorrow*. 3 (2), 105-131
- Jatau, S. (2026). Contrastive analysis of segmental features of English and Koro Ashe languages: Implication for ESLlearning. Unpublished Ph.D thesis of the Nasarawa State University, Keffi.
- Khalifa, M.F. (2018). Contrastive analysis, error analysis, markedness theory, universal grammar and monitor theory and their contributions to second language learning. In *International Journal of Linguistics*, 10 (1), p. 12-45.
- Niazi, S. M., Farhat A. P. and Ghula, M. (2023). Contrastive Analysis of the Vowel Sound System of Urdu and English Languages. *Pakistan Languages and Humanities Review*. 7 (4), 229-240.
- Opeyemi, E. O. (2021). A contrastive analysis of the production of English and Yoruba vowels by Yoruba-English bilingual students in the University of Nigeria, Nsukka. *Global Journal of Human-Social Science Linguistics & Educatio*.. 21 (6), 1 -8.
- Tungkup, J. M. W. L., Ambarita, M. D. P., Purba, D., & Sitanggang, A. (2023). A Contrastive Analysis of Consonant Sounds In English And Indonesian “Anti-Hero” Song. *Journal Ilmu Pendidikan* 2 (2), 199-220.
- Simbolon, P. A., Hutahaean, G. S., & Sitanggang, A. (2022). A Contrastive Analysis of Consonant between English and Batak Toba Language in Conversation. *Transformational Language, Literature and Technology Overview in Learning*, 1(2), 25-42.