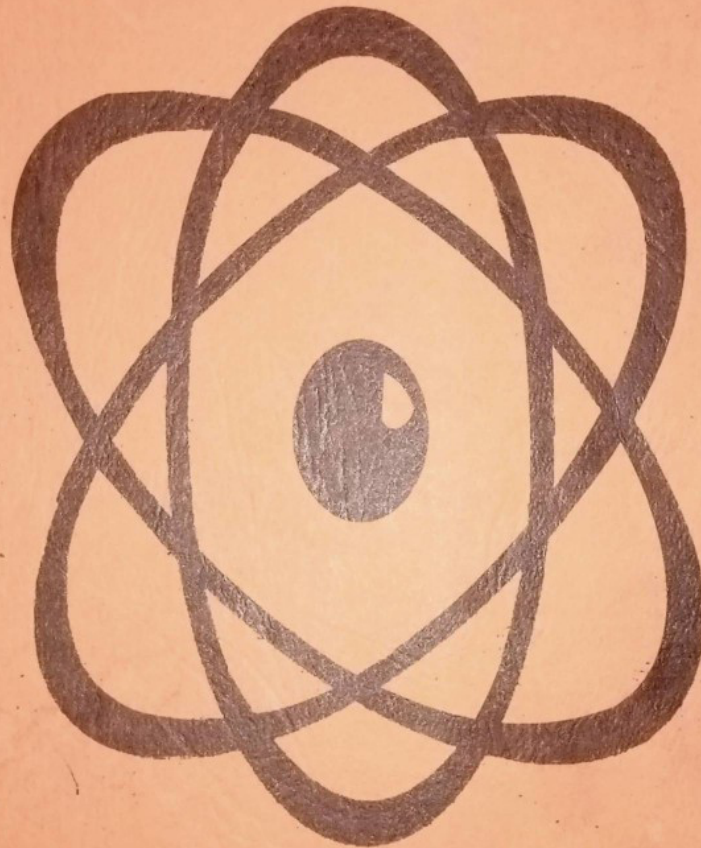


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Aims:

ELTT is a bi-annual journal devoted to the publication of articles, research reports and reviews on English Language Teaching for those involved in the teaching of English as a Second Language. It aims to:

- Provide a forum of exchange of ideas and experiences for teachers of English.
- Encourage teachers and researchers, publishers and writers to work together to develop Teaching procedure, ideas and materials for the advancement of ELTT
- Promote and support research in the areas of English for Academics/Special purposes.

Although ELTT welcomes contributions in all areas of English Language research, greater emphasis will be given to papers with strong practical classroom experience and application. Such areas may cover Needs Analysis, Course Design, Methodology, Testing, Materials Development, Programme Management, Teacher Training, and Evaluation.

Editorial

Volume 4 of *ELTT Papers* (Proceedings of the Annual ELTT Conference) contains a selection from two past conferences. The 6th ELTT Annual Conference of the National Association of Teachers and Researchers in English as a Second Language (NATRESL) which held at the Federal University of Technology, Akure, Nigeria in October, 2008, had the theme: Learning Modes and Appropriate Methodologies while the 7th ELTT Annual Conference which held at the Federal Polytechnic, Nasarawa in October, 2009 had the theme: Meeting the Challenges of the Millennium Development Goals.

Dr Vajime's paper, 'The Standard of English at the Tertiary Level in Nigeria is Falling: Fact or Fiction?' suggests ways of dealing with the falling standard of English language teaching. This is indicative of the concern with ESL teaching, expressed in the following papers: Tafida's 'Contrastive Analysis of Personal Pronouns in English and Nupe Languages: Implications for ESL Learners'; Adeniyi's 'The Use of Prose In English Language Teaching: The Experience of Pre-Degree Students of University of Agriculture, Abeokuta'; Olubakin & Aina's 'An Appraisal of the Teaching and Learning of Essay Writing: A Case Study of Pre-NCE Students of the Federal College of Education, Abeokuta'; and Onwuta & Umeh's 'Re-Examining the Use of L1 in the ESL Classroom'. Bamigbade's 'Teaching Grammar, Correspondence, Report and Article Writing To ESL/EFL Learners as a Component of Use of English and Communication Skills' and Oguntuase's 'Evaluation of Thematic Unity, Paragraph Cohesion and Syntactic Elements in Pre-University Students' Descriptive Writing' focus on ESL at the tertiary level.

Four papers discussed the use of literature in the ESL classroom: Okunade's 'Drama in the Language Classroom'; Adelabu and Nder's 'Using Children's Literature to Teach English Register in Primary Schools: An Analysis of Selected Children's Stories'; Shaibu, Ordue and Osu's 'Teaching Literature in the Polytechnic: Fleshing the Skeleton Method'. Other papers with a literature focus are Teteye's 'Contemporary Issues in Wole Soyinka's *The Beatification of Area Boy: A Lagosian Kaleidoscope*' and Nkume's review of Dele Orisawayi's 'English, Literacy and National Development in Nigeria in the 21st Century'.

A must read is Okoro's paper, 'Language Teaching in Difficult Circumstances' which describes a situation that more difficult than most.

The fourth volume of *ELTT Papers* is served. *Bon appétit.*

Editorial Collective.

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Contrastive Analysis of Personal Pronouns in English and Nupe Languages: Implications for ESL Learners

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Abstract

The paper presents a contrastive analysis of personal pronouns in English and Nupe languages with the aim of identifying some of the problems learners face when learning English as a second language in general. Although the analysis carried out is between English and Nupe languages, the findings of this study could apply to other Nigerian learners of English who 'must' learn the language to enable them gain access to different fields of life as well as communicate globally with people from different shades of life. Some of the problems identified in this study include gender distinction involving personal pronouns, use of objective case of personal pronouns, agreement between personal pronouns and their subjects, formation of interrogative sentences using personal pronouns among others. Recommendations offered include reviewing and modifying English text books to address the peculiar needs of Nigerian learners, adequately exposing learners to the language through constant repetition and drills, ensuring a child-centred curriculum by considering the learners' background experiences.

Introduction

Ker (2006) opines that more and more people speak, read and write in the English language now in Nigeria than ever before with about 60% of Nigerians using English or its varieties. This implies that the use of the English language (whether correctly or not) cuts across different geographical areas, Nupeland in Niger and Kwara States of Nigeria inclusive. Given the importance of the language therefore, its proper teaching and learning is not out of place. This paper is necessary, at this point in time, in view of the problems faced by learners of English language at the various levels of our educational system coupled with the emphasis placed on a 'good' score in English Language before admission into Nigerian Universities.

Some of the problems that learners face in learning English language, an 'alien' language deeply rooted in every facet of Nigeria life, are: first language interference, intricate nature of English language rules and improper teaching and learning of the language. This paper presents a contrastive analysis of personal pronoun in English and Nupe languages. English and Nupe languages are spoken originally in two distinct and unrelated environments which connote the fact that differences are bound to occur in structure and systems of the two languages. This paper hopes to identify these differences and the extent to which they hinder proper learning of English language as it is held that whenever the structure of the foreign language differs from that of the Mother tongue, we should expect difficulty in learning and error in performance (Wilkins, 1974; Crystal, 1992). Similarly, many researchers on behavioural psychology have shown that one main task of the foreign or 2nd language teacher is to suppress the inhibiting effects of the L1 on the internalization of the targets language. This is because as Lado (1957) asserts, the 1st language of the learner has been deeply rooted and well institutionalized even before he has access to English language at school. This first language also comprises complex systems of communication which have evolved with the cultural experiences of the people who speak it. A contrastive analysis of any structure of the language will help in understanding possible areas of learning problems and devise ways for improvement.

Contrastive Analysis

In Contrastive Analysis (CA), derived from the audio-lingual method of teaching and learning, language learning is seen as involving the acquisition of a set of rules and habits. This stand is supported by an aspect of psychology that deals with the study of human behaviour. Crystal (1992) defines CA as the study of the forms

of language learning, the identification of structural similarities and differences between two languages. The assumption of this analysis is that points of differences will be areas of potential difficulty in the learning of one or another language. Under this method, students practice with a variety of drills and the instructors emphasizes the use of the target language at all times. The idea is that by reinforcing 'correct' behaviours, students will make them into habits.

To carry out a contrastive analysis, Headbloom (1979) advises that a particular order to be followed: first, writing a description of a particular subset of each language to be compared and afterwards comparing these subsets noting the similarities and differences between them. Finally, from the comparison, a predication is then made as to what the learners will find easy or different to learn. Chaturvedi (1973) (cited in Greentukumarry, 2002) has a similar but more extended method of carrying out a Contrastive Analysis which involves:

1. analysing the Mother tongue and the targets language independently and completely;
 2. comparing the two languages item by item in all levels of their structure;
 3. arriving at the categories of
 - a. similar features;
 - b. partially similar features;
 - c. dissimilar features for the target language; and
 4. determining the principles of text preparation, text framing and target language teaching in general.
- It is in the light of the methods in the preceding principles that this paper would compare and contrast personal pronouns in the English and Nupe languages.

The Nupe Language

Before any attempt at the details of any aspect of a language, it is essential to obtain a brief survey of the language. Nupe according to Greenberg's classification of languages belongs to Kwa group of Niger Congo family. It is spoken by millions of people with speakers forming the large majority of the population in Niger State and Patigi, Lafiagi, Tsonga, in Kwara State of Nigeria. Compact Nupe-speaking minority groups live in Shana and Share districts of Kwara state. Nupe is therefore spoken in what can conveniently be termed Nigeria's heartland. The speakers had been resident in the middle Niger region for well over a millennium before 19th century, with the confluence of the rivers Niger and Kaduna as their centre of gravity (Saidu, 1995). Nupe and English language are therefore distinct historically, geographically and linguistically which obviously means that Nupe learners are bound to have problems in learning English language.

Contrastive Analysis of Personal Pronouns in English and Nupe Languages

Personal pronouns are a class of pronouns that refer to ourselves when speaking; address others and refer to other persons or things. The table below shows the personal pronouns of English and Nupe.

Pronoun type	English	Nupe
1 st person Singular	I	Mi
1 st person Plural	We	Yi
2 nd person Singular	You	Whe
2 nd person Plural	You	Ye
3 rd person Singular	He, She, It	Wun
3 rd person Plural	They	Aa

The sentence pairs below show the pronouns in English (in bold) and Nupe (in italics).

1. **A girl was sitting on the table. She was waiting for her friend.**
Egi Yizagj a fedun ta teburu. Wun eka eya wun zhi.
 DT: Child girl sat on table. She was waiting friend. ,
2. **A boy was sitting on the chair. He was reading a book.**
Egi bagi a fedun ta esau. Wun e gba takada.
 DT: Child boy sat on chair. He was reading a book.

For Nupe speakers, there is distinction between the subjective singular 'You' and the Plural 'You' which are 'Whe' and 'Ye' respectively. Moreover, as can be seen from the table, Nupe language has no gender distinction when it comes to the use of personal pronouns. For 'he', 'she' and 'it' which denote masculine, feminine and neuter genders in English language are all referred to as 'Wun' in the language. See further examples below, with equivalent English and Nupe pronouns in bold.

1. **She** is writing a book.
2. **He** is drinking water.
3. **It** is a cat

Wun e'ka takada.
Wun e'fin nuwan.

Dangi Wun Yio.

Nominative Personal Pronouns

In English language, any nominative or subjective personal pronoun can conveniently begin a sentence i.e., come before the verb. It can also follow a linking verb and rename the subject (Cooper, 2008). Examples:

1. **She** is writing a book.
2. **He** is a teacher.
3. **It** was **he** who volunteered.
4. The caller might have been **she**.
5. I wonder if Mr. John was taken to be **he**.

In the sentences above, the personal pronouns are in the nominative case. In Nupe language, the constructions above can hardly be possible without altering the structural pattern of the sentences. For instance, even though all the 3rd person singular personal pronouns have 'Wun' as referent, it is not always possible to begin a Nupe sentence with the pronoun 'it' as in English. Examples:

1. **It** is a goat. Nangi wun yio. (Literally: goat it is).

2. It is a table Teburu yio (Table it) Or Teburu wun yio. (Table it is). Note that the above

allows two interpretations.

3. It is Money. Ewo Yio. (Money is) Note that sentence 3 has only one interpretation.

4. It is morning. Ladzin Yio. (Morning is).

In 3 and 4, Note that, the personal pronoun 'it' has been 'swallowed' by the verb 'to be'; and the pronoun is only implied but not stated.

In English, the personal pronoun 'it', apart from its referent to neuter gender, is used to introduce a remark as in:

1. It is nice to have holiday.
2. It is difficult to find a job.
3. It is important to dress well.

In Nupe language, it is impossible to have a single equivalent for each of these sentences. For instance.

1. It is nice to have a holiday could be translated in two ways
Wun ge nan afa nan. (Literally: It good that rest do.)
Efa ge Yin de. (Literally: Rest good to have.)

2. It is difficult to find a job.
Wun zo nan ade tun nan. (Literally: It difficult to have work do.)
Efun zo yin de. (Literally: Work difficult do have.)

Complexities also exist in Nupe in the use of English personal pronoun 'it' as a subject referring weather, temperature and time as in

1. It is raining
E du le. (Literally: They raining rain.)
Ele' du. (Literally: Rain raining.)
2. It's ten o'clock.
Wun yi efin guwo. (Literally: It is clock ten.)
Efin yi fi guwo. (Literally: Clock is clock ten.)

As can be seen from the sentences above, in the Nupe language, one must still refer to a noun or introduce another personal pronoun in place of 'it'. Moreover, the subjective use of 'it' is incorrect in sentences involving days of the week, as in this example: 'It is Friday' in Nupe is 'Yina yi jinma' (Literally, 'Today is Friday', and not *Wun yi jinma (it is Friday).

Agreement of Subjective Pronouns with Verbs

The personal pronouns must agree in number with the verbs they govern, that is to say, singular personal pronouns must take singular verbs and plural personal pronoun take plural verbs. As the examples below show, number distinctions are not shown in the Nupe verb to agree with singular or plural personal pronouns.;

1. I go to school every week Nupe:
Mi e'lo makanta makondondo. (Literally: I go school week every.)
2. We go to school every week.
Yi e'lo makanta makondondo. (Literally: we go school week every.)
3. She goes to school every week.
Wun e'lo makanta makondondo. (Literally: she go school week every.)
4. He goes to School every week.
Wun e'lo makanta makondondo. (Literally: He/she go School week every.)
5. You go to School every day.
Whe e'lo makanta makondondo. (Literally: You go to School week every.)

The same verb form is used for all persons, the number notwithstanding.

In negative sentences, the situation is similar to the one above. As with the declarative sentences, the verb form does not change with person in the Nupe language. For instance,

1. I do not go to school.
Mi e' lo makanta a. (Literally: I go school not.)
2. We do not go to school.
Yi e'lo makanta a. (Literally: We go school not.)
3. He does not go to school.
Wun e'lo makanta a. (Literally: He go school not.)
4. She does not go to School.
Wun e'lo makanta a. (Literally: She go school not.)

Let us consider the interrogative constructions..

1. Do we go to School?
Yi e'lo makanta? (Literally: We do go school?)
2. Does he go to School?
Wun e'lo makanta? (Literally: He do go school?)
3. Do I go to School?
Mi e'lo makanta? (Literally: I do go school?)

Here, unlike in English language, the personal pronouns begin interrogative sentences in Nupe and not the 'do' or 'does' operator. Moreover, interrogatives in Nupe language are marked by a change in the tone of the voice; from high to low and not by any form of verb.

The Objective Case

The objective forms are used as objects and as prepositional complements. They can also occur as subject complements and as the subject (chiefly 1st person) of sentences the predicates of which have been ellipted (Quirk & Greenbaum, 1973). English has five singular objective pronouns: **me, her, him, it, you**, and three plural: **us, you, them**. These objective pronouns correspond with subjective ones as shown in the table below, with plural pronouns in bold.

Subjective	
I & We	Me/Us
You & You	You/You
She/He/It & They	Her/Him/It & They

Subjective and objective personal pronouns in English and Nupe languages are shown below, with Nupe pronouns in bold.

Subjective	Objective
I= Mi	Me= Mi
We= Yi	Us= Yi
She/He/It= Wun	Her/Him/It= Wun
You (sing.)= Whe	You (sing.)= Whe
You (pl.)= Ye	You (pl.)= Ye
They= Aa	Them= Aa

The table above shows that Nupe language has similar forms for subjective and objective personal pronouns and this is a source of difficulty for learners. Consider the following examples, with the function of the personal pronoun indicated.

1. The manager called **us** (pronoun = object of verb)
 O
Manager yi yi. (Literally: Manager call us.)
2. **We** called the manager. (pronoun = subject of verb)
 S
Yi yi manager. (Literally: we call manager.)
3. I showed **them** my house. (pronoun = subject & object of verb)
 S O
Mi la emi mi wu aa (Literally: I take house I show them.)
4. **They** need **me**. (pronoun = subject & object of verb)
 S O
Aa ye wa mi. (Literally: They do need me.)
5. **He** gave **her** some money. (pronoun = subject & object of verb)
 S O
Wun ya wun ewo. (Literally: He gave her money.)

The preceding sentences show that personal pronouns have similar form whether used as subject or object in Nupe language.

Personal Pronouns as Object of Prepositions

A sentence containing a preposition will automatically contain an object for that preposition. An object of a preposition is a noun or pronoun following a preposition that answers 'whom?' or 'what?' after the preposition. Examples from Benner (2006):

1. The desk is for her.
 Prep O
Esa wunchin yan wun yio. (Literally: desk the for her is.)

Note: that the noun 'desk' comes before the article 'the' in Nupe.

2. Books are sent to him.
Aa takadazhi tunza fi u. (Literally: They books give person to him.)

Passive sentences hardly exist in the Nupe language, because performers of actions in a sentence are normally living things. So, in example 2 above, as there is no living thing to ascribe the action to, the third person plural pronoun *aa* 'they' is used.

3. I will sit near you.
 Prep O
Mi a shedun tso whe. (Literally: I will sit near you.)
4. She sits near it.
 Prep O
Wun shedun tso wun. (Literally: She sit near it.)
5. We sent letters to them.
 Prep O
Yi ku wosikazhi tunza fi aa. Literally: We pack letters through person to them.

The examples in sentences above show that, just like English language, Nupe language also uses personal pronoun in the objective case. That is, as the object of a verb and that of the preposition. In some cases however, varieties may obtain particular between oral and written forms in cases where same personal pronoun is involved in the subjective and objective cases. For instance: 'She sits near it. Since the two personal

pronouns 'She' and 'it' have the same form in Nupe language (*wun*), the preposition 'near' and the object 'it' may be knitted together as in " *wun fedun tswu*", where 'tso' (near) and 'wun' (it) are joined together as a compound word *tswu*.

Possessive Personal Pronouns

Each of the personal pronouns has forms which indicate possession or ownership. The possessive form can be of two types. They are possessive pronouns which can be used independently in the place of a noun; and possessive adjective which shows possession by preceding a noun and describing the thing to which the noun refers Willis (1994).

The following table contains personal pronoun in Nupe language and their corresponding possessives.

Subjective	Objective	Possessive Adjective	Possessive pronoun
Mi (I)	Mi (me)	Yan mi (my)	Yan mi (mine)
Whe (You)	Whe (You)	Yan whe (Your)	Yan whe (Yours)
Wun (He/She/it)	Wun (Him/Her/it)	Yan wun (His/Her/its)	Yan wun (His/Hers/its)
Yi (We)	Yi (Us)	Yan yi (Our)	Yan yi (Ours)
Aa (They)	Aa (Them)	Yan aa (Their)	Yan aa (Theirs)

The table above shows many problem areas for Nupe learners of English personal pronouns. Firstly, the language has no single word equivalent for the possessive adjective and possessive pronouns. Secondly, while in the English language the possessive adjective precedes the noun, in the Nupe language it comes after the noun. Thus, the word 'yan' means 'of' or 'belongs to'. Thirdly, the same structure is used as possessive pronoun and possessive adjective. The main difference between them however is that the 'yan' preceding possessive adjective may be dropped and replaced by the noun in sentences. Consider the following examples;

- My bicycle is new. *Keke yan mi yi woro.*
Literally: Bicycle of me is new.
- Her Father is not here. *Nda wun dan abo a*
Literally: Father her in here not.

Note that in (2) above, the 'yan' which shows possession is deleted and that does not affect the meaning of the sentence. The same can be done to sentences below

- She is our friend. *Eya yi wun yio.*
Literally: Friend we she is.
- They lost their money. *Aa ewo aa ya.*
Literally: They money they lost.
- This bag is mine. *Nanba nna yan mi yio.*
Literally: Bag this of me is.
- It is yours. *Wun yi yan we.*
Literally: It is of you.
- The books are theirs. *Takada nna zhi yan aa yio.*
Literally: Book that plural of theirs is.
- It is its tail. *Chintara won yio.*
Literally: Tail it is.
- It is its. *Yan wun yio.*
Literally: Of it is.

Note that, except in short sentences like those in 1, 5, 6, 7 and 9 above, the possessive marker (*yan*) in Nupe language disappears in some sentences particularly longer ones but this is not always the case with possessive adjective. Compare the pairs below.

- Ede mi* 'My cloth' Literally: Cloth my.
- Ede yi yan mi* 'The cloth is mine'. Literally Cloth is of me.

Agreement of Nupe Possessive Adjective with their Antecedents
 In English and Nupe languages, possessives agree with their antecedents as seen in the examples below.

1. The girl likes her brothers.
Egi Yizagi wuchi wa yegi bagi wunzhi.
 Literally: Child female the like relation boys her.
2. The bird sat on its nest.
Elugi wuchi a fedun ta esan wun bo.
 Literally: Bird the sat on nest it. (Emphasis).
3. The cows have lost their way.
Nanko wuchinzhi aa yeko aa ya.
 Literally: Cow the + plural they road the lost.
4. The horse is eating its food
Doko wunchin e' gi yangichi
 Literally: The horse is eating food it.

For the sake of brevity however, the wun possessive pronoun can be shortened to

Compound Personal Pronouns

Sometimes the word 'self' or 'selves' is added to certain forms of the personal pronouns to form compound personal pronouns. Compound personal pronouns are used in two ways: as reflexive pronouns and as intensive pronouns. A compound personal pronoun is used reflexively when the pronoun is the subject of the verb. In this case, the pronoun always refers back to the same person or thing as the subject. E.g. I myself saw what happened. In this sentence, **myself** refers back to the pronoun. Sometimes the compound personal pronoun is used to give added emphasis to some noun or pronoun in the sentence. This is called emphatic or intensive use of compound personal pronoun. So, in 'I made the dress myself', **myself** intensifies the pronoun 'I'.

In Nupe language, expressions which carry out the functions of reflexive personal pronouns also exist. The 1st and 2nd person reflexive pronouns are formed from the corresponding possessive adjectives whereas the 3rd person reflexive pronouns are formed from the corresponding pronouns in the objective case as in;

Objective case	Possessive Adjective	Reflexive pronoun
Me	My	Myself
You	Yours	Yourself
Him	His	Himself
Her	Her	Herself
It	Its	Itself
Us	Our	Ourselves
You	Yours	Yourselves
Them	Their	Themselves

In Nupe language the following situation obtains.

Subjective	Objective	Possessive Adjective	Reflexive
Mi (I)	Mi (Me)	Noun+ Mi Emi tso'	(Myself)
We (You)	We (You)	Noun+ We Ewe tso'	(Yourself)
Wun(He /She /It)	Wun (He /She /It)	Noun+ WunEwun tso'	(Him/her/itself)
Yi (We)	Yi (We)	Noun+ Yi Eyi tso'	(ourselves)
Ye (They)	Ye (Them)	Noun + Ye Eye tso'	(themselves)

As can be seen from the table above, the reflexive in Nupe language is expressed by adding the syllable "tso" to all the subjective personal pronouns as well as prefixing with letter 'E'.

Summary of Findings

This contrastive analysis has shown the following:

1. There are subjective personal pronouns in both the Nupe and English languages.
2. Whereas English distinguishes three genders in the 3rd person singular, Nupe has no such gender distinction as with the English.
3. While the English language has one form for the singular and plural of the second person, the Nupe language has different forms.
4. In Nupe, the verb form remains the same for all persons while English verb forms may change in concord the personal pronouns in subject position.
5. Nupe language has same form of words for subjective and objective personal pronouns; in English, there are different forms.
6. Possessive forms of personal pronoun i.e. possessive adjectives and possessive pronouns do not exist as single word equivalents as in English language. They may be expressed in numerous ways e.g. with 'yan' which means 'of or 'belong to' or 'without it'.
7. The system of forming reflexive pronoun from personal pronoun in Nupe is different from that of English.

Predicted Areas of Difficulties

The major findings of this paper show that Nupe learners of English are likely to have problems while learning English personal pronouns particularly in the following areas;

1. Gender distinction involving personal pronouns.
2. Using objective pronouns.
3. Difficulty in using the two forms of the 1st person singular i.e. T and 'I am'
4. Ensuring agreement between the personal pronouns and their subjects.
5. Formation of interrogative sentences involving an operator e.g. 'do' and personal pronouns.
6. Formation of possessive pronouns from personal pronouns.
7. Formation of possessive adjective from personal pronouns.
8. Formation of reflexive pronouns from personal pronouns.

Implications For Curriculum Development

In order to arrest the problems highlighted in this paper, the following recommendations are proposed:

1. English language textbooks should be reviewed and modified to address the peculiar needs of Nigerian students and in the light of the mother tongue interference shown in this study.
2. The language textbooks and the teachers' methods of teaching should ensure correlation between the different aspects of the English language i.e. the four language skills should interrelate and be adequately represented.
3. Students should be adequately exposed to the language (in reading, writing and speaking) to enhance appropriate language habits. Each structure should be taught gradually through constant repetition to minimize the problems of rule generalization or misapplication.
4. The English language curriculum should be child-centred by considering the learners' background experiences and exposing them to situational contexts that would motivate them to learn.
5. Parents should also provide their wards with the appropriate learning materials to facilitate and encourage proper teaching and learning.
6. The proper teaching and learning of English language should not be the responsibility of teachers alone, but also of students themselves, parents, government, curriculum planners, textbook writers and the entire community.

Conclusion

This paper has taken a look at personal pronouns in English and Nupe languages. During the analysis, it was found out that Nupe language also has some terms which behave like English personal pronouns; such as 'mi' for I, 'yi' for 'we', 'wun' for 'he/ she/it'; and 'ye' for 'they'. However, the paper has also isolated areas where they differ. For instance, Nupe language has same form for all 3rd person singular personal pronouns. Moreover same structures are used for subjective and objective personal pronouns. These differences could pose a difficulty in teaching of personal pronouns to Nupe learners of English language. Recommendations were offered to improve the situation highlighted. It is therefore hoped that these recommendations would help to address the numerous learning problems faced by Nupe learners of English language in particular and, by extension, Nigerian learners of English as a second language.

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