**The Complexity of Teaching English Language Phonics in a typical Southern Kaduna (Nigeria) Context**

**Abstract**

The teaching of English Language phonics is very crucial in the teaching and learning of English language. Phonics is primary in learning any language. The significance of phonics cannot be over-emphasized as far as language skills are concerned. For the English speaking nations, it is probably natural not to have any complexity in teaching English language phonics. However, in a typical southern Kaduna context, with her multiplicity of languages and dialects, teaching English phonics is complex. The multiple languages spoken and heard interfere with the English sounds the learners hear and are taught almost only in school since learners learn English as a second or third language. This paper explored this complex nature of teaching English phonics in Kagoro, southern Kaduna, Nigeria also bringing the languages spoken in the said locality. The English Language sounds, vowels and consonants (monothongs. diphthongs and tripthongs) will be highlighted. However, the focus of this paper will be vowels and consonants as single units of sound.A few teachers narrated their challenges (ordeals). The research concluded with the fact that the teaching of English phonics is very tasking in a typical southern Kaduna community but the interference is supposedly being curbed with a syllabus that is basically local and suits the community. Hence, English phonics are taught in such a way that these particular learners learn English language slightlyeasier. The researcher discovered that in the long run, this locally produced syllabus will affect the understanding of English language phonics. In addition, the English language skills will not be learned as supposed. Therefore, the researcher proffered solutions to the problem identified.

**Key Words: Phonics, Teaching, Learning, Vowels, Consonants, Monothongs, Complex Syllabus, School, Second Language, Learners, Interference.**