

**AN INVESTIGATION ON THE LEVEL OF PHONOLOGICAL
INTERFERENCE IN THE SPEECH OF HAUSA-ENGLISH
BILINGUAL: A CASE STUDY OF USMANU DANFODIYO
UNIVERSITY SOKOTO**

BY

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APPROVAL PAGE

This essay has been supervised and approved as part of the requirements for the award of a Bachelor of Arts Degree (B.A Hons) degree in the Department of Modern European Languages and Linguistics Usmanu Danfodiyo University, Sokoto.

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DEDICATION

This research work is dedicated to Almighty God who seen me through the years and also in my academic year.

To my dearly beloved family, you gave me so much encouragement. May God bless you.

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I give glory to Almighty Allah, the most beneficent, the most merciful; the beginning and the end who led me graciously from the beginning of this programme to the end. All praise is due to Him.

My profound gratitude goes to my ever understanding supervisor Mal. Garba Ibrahim who has been providing me with valuable suggestions and support. May God be your strength and may he reward you abundantly. I say a big thank to you Sir.

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ABSTRACT

This study has set to find out "an investigation on the level of phonological interference in the speech of Hausa-English bilingual: A case study of Usmanu Danfodiyo University Sokoto." It was to find out the features that distinguish Hausa accent from the Received Pronunciation. The Recorded speech of ten selected native speakers of Hausa was used. Students who were native speakers of Hausa were sampled. Phonological approach was used using snowball sampling technique. It was discovered that phonological features of Hausa such as substitution, under-differentiation, spelling pronunciation, epenthesis and simplification, of consonant cluster were the common features found in the oral English of the samples. The English of the samples has been affected by their L1.

CHAPTER ONE: INTRODUCTION

1.0 INTRODUCTION

To investigate on the level of phonological interference in the speech of Hausa-English bilingual, particularly among the Hausa speakers of English demands extra effort and great attention. This is because, it is observed that this problem is the result of the linguistic features found in their indigenous languages which are transferred to the sound system of the English language. Their English phonetics reflects the structure of the sound system of their mother tongue (Osisanwo, 2009).

Phonology is the study of the sound system of a Language. It is the study of the properties of the sound system of a given language. It is the systematic study of how the speech sound (Osisanwo, 2009).

Hyman (1975:1) cited by Osisanwo (2009:3) says that, the goal of phonology is to study the properties of the sound system which speakers must learn and internalize in order to use their language for the purpose of communication. To Oyeade (1998:2) 'phonology is the scientific study of

the arbitrary vocal symbol used in human speech and the pattern into which these symbols produce intelligent, meaningful utterances'. To sum it up, Akmajian et al (2008:109) said: 'phonology is the subfield of linguistics that studies the structure and patterning of sound in human language'. Speakers of Nigerian English are still facing a lot of pronunciation problems as a result of their L1 influence on their spoken English (Alabi, 2007).

Jowith (1991) studied the phonology of Nigeria English used Hausa, Igbo and Yoruba languages but this work will pay attention in investigation on the level of phonological interference in the speech of Hausa-English bilingual.

1.1 STATEMENT OF THE PROBLEMS

This work is set out to find the level of phonological interference in the speech of Hausa-English bilingual. That is, it is to check the influence of the mother tongue (Hausa) interference on the sound system of the English language at the segmental level. In other words, this work will find

out the English phonemes which are mispronounced by the Hausa speakers of English.

1.2 AIMS OF THE STUDY

The aim of this study is to find out the level of phonological interference on the phonology of standard British English (RP). That is, the changes that may likely occur as a result of the phonological interference in the speech of Hausa-English bilingual. In other words, this work is to search for the features that distinguish the phonology of Nigeria English variety from the Received Pronunciation. These features shall be identified from the recorded speech collected and analyzed. We hope to provide solution to bridge the gap in the differences.

1.3 SCOPE AND LIMITATION OF THE STUDY

Phonology can be handled from different angles. Its segmental aspect can be treated, attention can be paid to only suprasegmental aspect and the two levels can be jointly discussed. This research work shall direct its focus on the segmental phonology. Due to time, financial constraints and

for effective result we shall limit our study domain within Usmanu Danfodiyo University Sokoto. Ten students shall be selected from the various departments all together from this University.

1.4 SIGNIFICANCE OF THE STUDY

This work is to add to the efforts that have been made. Our concentration on this topic is on the phonological interference in the speech of Hausa-English bilingual. One of the aims of carrying out this research work, is to look into the reasons for the problems facing Hausa speakers of English language. I hope therefore, that this piece of work would be important for language teaching and learning and as such, it creates better speakers of English language among the Hausas.

Attention would also be focused on the phonological aspect, because phonology is core of linguistics and because even if one speaks only a few minute, one is bound to have used the whole repertory of the sounds in one's language.

1.5 DEFINITION OF TERMS

1.5.1 INTERFERENCE: Interference is an effect of bilingualism or multilingualism. It is a linguistic situation whereby the features of the first language is being negatively transferred to the target language. It is a process that occurs during the period of learning. According to Adedimeji (2007:160), ‘Interference is the negative transfer of what obtains in the source languages or Nigerian languages to the target language English.’ Alabi (2007:85) says: ‘The term implies a re-arrangement of patterns that result from the introduction of foreign elements into more highly structured domain of a language such as (bulk of) phonology, syntax, as well as some areas of vocabulary culture and discourse.’ In the view of Osisanwo (2009:139) cited Egbokhare (2007:4) interference ‘has to do with the carryover of the linguistic habits of an individual's first language to the second language.’

1.5.2 PROBLEMS OF MOTHER-TONGUE; (L1) is the one's native language usually one's first language . It is the language of one's immediate environment and usually the language of one's parents.

Therefore, mother tongue is said to be the first language that one's across immediately after he is born. Also, mother-tongue is acquired not learned.

1.5.3 BILINGUAL; is the one's that used two languages.

1.5.4 TARGET LANGUAGE (TL) refers to the new language being learnt. It contrast with mother tongue, is non native language taught or learnt for natural community.

1.5.5 LINGUA FRANCA; a lingua franca is a language used by speakers of different languages to ease communication among themselves, when they don't understand one another's language.

In another word, a lingua franca is a language of a wider communication.

1.6 Conclusion

Finally the sound system of English and Hausa language shall be treated. This will enable us to know the differences between the sound systems. Also it will assist us to investigate on the level of phonological interference in the speech of Hausa-English bilingual. Phonology of Nigerian English, phonetics and phonology shall be discussed in the next chapter.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

In this chapter we shall begin with the different scholar views on the term phonetics and phonology. It will be followed by the theories of phonology. The phonemes and the status of English and Hausa language shall be explained.

Features of phonology of Nigerian English and various scholars' works shall be reviewed. We shall explain the concept of interference and conclude by stating the elements to be used in analyzing our data.

2.1 PHONETICS AND PHONOLOGY

Phonetics is the study of human sounds in general without reference to their systemic role in a specific language. Phonetics is divided into three types (Articulator), transmission (Acoustics), and perception of sound (Carr Philip, 1999).

Phonetics is also defined as the study of production of sounds as produced by the organs of speech. It deals with the analysis of the sounds of languages in terms of articulation, transmission and perception. Phonetics seeks to identify sounds that constitute speech units which are distinct from all other possible human sounds (Adetugbo, 1993)

There are three major braches in the study of phonetics, namely acoustic Phonetics, articulatory Phonetics, and auditory Phonetics.

2.1.1 ARTICULATORY PHONETICS

Articulatory phonetics refers to the approach to the phonetic medium that seeks to explain and classify speech sounds in terms of the variations in the production of the speech sounds. It is about the most highly developed and longest established branch of phonetics. It sees speech as an activity of the speaker and concentrates attention on the human speech organs and how these organs function singly and in combination with each other to modify exhaled air from the lungs into speech sounds. In articulatory phonetics speech sounds are described in

terms of the organs which produce them and how these organs behave during their production. For instance a description of the sound [p] will include the fact that the two lips come together and momentarily completely block the passage of air from the lungs and then a sudden release of the air or a sudden parting of the lips occurs resulting in some kind of explosion . It is for this reason that the phonetic description of [p] includes the terms “bilabial plosive”. In this course we are mainly concerned with this aspect of phonetics – Articulatory Phonetics. Unit 5 of this Module provides essential information on the organs of speech (Crystal, 1991).

2.1.2 AUDITORY PHONETICS

This branch of phonetics sees speech mainly as an activity of the hearer: how the hearer perceives and interprets speech sounds. This branch of phonetics is also sometime said to be perceptual. In addition to being concerned with the basic sounds of natural languages, it deals with such

properties of sounds as pitch, accentuation and loudness – nonsegmental issues which affect sound perception.

Generally, the hearer does not listen to a sound for its own sake; he listens in order to get meaning. This means he listens for sounds in association with other sounds. As you become mature in your phonetic training, you will be able to listen to sounds analytically – listening in order to appreciate specific sound features. The person who has not received phonetic training should, other things being equal, be different from you. He would be one capable of listening naturally – more concerned with meaning than with the sound features which produce the meanings (Adetugbo, 1993).

2.1.3 ACOUSTIC PHONETICS

This branch of phonetics concentrates attention on studying the physical properties of the sound waves generated when the speech organs go into activity. It also seeks to explain how sound is transmitted through the air from the speaker to the hearer. Recently this branch has made a lot

of progress and has helped to clarify a lot of information relating to articulatory phonetics. Acoustic phonetics has emphasized the fact that speech is a continuous flow speech sounds. It utilises machines such as the spectograph and the oscillograph to measure sound waves particularly the frequency and the amplitude of sound wave. Engineers, builders and construction experts frequently make use of acoustic information. For the purpose of ensuring accuracy of information, machines and other instruments used for acoustic measurement must be properly maintained by qualified engineers. Laboratory instruments which are well maintained will hardly ever have “bad days.” i.e. days during which they break down or produce wrong information (Halliday *et al.*, 1970).

2.1.4 PHONOLOGY

Phonology is essentially the description of the systems and patterns of speech sounds in a language. It is, in effect, based on a theory of what every speaker of a language unconsciously knows about the sound patterns of that language. Because of this theoretical status, phonology is concerned

with the abstract or mental aspect of the sounds in language rather than with the actual physical articulation of speech sounds. Phonology is about the underlying design, the blueprint of each sound type, which serves as the constant basis of all the variations in different physical articulations of that sound type in different contexts (Kreidler, 1989).

According to Akmajian (2008,p109-110) Phonology is the subfield of linguistics that study the structure and systematic patterning of sounds in human language. The term phonology is used in two ways. On the one hand is refers to distribution of the sounds of the particular language and rule governing the distribution of those sounds.

2.2 LEVELS OF PHONOLOGY

Phonology can be largely classified into two levels: segmental and suprasegmental phonology.

2.2.1 SEGMENTAL PHONOLOGY: is the study of the sounds segments and how they come together to form meaningful utterances. To

make it clearer, Roach (2000, p44) said: ‘it is sometimes helpful to think of the phonemic system as similar to... set of pieces used in a chess... in a similar way, we have a more or less fixed set of pieces (phonemes) with which to play the game of speaking English’. This implies that the segmental aspect has to do with a set of speech sounds units

2.2.2 SUPRASEGMENTAL: is an aspect that functions above the individual sound units. This is supported by Hyman (1975, p187) that suprasegmental is used to ‘refer to both phonological and grammatical units larger than the segment.’ Roach (2000, p45) believed that suprasegmental concerns those aspects ‘that extend over several segments (phonemes) such as stress and intonation’.

2.3 PHONOLOGICAL THEORIES

The task of this work is on phonological analysis which will employ phonological theory just as other levels of language and phonology also has theories. These theories are: phonemic theory generative phonology, autosegmental phonology and optimality theory.

2.3.1 PHONEMIC THEORY

This theory is used to address differences in the pronunciation of sound units which result to different words. It is observed that in any language, some differences in pronunciation are crucially distinctive. It is these distinctions and contrasts that are recognized by the speakers of the language as making different words and acknowledged by linguists as systemically functional. The term is usually ascribed to Boudouin de Courtenay (1845-1929). He was a Polish linguist and he taught in Russian universities from 1870. The concept of phoneme became important not only for its relevance to problems such as how to represent the pronunciation of dialects and language that had never been transcribed before but also as a keystone of modern phonological theory (Clark *et al.*, 2007).

2.3.2 GENERATIVE PHONOLOGY

This is a phonological theory which states that plausible general rules were better expressed in terms of features. It talks about universality instead of

specificity. It states that phonological description should employ feature - based rules as a proper means of reflecting the complexity of the description. It was propounded by Chomsky and Halle in 1960s (Clark *et al.*, 2007).

2.3.3 AUTOSEGMENTAL

The phrase "autosegmental phonology" is the title of Gold Smith's dissertation submitted to the Massachusetts Institute of Technology in 1976 and published in the same year. Goldsmith's main concern is what may seem to be a limited and particular problem, that of segmental organization, or more particularly, that of phenomena which have "evaded segmental classification" (Goldsmith, 1976:56).

The theory of Autosegmental phonology was initially used to analyze tone. But the approach was later extended to describe other phonological phenomena. For instance, just as tone may be linked in different ways to tone as bearing units other segment such as consonants and vowels may be linked in a variety of ways to the skeletal tier. Therefore

it is this and other reasons which lead to the development of a comprehensive multi linear representation to lace the earlier bundle of distinctive features, found in Chomsky and Halle (1968).

2.3.4 OPTIMALITY THEORY

Optimality theory emerged in 1990. It was published as prince and McCarthy (1993) and prince and Smolenky (2004). It was a subset of generative phonology. It shows how prosodic constituents align with (Clark *et al.*, 2007). Its original goal was to solve phonological problems. For instance, it proposed that using re-write rule (which is an aspect of a theory in generative school) used to solve a lot of problems but it does not explain how phonological systems fit together (McCarthy 2008). Among the phonological theories discussed above, phonemic theory and features of phonology of Nigerian English will be used in the analysis of this study. This is because it is the only theory and elements that best suit the aspect that this work embarks upon. Since this work is on the analysis of the two

languages phonemic systems. The phonemes of these two languages (English and Hausa language) will be discussed.

2.4 ENGLISH PHONEMES

Phoneme is the smallest phonological unit that brings about a change in meaning. Gibson (1998, p43) cited by Osisanwo (2009, p134) stated that it is ‘an abstract linguistic unit which can bring about a change in meaning’. Roach (2000, p40) viewed phoneme as ‘an abstract set of units as the basis of our speech’. English language has forty- four speech sound units. They are divided into twenty four consonant sounds and twenty vowel sounds. The vowel sounds are further divided into twelve pure vowels and eight diphthong sounds.

2.4.1 PURE VOWEL SOUNDS

Vowel sounds are sounds which are produced without any form of obstruction. Roach (2000, p10) said ‘vowels are sounds in which there is no obstruction to the flow of air.’ There are five long vowel sounds and seven

short vowel sounds in English language. They are ; /ɪ, ɛ, æ, ʌ:, , ɜ:, u: ʌ, ɜ:, ɒ/. they can be represented in the chart below in their various positions:

PURE VOWEL SOUNDS CHART

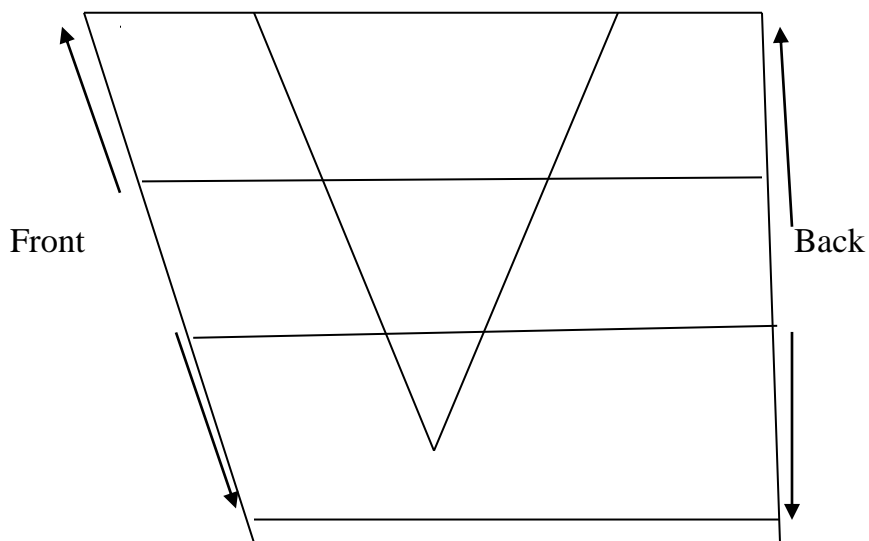


Fig. I: English vowel chart adopted by Ofuya (2007).

The pure vowel sounds are lustrated in following words.

EXAMPLES

/i:/ as in /fi:l/ feel

/i/ as in /fil/ fill

/ɛ/ as in /bɛt/ bet

/æ/ as in / pæt/ pat

/ɜ:/ as in /bɜ:θ/ birth

/ɑ:/ as in /pɑ:t/ part

/ɪ / as in /pɪt/ pot

/ɔ:/ as in /pɔ:t/ port

/u/ as in /ful/ full

/u:/ as in /fu:l/ fool

/ʌ/ as in /sʌn / son

/ə/ as in /əgə/ ago

2.4.2 DIPHTHONG SOUNDS

Diphthong vowel sounds are sounds produced with a glide quality.

That is, in the production of a diphthong sound there is a movement from

one vowel sound to another. The length of diphthongs are like the long vowel sounds. Diphthong sounds consist of two short pure vowel sounds. The first part is stronger than the second part. They are divided into central and closing diphthongs. Central diphthongs are: /iə, eə, ə/ and the decentral or closing diphthongs are: /ei, ai, əɪ, a, ə, / (Roach,2000).

The diphthong vowel sounds are shown as used in the following words:

/ɪə/ as in /biə/ beer

/eə/ as in /beə/ bare

/uə/ as in /puə/ poor

/ai/ as in /bai/ buy

/əɪ/ as in /bɔɪ/ boy

/aʊ/ as in /naʊ/ now

/əʊ/ as in /gəʊ/ go

2.4.3 CONSONANT SOUNDS

Consonant sounds are sounds produced when there is obstruction in the vocal tract. It may be total or partial obstruction. Osisanwo (2009, p.47) said: 'Consonant sounds are speech sounds produced by blocking the flow of out flowing of air through contact with some speech organs'. Consonant sounds can be classified by place of articulation, manner of articulation and state of glottis. There are twenty-four consonant sounds in English Language. They are: / p, b, f, v, t, d, k, g, θ, ð, s, z, tʃ, ʃ, l, dʒ, ʒ, m, n, ŋ, r, h, w, j, /. The classification of consonant sounds is being represented in the chart below.

THE DESCRIPTION OF ENGLISH CONSONANTS

Manner of articulation	Bilabial	Labio-dental	Dental	Alveolar	Palato-alveolar	Palatal	Velar	Glottal
Plosives	p, b			t, d			k, g	
Fricatives		f, v	θ, ð	s, z	ʃ, ʒ			h
Affricatives					tʃ, dʒ			
Nasals	m			n			ŋ	
Lateral				l				
Semi vowels	w					j		
Rolls				r				

English consonant chart adopted by Ofuya (2007)

The consonant sounds are illustrated in the following words:-

EXAMPLES

/p/ as in /pæn/ pan

/b/ as in /bɔɪ/ boy

/t / as in /teik/ take

/d / as in /dog/ dog

/k/ as in /ki:/ key

/g/ as in /gaut/ gout

/f/ as in /feim/ fame

/v / as in /væn/ van

/s / as in /sæt/ sat

/z / as in /zip/ zip

/ʃ/ as in /ʃop/ shop

/ʒ/ as in /mɛʒən/ measure

/h/ as in /hɒt/ hot

/m/ as in /mæn/ man

/n/ as in /naʊs/ nose

/s/ as in /sɔ:n / song

/l / as in /leg/ Leg

/r / as in /run/ run

/w/ as in / waif/ wife

/j/ as in /jes/ yes

/θ/ as in / θɪk/ think

/ð / as in /ðeɪ/ they

/tʃ / as in /tʃeɪ / change

/dʒ/ as in /dʒʌdʒ / judge

2.5 HAUSA PHONEMES

2.5.1 PHONEMES

Each one of these meaning-distinguishing sounds in a language is described as a phoneme. When we learn to use alphabetic writing, we are

actually using the concept of the phoneme as the single stable sound type which is represented by a single written symbol. It is in this sense that the phoneme /t/ is described as a sound type, of which all the different spoken versions of [t] are tokens.

Note that slash marks are conventionally used to indicate a phoneme, /t/, an abstract segment, as opposed to the square brackets, as in [t], used for each phonetic or physically produced segment. An essential property of a phoneme is that it functions contrastively. We know there are two phonemes /b/ and /d/ in Hausa because they are the only basis of the contrast in meaning between the words bara "begging" and dara "game". This contrastive property is the basic operational test for determining the phonemes that exist in a language. If we substitute one sound for another in a word and there is a change of meaning (Crystal, 1991).

2.5.2 VOWEL SOUNDS

Hausa vowel sounds, vowels are produced by directing the flow of air into different parts of the mouth. They can be adjusted by changing the

position of the tongue, by rounding of the lips, and by the degree of opening of the mouth. All vowels are voiced.

The position of the tongue can be described in terms of how far forward the tongue is and how high it is. Vowels are categorized as follows, depending on the position of the tongue:

Front: The tongue is in the front of the mouth.

Central: The tongue is further back in the mouth.

Back: The tongue is in the back of the mouth.

High: The tongue is high in the mouth.

Mid: The tongue is lower in the mouth Low The tongue is low in the mouth (Roach, 1982).

All vowels can be described in terms of their location on both vertical and horizontal axes.

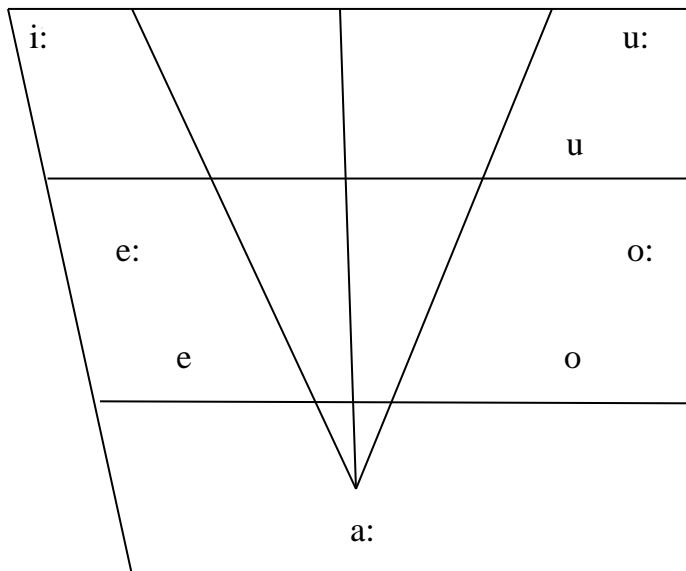
In standard Hausa, there are thirteen vowel sounds, we have five short sounds, five long sounds and three diphthong sounds.

SHORT HAUSA VOWEL SOUNDS: LONG HAUSA VOWEL SOUNDS:

Short : word/Examples meaning **Long** word /Examples meaning

[i]	ciyawa	(grass)	[ii]	jiika	(grand child)
[e]	mace	(woman)	[ee]	geemu	(beard)
[a]	gashi	(roasting)	[aa]	baashi	(debt)
[o]	Sabo	(proper noun)	[oo]	kofa	(door)
[u]	uwa	(mother)	[uu]	buuta	(kettle)

2.5.3 MONOTHONGS CHART OF HAUSA

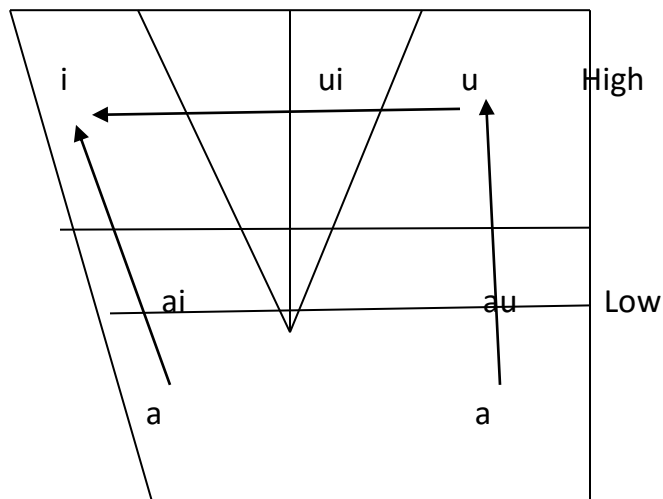


Source: Adopted by Sani (2013).

2.5.4 HAUSA DIPHTHONGS CHART

There are three diphthong sounds in a standard Hausa

Diphthong sounds		Examples
[ai]	aiki	(work)
[au]	tauri	(toughness)
[ui]	guiwa	(nee)



Source: Adopted by Roach (1982).

2.5.5 HAUSA CONSONANT SOUNDS

CONSONANTS: On the way out the air flow can be more or less obstructed, producing a consonant, or is simply modified, giving a vowel. If you pronounce the first sound of the word paper you close your mouth completely and that is the utmost obstruction, whereas if you pronounce the first sound of the word after the mouth is more open than normal, the air flows as freely as it possibly can. Consonants are often classified by being given a so-called VPM-label. VPM stands for Voicing, Place and Manner (Sani, 2013):

- voicing means that the vocal folds are used; if they are not, the sound is voiceless (note that vowels always imply the use of vocal folds).
- place of articulation is the place where the air flow will be more or less obstructed.
- manner is concerned with the nature of the obstruction.

Researchers have reveal that, the total number of consonant sounds in Hausa language are (34) in a standard Hausa dialect.

EXAMPLES IN WORDS

Consonant Sounds of Hausa

no:	phonemes	examples	glossary
1	/b/	bàyá	(back)
2	/B/	tàBáryà	(pestle)
3	/m/	mángwàro	(mango)
4	/k/	kumfá	(foam)
5	/fy/	fyádè	(raping)
6	/t/	túdù	(hill)
7	/d/	dàré	(night)
8	/d/	dáki	(room)
9	/l/	bùlálá	(whip)
10	/ĩ/	bará	(begging)

11	/n/	nómà	(farming)
12	/ŋ/	cán	(there)
13	/n/	hányà	(road)
14	/s/	sìkàrí	(sugar)
15	/z/	zàné	(wrapper)
16	/ts/	tsìntsiyá	(broom)
17	/r/	rùwá	(water)
18	/sh/	shànú	(cattle)
19	/c/	cíyàwà	(grass)
20	/j/	jákì	(donkey)
21	/y/	yárò	(boy)
22	/k/	kàsùwá	(market)
23	/ky/	kyáu	(beauty)
24	/kw/	kwàrì	(valley)
25	/k/	kàyà	(thorn)
26	/ky /	kyàllè	(piece of cloth)

27	/kw/	kwáro	(insect)
28	/g/	ràgá	(net)
29	/gy/	gyàrá	(repair)
30	/gw/	gwàni	(expert)
31	/w/	wùka	(knife)
32	/h/	há'yàkí	(smoke)
33	/ʔ/	bá'à	(joke)
34	/'y/	'yá'yá	(children)

Source: Sani (2013).

2.6 DIFFERENCES BETWEEN ENGLISH AND HAUSA PHONEMES

According to the above discussion as shown in between fig. I, II and IV and fig. III and V, there are differences in the sound systems of the two languages. This indicates the reason for the phonological impact of Hausa language on English language phonology. There are some sounds which are present in the sounds system of the English language but are not found in Hausa language and there are some sounds in Hausa language sound

system which are absent in English language sound system. These are shown below:

2.6.1 CONSONANT SOUNDS

ENGLISH /p, v, θ, ð/

HAUSA: /Ɓ, d, fy, kw, gw, gy, ky, ts, n, r, kw 'y,?/

2.6.2 VOWEL SOUNDS

ENGLISH: / ɜ:, ʌ, ei, əi , ið, εð, uð, ðu/

HAUSA: -----

2.7 INTERFERENCE

Interference is an effect of bilingualism or multilingualism. It is a linguistic situation whereby the features of the first language is being negatively transferred to the target language. It is a process that occurs during the period of learning. According to Adedimeji (2007,p.160). ‘Interference is the negative transfer of what obtains in the source languages or Nigerian

languages to the target language English.’ Alabi (2007, p.85) says: ‘The term implies are arrangement of patterns that result from the introduction of foreign elements into more highly structured domain of a language such as (bulk of) phonology, syntax, as well as some areas of vocabulary culture and discourse.’ In the view of Osisanwo (2009, p.139) cited Egbokhare (2007, p.4) interference ‘has to do with the carryover of the linguistic habits of an individual's first language to the second language.’

Interference can be described as deviations in a learner’s use of a foreign language which can be traced back to the learner’s first language that has been acquired before. It is a transfer of features from the first language of the learner to the target language or second language due to differences between the structures of both languages.

In conclusion, we have explained the terms phonology, phonetics and their different aspects. We have also discussed the theories of phonology, phonemes of English and Hausa languages, their status and the difference between the phonemic systems. We talked on the meaning of the

concept Nigerian English, its feature and the term interference.

Finally, Nigerian segmental phonological elements, which are: substitution, under-differentiation, epenthesis, simplification of consonant cluster and spelling pronunciation shall be used to analyze our data in the next chapter.

CHAPTER THREE

DATA PRESENTATION AND ANALYSIS

3.0 INTRODUCTION

This chapter will center on the phonological analysis of the ten selected undergraduate indigenous Hausa speakers. The transcribed version of the selected samples will be compared with the Received Pronunciation (RP). Any phoneme that is underlined depicts where the speakers deviate from the standard pronunciation of the words contain in the selected passage. The correct version of such sounds will be underlined under the RP Column.

We shall make use of the phonological elements identified in chapter two for the analysis and discussion shall be made on the data. This chapter shall be concluded with the summary of what has been done in this chapter and what has to be done in the next chapter.

3.1 METHOD OF DATA ANALYSIS

This data is the recorded speech of the Hausa speakers. A passage was given to the ten selected students to read.

3.1.1 SUBSTITUTION

GLOSS	1st SPEAKER'S RENDITION	R P	INTERPRETATION
Stage	St <u>e</u> dɜ	/ste <u>i</u> dɜ/	/e/ is substituted for /ei/
Was		/wɔ <u>z</u> /	/s/ " " " /z/
Serve		/sɔ <u>v</u> /	/b/ " " " /v/
Story	St <u>o</u> ri	/stɔ <u>u</u> ri/	/o/ " " " /ɔu/
Method		/mɛθ <u>o</u> d/	/t/ " " " /θ/
Serve	Sa <u>b</u>	/Sɜ: <u>v</u> /	/b/ " " " /v /
Approach	A <u>p</u> rotʃ	/ɔ <u>p</u> rotʃ/	/θu / " " " /ɔu/
Tin	<u>T</u> in	/ θ <u>i</u> n/	/t/ " " " /θ/
Because	bik <u>o</u> ɜ	/b <u>i</u> kɜz/	/s/ " " " /z /
That	<u>D</u> at	/ð <u>æ</u> t/	/d/ " " " /ð /

GLOSS	2nd SPEAKER'S RENDITION	R P	INTERPRETATION
Stage	Stvd	/steid /	/e/ is substituted for /ei/
Was		/waz/	/s/ " " " /z/
Of	ðb	\ðv\	/f/ " " " /v/
Story	Stori	/stauri/	/o/ " " " /ðu/
Thin	Tin	/θiŋ/	/t/ " " " /θ/
Such		/Sλt /	/S/ " " " /t/
Serve	Sab	sb:v	/f/ " " " /v/
Approach	Afrot	/apraut/	/f/ " " " /p/
Three	t ri	/θri;/	/t/ " " " /θ/
The	d i	/ði/	/d/ " " " / ð /

GLOSS	3rd SPEAKER'S RENDITION	R P	INTERPRETATION
Stage	Sted	/steid /	/e/ is substituted for /ei/
Was		/waz/	/s/ " " " /z/

Story	Stori	stauri/	/o/ " " " au/
Teaching		/ti:tʃiŋ/	/i/ " " " /i:/
Socio	Sosio	/sausiau/	/o/ " " " /au/
The	Di	/ði/	/d/ " " " /ð /
Because			/s/ " " " /z/
Serve	s3:b	/s3:v/	/b/ " " " /v/
That		/ ðat/	/d/ " " " /ð/
The		/ði/	/d/ " " " / ð /

GLOSS	4th SPEAKER'S RENDITION	R P	INTERPRETATION
Native	Neitib	/neitiv/	/b/ is substituted for /v/
That	dat	/ ðat/	/d/ " " " /ð/
Arithmetic	ariʃmetik	/ariθmetik/	/s/ " " " /θ/
Serve	Sab	/sɛ:v/	/b/ " " " /V/
Was		/waz/	/s/ " " " /z/
The	Di	/ði /	/d/ " " " /ð/
Approach	Afrots	/aprauts/	/f/ " " " /p/
Stage	Sted	/steid /	/e/ " " " /ei/
As	As	/əz/	/s/ " " " /z /

GLOSS	5th SPEAKER'S RENDITION	RP	INTERPRETATION
Approach	Apro <u>s</u>	/apra <u>u</u> ts/	/e/ is substituted for /au/
Serve	Sa <u>f</u>	/sɛ: <u>v</u> /	/f/ " " " /v/
The		/ð <u>v</u> /	/f/ " " " /v/
Socio	Sosio	/S <u>au</u> siau/	/o/ " " " /au/
Approach	a fro <u>s</u>	/apra <u>u</u> ts/	/s/ " " " /ts/
Of	\ð <u>b</u> \		/b/ " " " /v/
That		/ð <u>a</u> t/	/d/ " " " /ð/
Was		/w <u>a</u> z/	/s/ " " " /z/
As	As	/ð <u>z</u> /	/s/ " " " /Z/

GLOSS	6st SPEAKER'S RENDITION	R P	INTERPRETATION
Was		\w <u>ð</u> z\	/s/ " " " /z/
Is	i:s	\i: <u>z</u> \	/s/ " " " /z/
Serve	Sa <u>b</u>	/sɛ: <u>v</u> /	/b/ " " " /v/
Of	ð <u>b</u>	\ð <u>v</u> \	/b/ " " " /v/
Only	o <u>n</u> Ij	\ð <u>u</u> nli\	/o/ " " " /ðu/

Process	Pro <u>s</u> es	\pr <u>o</u> uses\ /o/ " " " /au/
Three	Tri	\θri:\br/>/t/ " " " /θ/
Method		\mεθad\ /t/ " " " /θ/
The	Di	\ ði\ /d/ " " " /ð/
This	Dis	\ ðiz\ /s/ " " " /z/

GLOSS	7th SPEAKER'S RENDITION	R P	INTERPRETATION
Stage	St <u>e</u> d	/ste <u>i</u> d /	/e/ " " " /ei/
Aimed	Em <u>d</u>	\e <u>i</u> md/	/e/ " " " /ei/
Was		\w <u>ə</u> z\ /s/ " " " /z/	
Goals	Go <u>l</u> s	/g <u>o</u> iz/	/o/ " " " /au/
Story	stor <u>i</u>	/st <u>o</u> ri /	/o/ " " " /au/
Method		\mεθ <u>ə</u> d\ /t/ " " " /θ/	
With	W <u>i</u> t	/wi <u>θ</u> /	/t/ " " " /θ/
Serve	S <u>a</u> b	/s <u>ə</u> v/	/b/ " " " /v/
Of		\ <u>ə</u> v\ /b/ " " " /v/	
This	Dis	\ ð <u>i</u> z\ /d/ " " " /ð/	

GLOSS	8th SPEAKER'S Rendition	R P	INTERPRETATION
Was		\wɔz\	/s/ " " " /z/
Goals	G <u>o</u> ls	/gɔ <u>u</u> iz/	/o/ " " " /ɔu/
Story	st <u>o</u> ri	/stɔ <u>u</u> ri /	/o/ " " " /ɔu/
Serve	S <u>a</u> b	/sɜ:v/	/b/ " " " /v/
Three	<u>T</u> ri	\θri:\	/t/ " " " /θ/
Method		\mɛθad\	/t/ " " " /θ/
Southern	sau <u>d</u> an	/sλð <u>a</u> n/	/d/ " " " /ð/
Of		\ɔv\	/b/ " " " /v/
Stage	St <u>e</u> d	/ste <u>i</u> d /	/e/ " " " /ei/
Aimed	<u>E</u> md	\e <u>i</u> md/	/e/ " " " /ei/

GLOSS	9th SPEAKER'S RENDITION	R P	INTERPRETATION
Stage	St <u>e</u> ɟ	/ste <u>i</u> ɟ/	/e/ is substituted for /ei/
Aimed	<u>E</u> md	/e <u>i</u> md/	/e/ " " " /ei/
As	A <u>s</u>	/ɔ <u>z</u> /	/s/ " " " /z/
Was		\wɔz\	/s/ " " " /z/
Serve	S <u>a</u> b	/sɛ:v/	/b/ " " " /v/

Of		\ðv\	/b/ " " " /v/
Goals	g <u>o</u> ls	/g <u>o</u> ulz/	/o/ " " " /au/
Story	st <u>o</u> ri	/st <u>o</u> ri /	/o/ " " " /au/
Method		\mεθad\	/t/ " " " /θ/
Three	t <u>r</u> i	\θri:\	/t/ " " " /θ/

GLOSS	10th SPEAKER'S RENDITION	R P	INTERPRETATION
The	<u>D</u> i	\ ði\	\d\ is substituted for \ð\
That	<u>d</u> æt	\zæt\	/d/ " " " /ð/
Serve	S <u>o</u> b	/Sε:v/	/b/ " " " /v/
Of		\ðv\	/b/ " " " /v/
Stage	St <u>e</u> dʒ	/steidʒ/	/e/ " " " /ei/
Aimed	<u>E</u> md	\eimd/	/e/ " " " /ei/
Was		\wɔz\	/s/ " " " /z/
This	D <u>i</u> s	\ðiz\	\s\ " " " \z \
Tin	<u>T</u> in	/ θIn/	/t/ " " " /θ/
Method		\mεθɔd\	/t/ " " " /θ/

3.1.2: UNDER – DIFFERENTIATION

GLOSS	1st SPEAKER'S RENDITION	R P	INTERPRETATION
Fast	Fast	/ faist /	/a/ is not differentiated from /a: /
Serve	Sab	/sɛ:v/	/b/ " " " /v/
Interpreter	Intafrita	/Intɛ:pɹita/	/f/ " " " /p/
Africa	Africa	/africə/	/a/ " " " /æ/

GLOSS	2nd SPEAKER'S RENDITION	RP	INTERPRETATION
Serve	Sab	/s ɛ:v/	/b/ is not differentiated from /v/
Fast	Fast	/fa:st/	/a/ " " " /a: /
Africa	afrika	/æfrika/	/a/ " " " /æ/
After	Afta	/a:ftə/	/a/ " " " /ə/

GLOSS	3rd SPEAKER'S RENDITION	R P	INTERPRETATION
Africa	afrika	/æfrika/	/a/ is not differentiated from /æ/
Fast	Fast	/fa:st/	/a/ " " " /a:/"
Serve	Sab	/sɛ:v/	/b/ " " " /v/
After	Afta	/a:fta/	/a/ " " " /ə/

GLOSS	4th SPEAKER'S RENDITION	RP	INTERPRETATION
Serve	Sab	/sɜ:v/	/b/ is not differentiated from /v/
Teacher		/ti:tʃə/	/a/ " " " /ə/
After	Afta	/a:fta/	/a/ " " " /a:/"
Man	Man	/mæn/	/a/ " " " /æ/

GLOSS	5th SPEAKER'S RENDITION	R P	INTERPRETATION
Serve	Sab	/s3:v/	/b/ is not differentiated from /3:/
That	dat	/ðat /	/d/ " " " /t/
Africa	afirika	/æfrika/	/i/ " " " //
After	Afta	/a:fta/	/a/ " " " /a:/

GLOSS	6th SPEAKER'S RENDITION	R P	INTERPRETATION
Serve	Sab	/sɛ:v/	/b/ is not differentiated from /v/
Structure	Siturocture	/strʌktjə/	
Think	Sink	/θɪŋk/	/s/ " " /θ/
Teacher	/t:tsə/	/t:tsə/	

GLOSS	7nd SPEAKER'S RENDITION	R P	INTERPRETATION
Fast	Fast	/fa:st/	/a/ is not differentiated

			from /a:/
thank	tank	/θaɛŋk/	/t/ " " " /θ/
Prefer	frifa	/prɪf ε:r/	/f/ " " " /p/
Approach	Afrots	/ðpraʊtS/	/f/ " " " /p/

GLOSS	8rd SPEAKER'S RENDITION	R P	INTERPRETATION
Prefer	frifa	/prɪfɛ:r/	/f/ is not differentiated from /p/
Man	Man	/ mæn/	/a/ " " " /æ/
Part	faet	/faet/	/p/ " " " /p/
Approach	afrots	/ðpraʊts/	/f/ " " " /p/

GLOSS	9th SPEAKER'S RENDITION	RP	INTERPRETATION
Barrier	baria	/bærɪə/	/a/ is not differentiated from /æ/
After	Afta	/a:ftə/	/a/ " " " /a:/
Approach	afrots	/ðprəʊts/	/f/ " " " /f/
Serve	Sab	/Sɛ:v/	/b/ " " " /v/

GLOSS	10th SPEAKER'S RENDITION	R P	INTERPRETATION
Serve	Sab	/S3:v/	/b/ is not differentiated from /f/
Man	Man	/mæn/	/a/ " " " /æ/
After	ðfta	/ð:ftð/	/a/ " " " /a: /
Africa	afrika	/æfrikð/	/a/ " " " /ð/

3.1.3 SPELLING PRONUCIATION

GLOSS 1st

GLOSS	1st SPEAKER'S RENDITION	R P
Formulated	f muletəd	
Problem	Frobləm	

GLOSS 2nd SPEAKER'S

GLOSS	2nd SPEAKER'S RENDITION	R P
Formulated	f muletəd	

GLOSS 3rd SPEAKER'S

GLOSS	3rd SPEAKER'S RENDITION	R P
Formulated	f mulet&d	

GLOSS 4th SPEAKER'S

GLOSS	4th SPEAKER'S RENDITION	R P
Formulated	f mulet&d	

GLOSS 5th SPEAKER'S

GLOSS	5th SPEAKER'S RENDITION	R P
Formulated	f mulet&d	
Problem	Frobl&m	

GLOSS 6th SPEAKER'S

GLOSS	6th SPEAKER'S RENDITION	R P
Problem	Froblem	
Formulated		

GLOSS 7th

GLOSS	7th SPEAKER'S RENDITION	R P
Formulated	F muletəd	

GLOSS 8th SPEAKER'S

GLOSS	8th SPEAKER'S RENDITION	R P
Problem	froblem	
Formulated		

GLOSS 9th SPEAKER'S

GLOSS	9th SPEAKER'S RENDITION	R P
Problem	Froblɛm	
Formulated		

GLOSS 10th SPEAKER'S

GLOSS	10th SPEAKER'S RENDITION	R P
Problem	Froblɛm	
Formulated		

3.1.4. EPENTHESIS

GLOSS	1st SPEAKER'S RENDITION	RP	COMMENT
People	fiful	/pi:pl/	
Think	Sink	/θɪŋk/	
Initial			

GLOSS	2nd SPEAKER'S RENDITION	RP	COMMENT
People	Fiful	/pi:pl/	
Missionary	mi anari	/mi nri/	In fast speech

GLOSS	3rd SPEAKER'S RENDITION	RP	COMMENT
People	fiful	/pi:pl/	
Example		/Igzɑ:mpl/	
Commercial	Komasial	/komɛ:sI/	In fast speech

GLOSS	4th SPEAKER'S RENDITION	RP	COMMENT
People	fiful	/pi:pl/	
Initial	Inisial	/inisl/	In fast speech
Example		/igzɑ:mpl/	

GLOSS	5th SPEAKER'S RENDITION	RP	COMMENT
People	Pipu	/pi:pl/	
Political			in fast speech

GLOSS	6th SPEAKER'S RENDITION	RP	COMMENT
People	fiful	/pi:pl/	
Example		/Igza:mpl/	
Initial	Inisial		

GLOSS	7th SPEAKER'S RENDITION	RP	COMMENT
People	fiful	/pi:pl/	
Example		Igza:mpl/	
Political			

GLOSS	8th SPEAKER'S RENDITION	RP	COMMENT
Initial	Inisial	/inisl/	
People	Fiful	/pi;pl/	
Example		/igza;mpl/	

GLOSS	9th SPEAKER'S RENDITION	RP	COMMENT
People	fiful	/pi;pl/	
Example		/igza;mpl/	
Initial	Inisial	/inisial/	

GLOSS	10th SPEAKER'S RENDITION	RP	COMMENT
People	Fiful	/pi;pl/	
Example		/igza;mpl/	
Commercial			

3.1.5: SIMPLIFICATION OF CONSONANT CLUSTER

GLOSS	1st SPEAKERS RENDITION	RP	SOUND(S)
Subject	s bd ɛt	/sʌbd Ikt/	/k/
Example	ɛsambu	/igza:mpI/	/g/

GLOSS	2nd SPEAKERS RENDITION	RP	SOUND(S)
Subject	s bd ɛt	/sʌbd ikt/	/k/
Objective	obd ɛtib	/obd ɛktiv/	/b/

GLOSS	3rd SPEAKERS RENDITION	RP	SOUND(S)
Objective	bd ɛtɪf	/obdʒ ɛktɪv/	/k/
Subject	s bd ɛt	/sʌbdʒ Ikt/	/k/

GLOSS	4th SPEAKERS RENDITION	RP	SOUND(S)
Objective	bd ɛtɪf	/obd ɛktiv/	/k/
Subject	s bd ɛt	/sʌbd ikt/	/k/

GLOSS	5th SPEAKERS RENDITION	RP	SOUND(S)
Example	s bd ɛt	/sʌbd ikt/	/k/
Objective	bd ɛtif	/obd ɛktiv/	/k/

GLOSS	6th SPEAKERS RENDITION	RP	SOUND(S)
Subject	s bd ɛt	/sʌbd ikt/	/k/

GLOSS	7th SPEAKERS RENDITION	RP	SOUND(S)
Example	ɛsampu	/Igzaimpl/	/g,/
Subject	s bd ɛt	/sʌbd ikt/	/k/

GLOSS	8th SPEAKERS RENDITION	RP	SOUND(S)
Example	ɛzamful	/Igzaimpl/	/g,/
Examine	ɛzamin	/Igzæmin	/g/

GLOSS	9th SPEAKERS RENDITION	RP	SOUND(S)
Subject	sbd ɛt	/sʌbd ikt/	/k/
Examine	ɛzampul	/Igzaimpl/	/g,/

GLOSS 10th

GLOSS	10th SPEAKERS RENDITION	RP	SOUND(S)
Example	ɛzampu	/Igzaimpl/	/g,l/
People	fiful	/pi:pl/	/f/

3.2 DISCUSSION

From the analysis above, the samples substitute sounds which are not present in their L1 such as dental fricative sounds /θ,ð/ with alveolar plosive sounds /t,d/ in the words /θɪŋ / as /tin/ and / æt/ as /dat/. The voiced alveolar fricative /z/ also substituted with voiceless alveolar fricative /s/ in such word as /i:z/ and voiceless labio-dental fricative /b/ for the voiced labio-dental fricative /v/ in such words as /S3:v/. They also substitute

diphthong vowels /ei/ and /au/ with monophthong vowel sounds /e/ and /o/ as they appeared in these words /aunli, gaul, steIdz eimd/. Again, the samples were unable to distinguish the vowel sound /a/ from the following English vowel sounds: /æ, ɜ:, a:, ə/ as they are in the following word [man, sab, aftə, əfrotʃ] instead of / mæn, Sɜ:v,a:ftə, əpreutʃ/. They cannot differentiate between letters and sounds. This makes them to pronounce according to the orthography of a word like problem in the selected passage as froblem instead of /probləm/.

In addition, Hausa language does not have consonant cluster structure. This becomes a problem to the samples. Most of them resolved this problem by simply deleting or inserting certain vowels where there is consonant cluster. For instance, in the words: subject /sʌbd Ikt/, example /strʌktʃə/ are simply pronounced /sobd ɛt/ and /sitrʌktʃə/. They insert vowel sound especially where a consonant ends a word or where there is consonant cluster as it appears in the words /fiful/ and /sitrʌktʃə/.

SUBSTITUTION

Sound substitute	/θ/with /t/	/p/with /f/	/v/ with /b/	/z/with /s/	/ei/with /e/	/ðu/with /o/	/ð/ with /o/
No of Speakers	7	10	10	2	9	9	9
Percentage	70%	100%	100%	20%	90%	90%	90%

UNDER DIFFERENTIATION

Sounds under-differentiated	/ɜ:/	/æ/	/ɑ:/	/ð/
No of speakers	9	10	10	10
Percentage	90%	100%	100%	100%

SPELLING PRONUNCIATION

Words	Problem	Formulated
No of speakers	7	8
Percentage	70%	80%

EPENTHESIS

Words	fiful	/sitrΛtkktʃɪ/
No of speakers	10	10
1. Percentage	100%	100%

SIMPLIFICATION

Words	Ezamin	εzɔmpul	s bdzɛt	bdzɛtdt
No of speakers	6	6	7	4
Percentage	60%	60%	70%	40%

3.3 SUMMARY OF THE CHAPTER

It has been discussed in this chapter that the samples substituted phonemes of English language with the one that were available in their first language. They also pronounced different vowel sounds with a vowel sound. They pronounced words according to how the words were written. Also, they eliminated some consonant sounds in the situation of consonant cluster and they fixed in vowel sound in some words endings or in between consonant cluster.

CHAPTER FOUR

4.1 SUMMARY

We started with the general introduction to the study in the first chapter. We stated the statements of the research problem, scope of the study, the purpose, justification of the study, methodology and data description. Chapter two contained the review of related literature. We discussed the term phonetics and phonology, phonological theories.

The concept of interference was discussed and the chapter was concluded with the stating of the elements to be used in the next chapter. In the third chapter, we analyzed the data and we gave a discussion on the data. The rest of this chapter four will be based on findings resulting from our studies and recommendation shall be made.

4.2 FINDINGS

It was discovered that our subjects have problems with most of the sounds which were not available in their first language and they replaced

them with the ones that were found. They were also unable to differentiate a sound from other related and counterpart sounds. These sounds /p, v, θ, ð/. were more substituted for /f, t/.

More so, they pronounced sounds according to how the words were written down. This is because in the students L1, words are written as they were pronounced and vice versa. The sample find consonant clusters problematic and they removed certain e.g. consonants where there is a consonant cluster. In some situations, they inserted vowel specifically at the end of the words that end with consonant cluster.

Also, it was noticed that those students who have received some training on the English language were a bit better than other students. The level of exposure to English has a role to play in the perfection of the spoken English of L2 learners.

4.3 CONCLUSION

As a result of the differences between the English language sound system and the Hausa language sound system, the samples as second

language learners of English language. This situation indicates that the spoken English of the subjects has been affected by the sound system of Hausa language.

4.4 RECOMMENDATION

Students should try to learn and master the area of differences between the sound system of their L1 and the sound system of English language. They should also be conversant with the proper usage of the English language sounds. They should try to apply the proper pronunciation on English words whenever they are speaking. They should be a companion of their Pronouncing Dictionary.

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