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PRONUNCIATION PROBLEMS OF HAUSA SPEAKERS OF ENGLISH:

THE CASE OF NIGERIAN STUDENTS IN NORTH CYPRUS

MASTER'S THESIS

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ABSTRACT

PRONUNCIATION PROBLEMS OF HAUSA SPEAKERS OF ENGLISH: THE CASE OF NIGERIAN STUDENTS IN NORTH CYPRUS

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The purpose of this study was to investigate the pronunciation problems of Hausa speakers of English as well as their attitudes towards native versus non-native pronunciation. To achieve the goals of this research, sixty native Hausa speakers of English from the Near East University (NEU), Cyprus International University (CIU), and Eastern Mediterranean University (EMU), all in Northern Cyprus, participated in the study. Four instruments were used to collect necessary data for the study: (a) a background questionnaire, (b) a pronunciation test, (c) an attitude questionnaire, and (d) an interview. The purpose of the first questionnaire was to elicit information about the demographic background of the participants. The attitude questionnaire and interviews were designed to collect data about the attitude of Hausa speakers towards native versus non-native pronunciation of English, and the purpose of the pronunciation test was to elicit information about the participants' pronunciation problems in English. To this end, a list of English words and sentences as well as a short paragraph were given to the participants to pronounce while being tape-recorded. Moreover, some pictures containing English problematic sounds were shown to the participants to name. The collected data were

then coded and analyzed. Microsoft Excel was used to calculate the percentages and frequencies in the analysis process. However, for the interview data qualitative analysis was done. The study revealed that Hausa speakers face problems in pronouncing certain English vowels (i.e., /ʌ/, /ɔ:/ and /ɜ:/) and some English consonants (/f/, /v/, /θ/ and /ð/). The findings of the study indicate that Hausa speakers of English acknowledge the importance of native-like pronunciation in communication with native and non-native speakers of English.

Key words: Pronunciation problems, Hausa speakers of English, attitude of Hausa speakers of English towards native vs. non-native English pronunciation

ÖZ

HAUSA DİLİNİ KONUSANLARIN İNGİLİZCE TELAFFUZ PROBLEMLERİ : KUZEY KIBRIS'TAKİ HAUSA DİLİ KULLANANLARIN DURUMU

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Bu çalışmanın amacı Hausa dilini konuşanların İngilizce telaffuz problemlerinin yanı sıra anadili konuşanlarla anadil olarak konuşmayanların telaffuzlarına karşı tutumlarının araştırılmasıydı. Bu araştırmanın hedeflerine ulaşmak için, hepsi Kuzey Kıbrıs'ta bulunan Yakın Doğu Üniversitesi (YDÜ), Uluslararası Kıbrıs Üniversitesi (UKÜ) ve Doğu Akdeniz Üniversitesi'nden (DAÜ) anadili Hausa olan altmış İngilizce konuşan kişi çalışmaya katıldı. Çalışma için gerekli verilerin toplanması için dört araç kullanıldı: (a) bir geçmiş bilgi anketi, (b) bir telaffuz testi, (c) bir tutum anketi, ve (d) bir görüşme. İlk anketin amacı katılımcıların demografik geçmişleri ile ilgili bilgi elde etmektir. Tutum anketi ve görüşmeler Hausa konuşanların anadil olarak İngilizce konuşanların telaffuzuna karşılık anadil olmayanların İngilizce telaffuzlarına karşı tutumları hakkında veri toplamak üzere düzenlenmişti; ve telaffuz testinin amacı katılımcıların İngilizce telaffuz sorunları ile ilgili bilgi elde etmektir. Bu amaçla katılımcılara, kayıt yapılırken telaffuz etmeleri için İngilizce kelime ve cümle listesi yanısıra kısa bir paragraf verilmişti. Dahası, isimlendirmeleri istemiyle katılımcılara İngilizce'de sorun olan sesleri içeren bazı resimler de gösterildi. Toplanan veriler daha sonra kodlandırıldı ve analiz edildi. Analiz sürecinde yüzde ve frekansların ölçülmesi için

Microsoft Excel kullanıldı. Bununla birlikte, görüşme verileri için nitel analiz yapıldı. Çalışma, Hausa konuşanların belirli İngilizce sesli harfleri (ör., /ʌ/, /ɔ:/ ve /ɜ:/) ve bazı İngilizce sessiz harfleri (/f/, /v/, /θ/ ve /ð/) telaffuz ederken sorunla karşılaştıklarını ortaya koydu. Çalışmanın bulguları, anadili Hausa olan İngilizce konuşanların, anadili İngilizce olan veya olmayan İngilizce konuşanlarla iletişiminde anadile yakın telaffuzun önemli olduğunu kabul ettiklerini göstermektedir.

Anahtar kelimeler: Telaffuz sorunları, anadili Hausa olan İngilizce konuşanlar, anadili Hausa olan İngilizce konuşanların anadil olarak İngilizce konuşanların telaffuzuna karşılık anadil olmayanların İngilizce telaffuzlarına karşı tutumları

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ABBREVIATION PAGE

L2: Second Language

L1: First Language

SLA: Second Language Acquisition

CAH: Contrastive Analysis Hypothesis

MDH: Markedness Differential Hypothesis

RP: Received Pronunciation

NNE: Non-native English

NE: Native English

NEU: Near East University

EMU: Easter Mediterranean University

CIU: Cyprus International University

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CHAPTER I

INTRODUCTION

This chapter starts with a discussion on the importance of pronunciation skills together with three factors that affect students' mastery of English pronunciation. Moreover, the chapter will focus on discussing the pronunciation problems of Hausa speakers and the participants' attitude towards native versus non-native pronunciation of English. This chapter also includes the significance of the study, research questions, definition of key terms and limitations and delimitations of the study.

Introduction and Background of the Study

According to Hakim (2012), "No two people speak exactly alike –we can always hear differences between them - and the pronunciation of English varies a great deal in different geographical areas" (p. 245). Many international students are nervous about speaking, as they believe their pronunciation of English is an obstacle to effective communication. However, some writers who consider pronunciation less important in communication assert that EFL students do not need native-like pronunciation of English in order to be comfortably understood (Lynch & Anderson, 2012). On the other hand, some researchers emphasize the importance of pronunciation skills in learning any language. That is, in order to learn any language, pronunciation skills are very important (Hassan, 2012).

Good pronunciation is the first thing that a learner of English should learn. A learner can live without advanced vocabulary, i.e., he/she can use simple words to say what he/she wants to say. One can also live without advanced grammar, i.e., one can use simple grammar structures instead, but there is no such a thing as simple pronunciation. The consequences of bad pronunciation are considered as problematic because, even if you use correct grammar, people may not understand what you are trying to say (Tomasz, 2011). Moreover, Fraser (2006, as cited in Mirzaei, Abdollahian and Ranjab, 2012) asserts that:

“Pronunciation is of vital importance to the second or foreign language (L2) learning due to at least three reasons. First, it enhances comprehensibility. Second, when the finite number of sounds, sound clusters, and intonation patterns is mastered, it enables infinite use. Third, it is of great assistance to those who have integrative motivation since with native-like pronunciation they will not be marked as foreigners. It can also be added that just as rich vocabulary, fluent reading, speech, and perfect grammar are essential for learners who wish to be highly proficient in the L2, so good pronunciation is important since it is part and parcel of successful L2 communication” (p.2).

Pronunciation serves as an element of the language that contributes to better English speaking. It is very important to learn good pronunciation because, with good pronunciation, our communication in English will be clearly and easily understood (Allen

1960, as cited in Hakim, 2012). Hakim (2012) also suggests that “in speaking and listening, good pronunciation is a crucial thing; it is true that pronunciation has an important role in communication” (p. 244). Many learners of second languages face pronunciation difficulties when speaking in the target language and this difficulty serves as their main communicative problem (Al-Saidat, 2010). However, he adds, “It is believed that one goal of pronunciation training in any course is intelligible pronunciation, not perfect pronunciation” (Al-Saidat, 2010, p. 121).

Many factors can influence the pronunciation of English in communication. As stated by Kavaliauskiene (2009) “Cross-linguistic similarities and differences can produce positive transfer or negative transfer such as underproduction, overproduction, production errors, and misinterpretation” (p. 4). Learners of English as a second or foreign language will experience difficulty in mastering English pronunciation and the factors that influence pronunciation have been mentioned by different researchers (Hakim, 2012). The factors that affect the students in mastering pronunciation in English are divided into three groups: (a) biological factors, (b) sociocultural factors, and (c) personality factors (Hakim, 2012).

(a) The biological factor: This factor deals with accent. Linguistically, accent is a manner of pronunciation based on an individual’s geographical area. An accent can be used to identify the locality in which its speakers reside. Due to the biological factor, an English learner experiences difficulty in mastering native like pronunciation (Hakim, 2012).

(b) The sociocultural factor: it has been claimed that the more intensely second language learners identify with members of the second culture, the more likely they are to sound like members of that culture (Hakim, 2012).

(c) The personality factor: the degree of exposure to and the use of the second language can support or impede pronunciation skills development - Avery & Ehrlich (1992, as cited in Al-Saidat, 2010). Avery & Ehrlich give the example of confident learners who get involved in interactions with native speakers and are liable to practice their foreign language pronunciation – (Avery & Ehrlich, 1992, as cited in Al-Saidat, 2010).

Many researchers have investigated the problems of pronunciation as a result of the mother tongue influence on the learning of foreign languages. It has been said by Kavaliauskiene (2009) that the “mother tongue has potentially both positive and negative consequences” (p. 3). He adds that if the negative transfer is too much from L1 to English, as L2, it may cause lack of understanding in communication (Kavaliauskiene, 2009).

Statement of the Problem and Purpose of the Study

The main purpose of this study is to elicit the pronunciation problems of Hausa speakers of English and their attitudes towards native versus non-native pronunciation of English. English pronunciation problems seem to be common to Hausa speakers as stated by many researchers. For example, many Hausa speakers of English pronounce /f/ as /p/ and they also pronounce /ð/ as /z/, etc. (Kperogi, 2013). In addition, the Hausa sound written /f/ is not pronounced like the /f/ of typical English or French. In such languages, native speakers pronounce /f/ by bringing the lower lip next to the teeth, while in Hausa /f/ is pronounced as a bilabial sound (Russell, 2008).

According to Isa (2011):

The spoken form of Nigerian English has its features; prominent among them is the linguistic interference from our native languages, which means instances of deviation from the norm of a language occasioned by contact with another language, such as the features that result from English-Hausa contact. With this interference or influence of mother tongue features, one can easily tell what part of Nigeria a Nigerian speaker of English comes from (p.4).

Moreover, Mohammed (2011) illustrates that:

It is very lamenting how the effect of mother tongue interference in the spoken English of many Hausa speakers in the country is still so obvious. This problem however, does not only hinder or alter meaning when they are conversing in English, but also makes English speakers of other backgrounds to look down or even ridicule the pronunciation manner of the Hausa speakers (p. 11-12).

Many studies have investigated the problematic consonants and vowels of Hausa-speaking students of English, specifically on /f/ and /p/. Therefore, this particular study investigates the pronunciation problems of more consonants and vowels in the speech of Hausa native speakers studying at Near East University (NEU), Cyprus, Eastern Mediterranean University (EMU) and Cyprus International University (CIU).

Significance and Justification of the Study

This research would undoubtedly be of academic interest to linguists who see language in its dynamic form. More importantly, it might probably fill a knowledge gap in the area of teaching English pronunciation to Hausa students. It is, therefore, of great importance to teachers of English, in general, and those who are interested in the area of phonology, in particular. This work also unraveled some factors responsible for the pronunciation problems of Hausa-speaking students for academic or other interactional purposes.

Research Questions

1. To what extent do Hausa-speaking learners of English have problems with the pronunciation of the following English consonants: /f/, /v/, /ð/, and /θ/?
2. To what extent do Hausa-speaking learners of English have problems with the pronunciation of the following English vowels: /ʌ/, /ɔ:/ and /ɜ:/?
3. What are the attitudes of the participants towards native versus non-native pronunciation of English?

Definitions of Key Terms

Pronunciation. Pearson asserts that pronunciation is “a way in which a language or word is pronounced” (p. 708).

Consonant. Consonants can be defined both phonetically and phonologically. Crystal (2008) stated that “Phonetically, they are sounds made by a closure or narrowing in the vocal track so that the airflow is either completely blocked, or so restricted that

audible friction is produced". Phonologically, he adds "consonants are those units which function at the margins of syllables, either single or in clusters" (p. 129).

Vowels. Roach (1983) asserts that "vowels are sounds in which there is no obstruction to the flow of air as it passes from the larynx to the lips" (p. 10).

Hausa. The main speaking areas of Hausa are considered to be northern Nigeria and Niger. However, it is spoken widely in northern Cameroon. Large Hausa communities can be found everywhere in West African cities. That is why, Hausa is considered as a language that has more native speakers than any other language in Sub-Saharan Africa. The estimated number of Hausa native speakers is 22 million with and over 17 million of second language speakers additionally. Most Hausa people are Muslim and the language serves as a lingua franca among Muslims in non-Hausa areas (Russell, 2004).

The largest ethnic group in Africa today is Hausa-speaking people. They are living in the states of northern Nigeria and neighboring Niger. The development of Islam appeared in the land around the seventeenth or eighteenth century. Maguzawa are certain Hausa people that are Non-Muslims. The emergence of the Hausa lands to the legendary Bayajidda, who is said to have come from Baghdad and arrived in the Hausa land through Kanem-Bornu, where he got married to the daughter of the mai. This eventually brought what is called Banza Bakwai (Illegitimate Hausa States/ Bogus seven). It includes: Zamfara, Kebbi, Kwararafa, Gwari, Nupe, Kebbi and Yauri, and were set up by Bayajidda's offspring. Banza Bakwai comprises some people who cannot be now distinguished from the original Hausa people and others who barely share something in common. Hausa Bakwai is a

region made of some states/cities of original Hausa people: Kano, Daura, Gobir, Zazzau, (Zaria), Katsina, and Rano (Fyle, 1991).

Attitude. Attitude is the process through which an individual thinks and feels about somebody/something or the process an individual behaves towards somebody/something that shows how he thinks and feels positively or negatively (Pearson, 1983).

Endoglossic. Crystal (2008) stated that “endoglossic is a term referring to a language which is the native language of most (or all) of the population in a geographical area” p. 169.

Exoglossic. It refers to non-indigenous language which serves as an official language or second language in a specific society or country (Oxford, 2014).

Limitations of the Study

In this study, sex served as a limitation, since only male students were available to the researcher; it was difficult to find female volunteers to participate in the study.

In addition, very few of the participants experienced difficulty in naming unfamiliar object in the pictures because of their low English proficiency levels.

Delimitations of the Study

In order to collect authentic and reliable data, only students who were not English majors were selected as participants. In other words, those who were majoring in English were not included in the sample.

Conclusion

In this chapter, after some introductory remarks background of the study and statement of the problem were presented. Then, significance of the study, research questions, and definition of the key terms were discussed. Finally, limitations and delimitations of the study were listed.

CHAPTER II

REVIEW OF LITERATURE

In this chapter, first the position of English in Nigeria at large and specifically in different sectors such as education and media will be discussed. This will be followed by a brief review of two theories of second language acquisition related to this study namely Contrastive Analysis Hypothesis and Markedness Differential Hypothesis. Next, phonological differences between Hausa and English, mother tongue interference as well as classifications of consonants in English, the absence of some English consonants in Hausa will be presented. Finally, related empirical studies will be reviewed.

Status of Hausa in Nigeria and Africa

Mohammed (2011) suggests that “It is apparent then that the English language is spoken alongside competing indigenous languages in many African countries. This is clearly observable in countries like Nigeria where English is a second language” (p.36). Moreover, Isa (2011) stated that “Nigeria is a heterogeneous country in which several indigenous languages are spoken by a relative number of speakers” (p.12). Such languages serve as their mother tongues (Isa, 2011). Mohammed (2011) also mentioned that “.....where the language is either an official or a second language for the majority, i.e., the elite, and where the majority people use local or indigenous languages as a means of communication. Therefore, in this situation, English is an exoglossic national lingua-franca in competition with other local or endoglossic regional lingua-franca. Examples of such countries are: Nigeria, Ghana and Sierra Leone” (p.35). However, English in Nigeria serves

as the majority language and that makes it the national language in the country. In this sense, it is a lingua franca, which people of different ethnic backgrounds use to communicate. It is the language of instructions at all the levels of education: the medium of instruction after the first three years of primary education up to university (Isa, 2011). English is also used for inter-ethnic communication. For instance, if a Hausa man wants to speak to an Igbo or a Yoruba man, English serves as medium of communication between them (Isa, 2011).

As stated by Isa (2011) "The constitution of the republic of Nigeria (updated in 1989) upholds the continued use of English as the language of debate and business in the National Assembly and the State House of Assembly, even in the local government legislative councils" (p. 15). Moreover, English serves as the language of international commerce, the mass media and administration (Isa, 2011). Hausa native speakers in Nigeria use English alongside their native language, which is "Hausa". English is taught in native Hausa areas in Nigeria as a subject in schools. It is also used as a medium of instruction in upper primary, secondary schools and in higher institutions. Hausa is also used as a medium of instruction in lower primary schools in the regions. The programs in the mass media in this region use both Hausa and English extensively (Mohammed, 2011). This can be clearly seen in the revised National Policy on Education 1981 (as cited in Isa, 2011) which mentions that, "The Junior Secondary School student shall study English and two Nigerian languages while the Senior Secondary School student shall study English and one Nigerian language" (p.14). The analogy shows strong and steady contact between the two languages (Mohammed, 2011). Moreover, Bernard (1991, as cited in Mohammed,

2011) argues that “the influence of one language over the other is extremely important in a situation of prolonged and systematic language contact” (p.37).

Theories of Second Language Acquisition

This section of the study will look at two theories of SLA, which are related to the acquisition problems in learners’ interlanguage namely Contrastive Analysis Hypothesis (CAH), and The Markedness Differential Hypothesis (MDH) will be briefly discussed.

Contrastive Analysis Hypothesis. This theory focused on the notion of interference coming from the first language as the principal barrier to second language learning. The strong version of this theory made rather strong claims with respect to predicting errors and difficulties of second language learners (Keshavarz, 2012). It was claimed that the difference between the structure of the source and target language the more difficult it is to learn a foreign language. So mother tongue interference was found to be responsible for most, if not all errors. However, contrastive analysis has been criticized for ignoring factors such as learning and communication strategies, overgeneralization, and the like which may affect learners’ performance in the target language (Keshavarz, 2012). Nevertheless, on the phonological level, even the most sever critics of contrastive analysis hypothesis cannot help but acknowledge the predictive validity of this theory (Richards, 1971).

Markedness Differential Hypothesis. This theory is based on the concept of markedness. Markedness is a linguistic principle which was first discussed in Trubetzkoy’s (1939) and Jakobson’s work (1968, as cited in Alharbi, 2009). Marked means a structure that is difficult or less common. For example, the /θ/ sound is found in very few languages

of the world, therefore it is marked. Unmarked refers to structures that are simple and/or especially common in all human languages. For example, the /t/ sound normally exists in many languages of the world; therefore it is unmarked (O'Grady, Dobrovolsky and Katamba, 1996).

Contrastive Analysis of English and Hausa Sound System

Hausa, as a language, varies from English not only in phonology, but also in the way the sounds are linked together to form words and sentences. A Hausa native speaker learning English transfers into his new language all the speech habits of his native language except for some rare cases (Mohammed, 2011). Mackey (1965, as cited in Mohammed, 2011) suggests that for a learner to acquire new habits does not come naturally easily, he/she does not just pick up the correct habits in most cases, but he/she has to be taught. Moreover, Jibril (1982, as cited in Muhammed, 2011) states that "the chief cause of variation in the Nigerian context is mother tongue interference. This makes the spoken English of the Hausa speakers to be different from that of the Yoruba or Igbo, the spoken English of these people shows some distinctive remarkable features, which differentiates their spoken English from that of native speakers' pronunciation" (p.5).

Mohammed (2011) suggests that:

"It is notable fact that, some Hausa learners of English language show a great deal of nonchalance as far as the standard pronunciation of the language is concerned. They have little or no remorse over their lapses in proper pronunciation as long as they can get along with the

language. This however may be tolerated if it had no divergence effects or discrepancies in the process of communication, but the possibility of such is far lesser than the speakers are aware of" (p.40).

A native Hausa speaker learning English encounters some phonological obstacles in learning the correct English sounds. However, s/he tries to solve his/her problems by trying to make the target language conform to his/her native language (Mohammed, 2011). Therefore, interference in the speech of a native Hausa speaker of English can be classified into two categories. It could be either in complementary distribution or in free variation (Mohammed, 2011). Pike (1947, as cited in Mohammed, 2011) suggests that, the mutually exclusive relationship between two phonetically similar segments is called complementary distribution. This normally exists when one segment occurs in an environment where the other segment never occurs and on the other hand, the interchangeable relationship between two phones, in which the phones may substitute for one another in the same environment without causing a change in meaning, is called free variation.

The English consonantal phonemes /θ/, /ð/, /v/ and /p/ are absent in Hausa. The first two consonants share a free variation with the Hausa consonants /s/ and /z/. For instance, 'thin' and 'those' will be realized as /sin/ and /zos/ respectively, while /v/ also shares a free variation of /b/ and /p/ with /f/. For instance, 'van' and 'pan' will be realized as /ban/ and /fan/, respectively (Mohammed, 2011). It is also indicated that there is an articulation problem of /p/ and /f/ for Hausa speakers as a result of mother tongue

interference (Jowitt, 1991). Moreover, Hausa has no [v]. Therefore, Hausa English speakers realize /v/ as /b/. The pronunciation of /f/ varies according to one's region. Around Zinder in Niger Republic, they pronounce /f/ like an English /f/ but in Western Niger, they pronounce /f/ as /hw/ or /h/ sound (Corps, 2006). According to Caron (2011), "the consonant written /f/ in standard orthography is a bilabial whose pronunciation varies according to dialects and sociolects: [hw] in the west; [ɸ] (voiceless bilabial fricative) or [p] (voiceless bilabial plosive) in the East depending on the social group of the speaker..." (p. 5). Authors like Kperogi (2013) and Rusell (2008), illustrate in their books that Hausa native speakers interchange some English phonemes with others like /p/ and /f/. The /θ/ and /ð/ sounds also are among the five English consonant phonemes which have no counterparts in Hausa. The absence of these phonemes in Hausa results in many Hausa speakers' articulation of the phonemes differently from the Received Pronunciation (R.P.) aimed model. For instance, the phoneme /θ/ as in [thin] is realized as [sin], while /ð/ as in [this] is realized as /zis/ (Jibril, as cited in Aliyu, 2011). Hausa speakers of English pronounce the word /fan/ as /pan/ (Mohammed, 2011). Also, Ard (1981, as cited in Isa, 2011) stated that "It is true when we are learning a foreign language; we carry patterns from our native language onto that new language we are learning" (p.21).

Also since /θ/ and /ð/ do not occur in the Hausa language, Hausa English speakers realize /θ/ as /s/ and /ð/ as [z], but among educated Hausa speakers the realization of /ð/ as [z] is more common than the realization of /θ/ as [s] (Jowitt, 1991). The younger generations of Hausa English speakers drifting towards that of the Southern Nigerian speakers pronounce /θ/ as [t] and /ð/ as [d] (Aliyu, 2011). Such socio-cultural situations and different linguistic backgrounds can alter meaning in speech. Freeman and Richards

stated that (1967, as cited in Mohammed, 2011) “socio-cultural situations and different linguistic backgrounds can lead to varying levels of linguistic meanings and interpretations” (p.27). The effects of mother tongue interference in second language acquisition can only play a minimal damage to the overall use of language, Corder (1967, as cited in Mohammed, 2011). Certain English phonemes in some environments are pronounced differently. If bilinguals of English sounded or pronounced these phonemes incorrectly, that is when problems come in (Isa, 2011). Isa (2011) asserted that the phonological needs are required not only by children or students, but also adults face such problems of mother tongue interference. Any phonological problem causes misunderstanding or ineffective communication, not only in school or class, but also in day to day conversation (Isa, 2011). Strevens (1968, as cited in Mohammed, 2011) states that speaking a foreign language with the accent of the mother tongue is not an odd or peculiar thing. He adds that it is a trait which is stereotypical to speakers of certain geographical backgrounds. This could be seen considering the fact that even some native speakers of English like the Americans, Scottish, Irish, etc, speak in their mother accents (Mohammed, 2011).

The causes of difficulty in realizing the English consonant phonemes by a Hausa speaker can be explained by the fact that the learner does not receive ample opportunities for learning or imitating the proper pronunciation of the sounds and also some English teachers lack the phonological basis of the sounds (Mohammed, 2011). The interference in the Hausa speaker’s speech of English does not happen as a result of differences in bodily speech organs, because human beings share the same speech organs

generally. Hence, the problem lies in consonants and vowel sounds of the two languages (Mohammed, 2011).

Consonants can be divided into at least three sub-groups on the basis of their acoustic peculiarities.

1. Consonants the acoustic characteristic of which becomes distinctive only during the transitional periods between the consonants and adjacent sounds, for instance; /k/, /t/, /b/, /d/, /g/.
2. /f/, /r/, /j/, /s/, /z/, /ʃ/ are consonants with high frequency characteristics.
3. /m/, /n/, /l/, /j/ are consonants which have resonance characteristics analogous to those of the vowel (Heffner, as cited in Mohammed, 2011).

Gimson (1980, as cited in Mohammed, 2011) suggests that “there are twenty four consonants in Standard English with different manner/place of articulations, stops/plosives, fricatives, affricates, nasal, lateral, rhotic and semi-vowels”(p.44). English has six places of articulation, which include the bilabial with sounds like [b], [p], [m], and [w]. The alveolar sounds include [d], [t], [z], [n], [l] and [r]. Dental sounds include [θ] and [ð] and the palatal sound is only one, which is [j]. Velars include [g], [k] and [ŋ]. The glottal sound is [h]. The above are referred to as simple consonants, because their articulation involves only one level of articulation. The remaining consonants are referred to as secondary articulation. Such kinds of consonants have two levels of articulation (Mohammed, 2011). Moreover, Hausa language has thirty five consonantal phonemes. The Hausa sounds system has seven places of articulation which include bilabial, alveolar,

retro-flex, palatal, velar and glottal sounds. There are also eight other sounds with a secondary articulation, which include palatalized bilabial and palatalized glottal sounds (Mohammed, 2011). However, both systems share almost the same manners of articulation and voicing as well. The major difference lies in the places of articulation of the two systems. For instance, the bilabial stop [p], the palate-alveolar fricative [ʃ], the dental fricatives [θ] and [ð] and the labio-dental fricative [v] are all not found in the Hausa sounds system. And the [f] phoneme, which is a labio-dental fricative in the English phonological system, is found to be a bilabial fricative in the Hausa system (Mohammed, 2011).

The English phonetic system has twenty one vowels, twelve pure vowels and nine diphthongs. There are also five pairs of single vowels in which five are short and five long in standard Hausa. They are as follows:

[i] And [i:] as in *ciyawa* (grass) and *jika* (grandchild)

[e] And [e:] as in *mace* (woman) and *gemu* (beard)

[a] And [a:] as in *gashi* (roasting) and *bashi* (debt)

[o] And [o:] as in *sabo* (proper name) and *kofa* (door)

[u] And [u:] as in *uwa* (mother) and *buta* (kettle)

Three different diphthongs are found to operate in standard Hausa, and they are:

[ai] as in *aiki* (work) and *mai* (oil) [au] as in *kauye* (village) and *tauri* (toughness) [ui] as in *guiwa* (knee) and *kuibi* (hip) Sani (2005, as cited in Mohammed, 2013).

Moreover, there are some English vowels not found in the Hausa vowels system as follow:

[ʌ] as in cup [cʌp]

[ɔ:] as in saw [sɔ:]

[ɜ:] as in fur [fɜ:]

[oʊ] as in go [goʊ]

[æ] as in cat [cæt]

[ɔi] as in boy [bɔi]

[iə] as in near [niə]

[eə] as in hair [heə]

[ʊə] as in pure [pjʊə]

Oxford 7th Ed (2010, as cited in Muhammad, 2011, p. 60)

Therefore, there are some problematic vowel sounds for native Hausa English learners as follows:

There are four monotonous/pure vowels which include: [ʌ], [ɔ:], [ɜ:] and [æ]. These vowel sounds are realized by native Hausa learners differently as follows:

Words	Hausa Realization	R.P.
[æ] cat	[kat]	[kæt]
back	[bak]	[bæk]
[ʌ] cup	[kof]	[kʌp]
turk	[tok]	[tʌk]
[ɔ:] saw	[sow]	[sɔ:]

[ɜ:] slur

[sla:]

[slɜ:]

There are also five diphthongal sounds, which include [ɔi], [iə], [eə], [oʊ] and [ʊə].

Examples:

Words	Hausa Realization	R.P.
[ɔi] boy	[boi]	[boi]
toy	[toi]	[toi]
[iə] near	[niya]	[niə]
spear	[sfiya]	[spiə]
[eə] hair	[hiya]	[heə]
care	[kiya]	[keə]
[ʊə] pure	[fiya]	[pjʊə]
sure	[suwa]	[ʃʊə]
[oʊ] go	[go]	[goʊ]
nose	[nos]	[noʊz]

Mohammed, (2011)

Review of Related Empirical Studies

Some researchers conducted studies on the pronunciation problems caused by the impact of the mother tongue on English pronunciation in different languages. Kwary &

Prananingrum (2006) studied L1 influence on the production of L2 sounds among Indonesian university students. They used six students from the diploma program at Airlangga University and a written paragraph was given to them to read. They used phonetic transcription in terms of broad transcription to identify and determine the sounds that were pronounced incorrectly by the respondents. The findings showed that there were some English consonants, i.e. [k], [z], [v], [s], [t], [d], [n] and also some English vowels, i.e. [i], [a], [u:], [ɜ:], and [ɔ:] that were difficult to be pronounced by the respondents. These difficulties emerged mostly due to the interference of their native language and also the influence of rapid speech.

Al-Saidat (2010) also conducted a study on the phonological analysis of English phonotactics on Arab learners of English in Jordan. The aim of the study was to phonologically analyze the English phonotactics in English as a foreign language to determine the type of pronunciation difficulties they encountered and, more specifically, it investigated the types of the de-clusterization process found in their inter-language and the sources of such processes. Twenty four-year Jordanian students majoring in English and literature at two public universities participated in this study. He used computers to record the participants' reading of a list of words. The results of the study showed that certain English syllables are difficult to learn for Arab learners of English. Hakim (2012) also conducted a study on an analysis of sounds /b/, /d/, /g/, /j/, /dz/ and /ð/ in English by Java students in an English study program. The findings showed that out of six sounds, there were two sounds that are difficult to be pronounced by Java students, such as /d/ and /ð/.

Moreover, Chan (2009) did a research titled “Does mother tongue influence have a greater effect on L2 speech perception or production? In a study of the learning of English by Cantonese ESL learners in Hong Kong”, forty advanced Cantonese ESL learners served as participants. They were English majors who studied the language for at least thirteen years from three local universities. The results showed that L2 production of speech by Cantonese ESL learners in Hong Kong experience more difficulties in pronouncing L2 sounds which do not exist in the L1 phonological system than those which are shared by L1 and L2. However, the findings of this research show that the different manner exists in the learners’ perception of English speech sounds in the sense that the absence of L2 sounds in L1 does not inevitably result in difficulties in the perception and occurrence of a sound in both L1 and L2 phonemic inventories does not facilitate perception.

Another study was conducted by Baloch (2013) on L1 (Arabic) the interference in learning L2 (English): An analysis of English spelling used by Arabic speakers at undergraduate level. The findings show that the Arabic learners of English replace /b/ with /p/ and sometimes /p/ with /b/. Replacement occurred as a result of mother tongue interference. Arabian learners of English language do not have consonant /p/ in their L1; therefore, they replace it with the closest sound from their L1. The replacement occurred according to the following strategies:

If /p/ comes at the beginning before vowel /o/ the replacement of /b/ occurred with /p/.

If /p/ appears at the beginning of the words before /r/ but in polysyllabic words the replacement with /b/ occurred.

If /p/ comes after /m/ in the middle of a word the replacement with /b/ happens.

The replacement of /b/ with /p/ and or /p/ with /b/ mostly happened in nouns. Moreover, Pal (2013) conducted a study on mother tongue influence on spoken English. The research participants were students from government schools in India. The result show that the Hindi speakers of English experience major pronunciation problems in the following areas:

/s/, /ʃ/, /z/, /ʒ/ and /dʒ/ which are fricative sounds.

Pluralization/plural markers.

English consonant cluster.

English vowel sounds which are not similar to Hindi sound system and are different in spelling.

English words with sounds totally different from their spelling.

In addition, Linda (2011) conducted a study on phonology on teacher education in Nigeria: the Igbo language example. The result shows that there are some lacking sound segments in standard Igbo that could be found in some Igbo dialects, i.e. they include /ð/ and /θ/ consonants, which are voiced and voiceless dental fricatives, respectively. Therefore, the selection of language instructors should be from those areas whose dialects acquire the difficult sound segments and should be incorporated in the school curriculum. The study also shows that it is only the Ika dialect of Igbo that has intonation; therefore, the selection of a language teacher should be from such areas that acquire intonation in their dialects to teach it to others. Adenike (2009) also did a research on English syllabic consonants and quality factor in educated Yoruba Nigerian English. The findings of the study confirm that educated Yoruba English speakers hardly use syllabic consonants as peaks of syllables, as it is ruled in Standard English. Rather, the insertion of

strong vowels often occurs between the preceding consonants and the supposed syllabic consonant. In a few cases, substitution for them occurred as in the word “pebble” /pebl/ pronounced as /pebu/. Moreover, Sedlackova (2007) investigates some aspects of the non-native acquisition of English pronunciation in Portuguese speakers. The results confirm that Portuguese users of English face difficulties in pronouncing the /h/ sound whether it is silent or not in a word and also they have a problem in pronouncing the length of vowel sounds; therefore, they replace the long English vowel with the nearest vowel from their L1. In addition, the replacement of /g/ and /b/ consonants with possible variations of sounds from L1 is common among the Portuguese. This is because the two English sounds do not exist in the Portuguese sound system.

Tsojon & Aji (2014) conducted a study on pronunciation problems among Jukun (WAPAN) English speakers. The study only concerned Jukun which consists of many dialects; some of them are Wanu, Nyfon, Kuteb, Jibu, Kona and Wapan, which are all from Wukari local government in Taraba State of Nigeria. One hundred educated native speakers were given some words to read. The study confirmed that Jukun speakers of English have pronunciation problems as a result of mother tongue influence. For example; they have difficulty in pronouncing a cluster of four consonants in final word (CVCCCC), which is not a feature of Wapan, e.g. tempts, exempts, etc. , the dropping of final consonant occurred. They also have a pronunciation problem with the cluster of two consonants at final of a word. For example, mankind and payment were pronounced by them as /mænkain/ and /peimen/. Moreover, they have pronunciation problems with consonants /θ/ and /ð/ and they make the vowel, which is at the center /a/, more open. In addition, Sultangubiyeva, Avakoua, & Kabdrakhmanova (2013) conducted a study on

learning English pronunciation in comparison to Kazakh. The findings show that the /a:/sound of English is very difficult for Kazakh students to learn. They change the sound (long vowel /a:/ as in the words “star”, “garden” qualitatively and quantitatively. The study suggests that the prevention of the mother tongue influence on the mentioned sound with the students has to be carried out by the teachers.

Varol, M. (2012) also conducted a study on the influence of Turkish sound system on English production. The investigation of the sound system of Turkish adult speakers’ English pronunciation of words that exist in Turkish as loanwords from Indo-European languages was carried out. Eight Turkish PhD students participated in the study. Two instruments were used: a questionnaire and an elicitation instrument containing 21 words that English and Turkish language share. The findings show that Turkish adult speakers of English faced difficulties in pronouncing /θ/, /ð/, /ɹ/ /ʒ/ and /æ/ because Turkish does not have such sounds. The participants instead replaced the sounds with the closest Turkish phonemes /t/, /d/, /r/ and /e/. The findings also showed that only participants who were taught English phonology and pronunciation well do not have difficulties with the English specific phonemes. Alharbi (2009) did a research on Saudi learners’ pronunciation difficulties with the English voiceless bilabial stop /p/. The aim of the study was to investigate the production of English voiceless bilabial stop /p/ in three word position (initial, medial and final). The researcher used 20 participants (both male and female) ESL Saudi Arabian learners in the United States. The list of 20 English words was given to the participants to read with an equal number of words for three word positions (initial, medial and final). According to the findings, there were 7 types of error in the participants’ utterances, including replacement of /p/ with /b/, approximation and frication.

Moreover, Alotaibi (2009) conducted a study on pronunciation problems in the production of the voiced labiodental fricative /v/ by Saudi speakers of English. This study investigated the production of the voiced labiodental fricative of Saudi Arabian speakers of English in view of linguistic factors (production of initial and final position) and extra-linguistic factors (participants' ages and their lengths of staying in US and the potential influence). 10 male and 10 female ranging between 20 and 35 with 27 as average age, served as participants. In order to collect the data, word lists with target sound at initial and final position were given to the participants to read. The findings show that the phoneme /v/ at final position is more difficult to pronounce. The labiodental fricative /v/ was replaced by labiodental fricative /f/. The correlation analysis confirms that the longer the participant has stayed in the USA, the more accurate their pronunciation of the target sounds is, and the reverse is the case.

Bada (2001) also conducted a study on native language influence of the production of English sounds by Japanese learners. The researcher used 18 participants. Sixteen were females while the remaining 2 were males. Their age ranged between 18 and 29 while 19 years serves as an average. The findings confirm that Japanese learners of English experience difficulty in pronouncing devoiced English /d/. The consonant /z/ also is associated with difficulty among the Japanese learners of English in the final position of a word. This happens when the phoneme /z/ is presented by the /s/ spelling character as in "possession", tense marking and pluralization. The major difficulty of the English sounds with Japanese learners of English is associated with both /θ/ and /ð/ sounds. The phonemes /v/ and /f/ have difficulty in production by Japanese English learners because they are borrowed words from Western languages, which are presented in Hiragana script

via newly devised symbols. Moreover, they have difficulty with the sounds /l/ and /r/. They pronounced /r/ as /l/ and the reverse is the case. The pronunciation of /s/ for /ʃ/ is only among Japanese female students.

Another study was conducted by Opanachi (2013) on the phonological problems of Igala learners of the English language as L2. The participants were Igala native speakers from junior secondary school. The findings confirm that Igala speakers have problems with the pronunciation of the following consonant sounds: /tʃ/, /dʒ/, /ʃ/, /ð/, /z/ and /ʒ/ no matter where the sound appears in a word (i.e. initial, medial or final positions). The sound /tʃ/ which is a palate-alveolar affricative was pronounced as a palate-alveolar fricative /ʃ/. Example: “church” /tʃɜ:tʃ/ was pronounced as /ʃɜ:ʃ/ and “much” /mʌtʃ/ was pronounced as /mɔʃ/. The sound /θ/ as a voiceless dental fricative was pronounced as /t/, which is an alveolar plosive as in “thick” pronounced as /ti:k/, “method” as /metɔd/. The consonant /ð/ as a voiced dental fricative was pronounced as /d/, which is voiced alveolar plosive, as in the following example: “mother” as /mɔdɑ/. They also have difficulty in differentiating between /z/ and /s/; for example: “is” /iz/ and “husband” /hʌzband/ were pronounced as /i:s/ and /hɔsband/. The voiced palate-alveolar /ʒ/ was pronounced as /ʃ/ as a voiceless palate-alveolar fricative and /j/ as semi-vowel. Example: “usual” /ju:ʒuəl/ was pronounced as /ju:ʒuəl/ and also the word “confusion” /kanfu:ʒn/ was pronounced as /kɔnfuʃn/. Moreover, the students have difficulty in pronouncing the following vowels: /i/, /æ/, /ʌ/, /ɜ:/ and the diphthong /ea/. They cannot differentiate between /i:/ and /i/ as a short vowel. For example, the word “sit” was pronounced as /si:t/ and “city” as /si:ti/. The word “seat” causes confusion to the students. It is pronounced as /si:t/ and sometimes as /sit/. The vowels /ʌ/, /ɜ:/ and /a/ as central vowels were mispronounced by the students.

For example, the word “cut” /kʌt/ was pronounced as /kɔt/, “word” was pronounced as /wɔd/ instead of /wɜ:d/. The vowel /ə/ was pronounced as /a/ but not all the time, as in the following words: “about” /əbaʊt/ was pronounced as /abəʊt/. The vowel /æ/ as in “bad” and “mad” were pronounced as /man/ and /bad/. In addition, the vowel /ə: / is pronounced as /a: /. There is a substitution of the diphthong /iə/ for /eə/ as in “care” /keə/ as /kiə/ and “pair” /peə/ as /piə/. They also have problems with the cluster at the final position in a word; vowels are added in between the consonants. Example: “middle” /midl/ was pronounced as /midul/ “title” /litl/ as /litu: /. The problem of the addition of consonants to the words with no cluster of consonants was observed among the Igala speakers of English at the initial position of a word: “sword” /sɔ:d/ was pronounced as /swɔ:d/. It was also observed that all the pronunciation problems associated with Igala speakers of English happen as a result of overgeneralization of the English rules and its difficulties and some problems are because of eye-loan, meaning read the word first before hearing its proper pronunciation.

In addition, some of the Nigerian writers wrote about the incorrect pronunciation of Hausa native speakers of English phonemes (e.g. Kperogi 2013 and Jowitt 1991). Some studies were also conducted on the problems of the pronunciation of Hausa native speakers. For example, Aliyu (2011) conducted a study on the role of the ESL teacher on the students’ pronunciation of /ð/ and /θ/ from some selected secondary schools in Bauchi State. The researcher used recorded interviews for the teacher and reading tasks for the students, as well as observation for data collection. The study found most of the teachers do not serve as positive role models to their students’ pronunciation. It was also found that peer groups contribute in the incorrect pronunciation of such phonemes.

Isa (2011) also conducted a study on the influence of the mother tongue on the spoken English of some students from Government Girls' Secondary School, Nguru, Yobe State. The interview as an instrument for collecting data was conducted by using a table that consisted of words with problematic sounds in different categories and was given to students for the pronunciation test. The researcher found the percentage of correct or wrong attempts of each tribe on every word in the table. It also observed that L2 learners of English may not have native-like dexterity in English pronunciation. Therefore, this brings out some phonological needs manifested by the learner's pronunciation errors that are supposed to be corrected by teachers in order to make the English learners acquire native-like speakers' proficiency. Moreover, Mohammed (2011) conducted a study on the effects of mother tongue interference in second language acquisition as a case study of native Hausa learners of English. The study identified sound phonemes in English that are either totally absent in the Hausa sounds system but share free variation or complementary distribution with other English sound phonemes. Therefore, they tend to be problematic in the learning process of English standard pronunciation by native Hausa learners of English. For examples, the Hausa learner/speaker substitutes the voiced /ð/ with /z/ and the voiceless /θ/ with /s/ and also consonant /v/ is substituted with /b/, etc. The research was restricted to the effects of mother tongue interference with regards to how the phonemic properties of English affect the spoken English of the native Hausa speaker. But the study showed the importance of considering other effects of the mother tongue in this regard that also play a role in altering or impeding the pronunciation of the native Hausa speakers of English. Such aspects include intonation, stress pattern, rhythm, etc.

Research Gap

Previous studies on the pronunciation problems of Hausa-speaking learners of English have used only one or two data-collecting procedures as well as a few numbers of phonemes. To fill this gap, this study used different techniques for collecting data, including words list, sentences, and pictures containing English problematic consonants and vowels for Hausa speaking learners of English.

Conclusion

In this chapter, first the status of Hausa in Nigeria and Africa was introduced. Then, theories of SLA namely CAH and MDH were discussed. Next, a Contrastive Analysis of Hausa and English sound systems was presented. Finally, related empirical studies were reviewed.

CHAPTER III

METHODOLOGY

This chapter provides information about the participants, the design of the study, instrumentation, data analysis and ethical considerations.

Research Design

This study consisted of two parts. In part I, Quantitative data were collected by means of tests and questionnaires, while in part II qualitative data were collected by means of interviews.

Participants

The study was conducted with native speakers of Hausa currently studying at Near East University, Eastern Mediterranean University and Cyprus International University in North Cyprus as the population of the study. Sixty male students were randomly selected as the sample from the mentioned universities. Based on the information elicited through the demographic questionnaire, the participants were mostly undergraduate students, Hausa native speakers who have lived in Hausa-speaking communities without travelling to any English-speaking country except for two participants who have been in the United States of America for only 2-3 weeks. Their age ranged from 19 to 31 years old. In addition, only volunteers who were not majoring in English were chosen in order to collect more authentic data since English majors normally have linguistic training and have less pronunciation problems. Most of the participants were from typical Hausa communities in

Nigeria where there is less interaction with native or non-native speakers of English in society or work place.

The variable of gender was controlled because of inability of the researcher to contact female students in their hostels.

Instrumentation

Four instruments were used in this study: a background questionnaire, a pronunciation test, and an attitude questionnaire/ interviews. The objective of the background questionnaire was to obtain demographic information about the participants including gender, age, and nationality, place of residence, first language, and English language proficiency level. The participants were also asked if they had travelled to and stayed in an English-speaking country.

In the attitude questionnaire whose purpose was to elicit information about the participants' attitudes towards native versus non-native pronunciation of English, general statements were included.

The purpose of the pronunciation test was to elicit pronunciation errors of Hausa-speaking learners of English. Word lists, sentences, a paragraph and pictures that included problematic consonants and vowels of Hausa speakers of English were used.

Validity and Reliability of Questionnaire

For the research questionnaire to be valid it was revised extensively by the supervisor in order to be clear, readable and comprehensible for the participants. And to measure what it supposed to measure.

In order to ensure reliability of the questionnaire the scored data were computed on the Statistical Package for the Social Sciences (SPSS) version 20 through using Cronbach's Alpha. The reliability of the questionnaire was .822, as seen below:

Cronbach's Alpha	N of Items
.822	15

Data-collection Procedure

Data were collected by recording the participants' reading of English words and sentences and describing pictures containing problematic English sounds, which lasted around 5-7 minutes for each participant. These data were used to answer questions one and two above in chapter two which deal with pronunciation problems of Hausa speakers. Question three also in chapter two, however, was answered by interviewing some of the participants about their attitudes towards native versus non-native pronunciation of English as well as filling out an attitude questionnaire by the entire participants.

Data Analysis

The data collected through the attitude questionnaire were analyzed based on the participants' responses by means of frequencies and percentages through using excel program and percentage formula i.e., $(\text{Sum}/N \text{ times } 100)$. That is, responses to each statement in the questionnaire were analyzed and the attitude of each participant towards pronunciation of native versus non-native English pronunciation was determined. Also the data derived from interviews with some participants on their attitude towards native speakers' pronunciation were analyzed qualitatively. The tape-recorded data on the

pronunciation test were transcribed and analyzed through the helping hands of my supervisor, Prof. Mohammad Hossein Keshavarz. During the transcription process, some participants' sound recordings were transcribed by the researcher as a sample which was then presented to the supervisor for corrections after listening to the recordings. All the corrections were made in the researcher's presence, and some additional guidelines for transcription were highlighted, which were adopted and followed by the researcher throughout the transcription process. In order to get reliable results, the researcher listened to recorded sounds of each participants a few times before transcribing them. This procedure prolonged the analysis for some months. Then, transcriptions together with the recorded data were gradually sent to the supervisor to listen to and make necessary corrections. However, before doing so, some parts of the researcher's transcriptions were presented to a Hausa-speaking professor in an English Department in Nigeria to double check the researcher's analysis where he confirmed the researcher's transcriptions and made some observations and suggestions. In addition, the participants' mispronunciations were categorized. For example, if a word like "think" was mispronounced by a participant as /tink/, the researcher would write it in the /t/ column. Finally, the frequencies and percentages of the transcribed sounds, both the errors and correct pronunciations were determined.

Ethical Considerations

In the process of conducting this research bias was avoided and identities of the participants were not disclosed by the researcher. Participants were informed verbally about the aims of this study. They were also informed that the data collected from them would not be used for any purpose outside academia, and that the recorded data would

not be shared with anyone apart from the thesis supervisor. Furthermore, they were given the option of dropping out any time that they like. In addition, any form of plagiarism was avoided by the researcher.

Conclusion

In this chapter, first research design used in this study was mentioned. Then, information about the participants was presented. Next, the instruments applied in this study were listed. Later, validity and reliability of questionnaire was stated. Further, data collection procedure was discussed. Finally, ethical considerations were pointed out.

CHAPTER IV

RESULTS AND DISCUSSION

OVERVIEW

This chapter presents the results of data analyses of the questionnaire, interview, and pronunciation tests. The study attempted to answer the following research questions:

1. To what extent do Hausa-speaking learners of English have problems with the pronunciation of the following English consonants /f/, /v/, /θ/ and /ð/?
2. To what extent do Hausa-speaking learners of English have problems with the pronunciation of following English vowels /ʌ/, /ɔ:/ and /ɜ:/?
3. What are the attitudes of the participants towards native versus non-native pronunciation of English?

The results of data analysis for each research question will be presented separately below. Then, the findings will be related to the results of relevant empirical studies.

RESULTS

Problems of Hausa speakers in the pronunciation of the English consonants /f/, /v/, /θ/ and /ð/. The first problematic consonant was /f/. As shown in Table 1, most of the participants (86.7%) mispronounced the English consonant /f/ as /p/, as in the words 'African' which was pronounced as /æprikən/, 'of' as /op/, 'farm' as /pə:m/, 'father' as /pə:zə/, 'far' /pɑr/, 'fan' /pæn/, 'fond' /pond/, 'funny' /poni/, 'from' /prom/, 'briefly' /bripli/, etc. This is due to the fact /f/ does not exist in Hausa; therefore,

Hausa speakers of English replace it with /p/, which is the closest sound to /f/ in terms of place of articulation. It needs to be pointed out that only (13.3%) of the participants pronounced /f/ correctly. This finding supports the results of other related studies. For example, Mohammed (2011) found the same result in his study of pronunciation problems of Hausa speakers of English. In the same vein, Kperogi (2013) asserted that Hausa speakers of English mispronounce /f/ as /p/. This pronunciation problem has been mentioned by Russell (2008) in his description of Hausa consonants.

With regard to the second consonant , only 18.3% of the participants pronounced the English /v/ correctly, the rest of them (81.7%) mispronounced it as /b/, as in moving /mubin/, 'visitors' /biziters/, 'evening' /ibenin/, 'gave' /geib/, 'coverage' as /koberedʒ/, 'lovely' as /lobli/ or /lobeli/ 'ever' /ebər/ 'TV' /ti: bi:/ and 'very' as /beri/. The reason for this is the absence of /v/ in Hausa. Therefore, Hausa speakers replace it with /b/, as it is the closest sound to the consonant /v/ in terms of place of articulation. This finding confirms the result of Mohammed's (2011) study and Kperogi's (2013) assertion. This is also in line with Russell's (2008) description of Hausa consonants.

The next problematic sound was /θ/ as can be seen in Table 1 below, in the majority of cases (66.7%), the participants mispronounced the English consonant /θ/ as /t/ in words such as 'think' /tink/, 'thin' /tin/, and 'thirty' /te:rti/. Normally, Hausa speakers replace /θ/ with /s/, but since younger generation of Hausa speakers, according to Aliyu (2011), tend to drift to Southern Nigerian English pronunciation (they pronounce /θ/ as /t/), this substitution has become more popular among Hausa speakers. Consequently, the participants in this study, who belong to the young generation,

replaced /θ/ with /s/ less frequently (28.3%). Another substitution was /z/, with 3.3%, as in *'Thursday'* /zurzdei/, and *'toothpaste'* /tuzpest/, however this mispronunciation is not significant due to its low frequency. It needs to be pointed out that only 1.7% of the participants pronounced /θ/ correctly.

This finding is similar to the result of Linda's (2011) study. Participants in her study, who were Igbo speakers in Nigeria, also replaced /θ/ with /t/. Varol (2012) also did a research on the influence of Turkish sound system on English pronunciation. He found that /θ/ was replaced by /t/ by Turkish-speaking students. Similarly, Bada (2001) conducted a study on the transfer of Japanese sound system on the pronunciation of English phonemes. His participants also replaced /θ/ with /t/, /s/ or /z/. In another similar study, Opanachi (2013) found that Igala-speaking learners of English in Nigeria also pronounced /θ/ as /t/, as in *'thick'* /ti:k/, *'method'* /metɔd/.

As to the English consonant /ð/, the most frequent substitution was /z/ (60%), as shown in Table 1 below. Key words with this pronunciation included *'father'*, which was mispronounced as /pazə/, *'further'* as /pə:zə/, *'there'* and *'their'* as /zeər/. This is due to the fact that this consonant does not exist in Hausa, as a result Hausa speakers replace it with /z/, which serves as the closest sound to /ð/ in terms of place of articulation. Less frequently, /ð/ was mispronounced as /d/ (33.3%), as in *'the'* /de/, *'therefore'* as /derpor/, *'that'* as /dæt/, *'this'* as /des/. The replacement of /ð/ with /d/ may be due to drifting by some participants towards Southern Nigerians English pronunciations. As stated by Aliyu (2011), young Hausa speakers drift to Southern Nigerian English pronunciation, whose features include /t/ and /d/ for /θ/ and /ð/, respectively.

Many previous related studies have found similar results. Hakim's study (2012) reported that Javanese speakers of English have difficulties in pronouncing /ð/: being under the influence of the mother tongue, they replace /ð/ with a sound similar to /d/. Linda (2011) also observed that, in her study, Igbo speakers of English replaced /ð/ with /d/. Likewise, Bada (2001) found that Japanese learners of English pronounced /d/ instead of /ð/. Moreover, Mohammed's study (2011) shows that Hausa speakers of English pronounce /ð/ as /z/. Similarly, Jowitt (1991) mentioned the same result in his study, and Kperogi (2013) also stated this in his writing on pronunciation problems of Hausa-speaking learners of English.

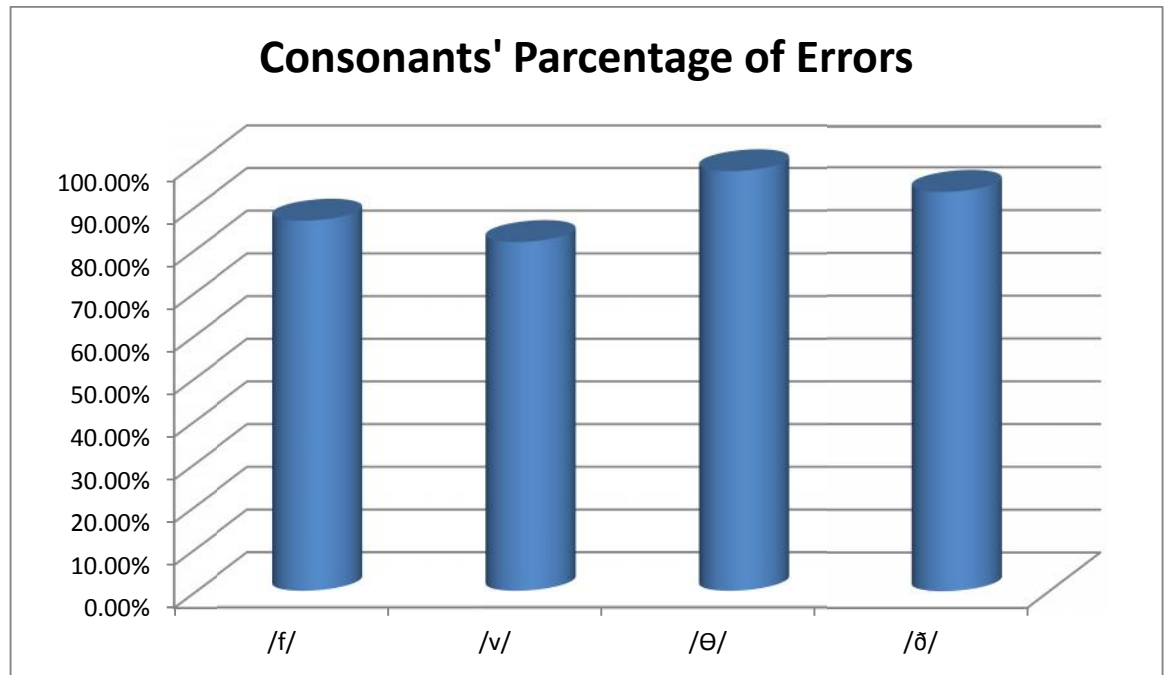
Table 1

Frequency of mispronunciation of problematic English consonants by Hausa speakers

Problematic Consonant	Participants' Mispronunciation	Frequency and Percentage of Mispronunciation	
		No.	%
/f/	/p/	52	86.7%
/v/	/b/	49	81.7%
/θ/	/t/	40	66.7%
	/s/	17	28.3%
	/z/	2	3.3%
/ð/	/z/	36	60%
	/d/	20	33.3%

The percentage of errors made by the participants on the consonants

Chart 1:



The above chart illustrates the percentage of errors made by the participants in the consonants. As can be seen consonant /θ/ has the highest percentage (98.3%), the consonant /ð/ has the percentage of (93.3%), the consonant /f/ has the percentage of (86.7%) and the consonant /v/ has the lowest percentage (81.7%). It can be seen that the most difficult consonant for the participants was /θ/ and the least difficult one was /v/.

Problems of Hausa speakers in the pronunciation of the English vowels /ʌ/, /ɔ:/, and /ɜ:/. As seen in Table 2 below, the phonetic representation of participants' mispronunciation of the vowel /ʌ/ is /o/, with 85% frequency, as in 'young' /jong/, 'brush' /broʃ/, 'cup' /kop/, and 'lovely' as /lobeli/. This is due to the fact that /ʌ/

does not exist in Hausa hence they replace it with /o/. It should be mentioned that only 15% of the participants pronounced /ʌ/ correctly. This result is similar to that of Mohammed's study (2011) which found that Hausa speakers of English replace /ʌ/ with /o/ and also Jowitt (1991) mentioned the sound as problematic to Hausa English speakers.

The second problematic vowel was /ɔ:/. As seen in the Table 2 below, the participants' mispronunciation of the vowel /ɔ:/ was /o/. The percentage of mispronunciation was 91.7%, as in the words '*water*' which was mispronounced as /wotə/, '*saw*' as /so/, and '*ball*' as /bol/. The reason for this mispronunciation is that Hausa lacks this vowel; therefore the participants of this study replace it with /o/. Mohammed's (2011) study also shows that Hausa speakers of English mispronounce /ɔ:/ as /o/ and also Jowitt (1991) mentioned it as problematic to Hausa English speakers.

The third problematic vowel was /ɜ:/. As illustrated in Table 2, this vowel was pronounced as /e/ in words such as '*girl*', with 40% frequency, and as /o/ in words such as '*slurry*' and '*slurpee*' (a popular drink in Nigeria) with 38.3% frequently. This is because Hausa speakers do not have this vowel in their language; consequently they replace it with /e/, /o/ and /a/. However, only, a small percentage of the participants pronounced /ɜ:/ as /a/ (8.3%) in words such as '*girl*' and '*further*', which is insignificant due to its low frequency. It needs to be mentioned that only (13.4%) of the participants were able to pronounce this vowel correctly. Correspondingly, Linda (2013) found that Igbo speakers of English in Nigeria replace /ɜ:/ with /e/, as in '*girl*' /gel/. Likewise, Mohammed (2011) asserted that Hausa speakers of English mispronounced /ɜ:/ with /e/ as in '*girl*' /gel/. Jowitt also stated in his book that Yoruba English speakers replace it with /e/.

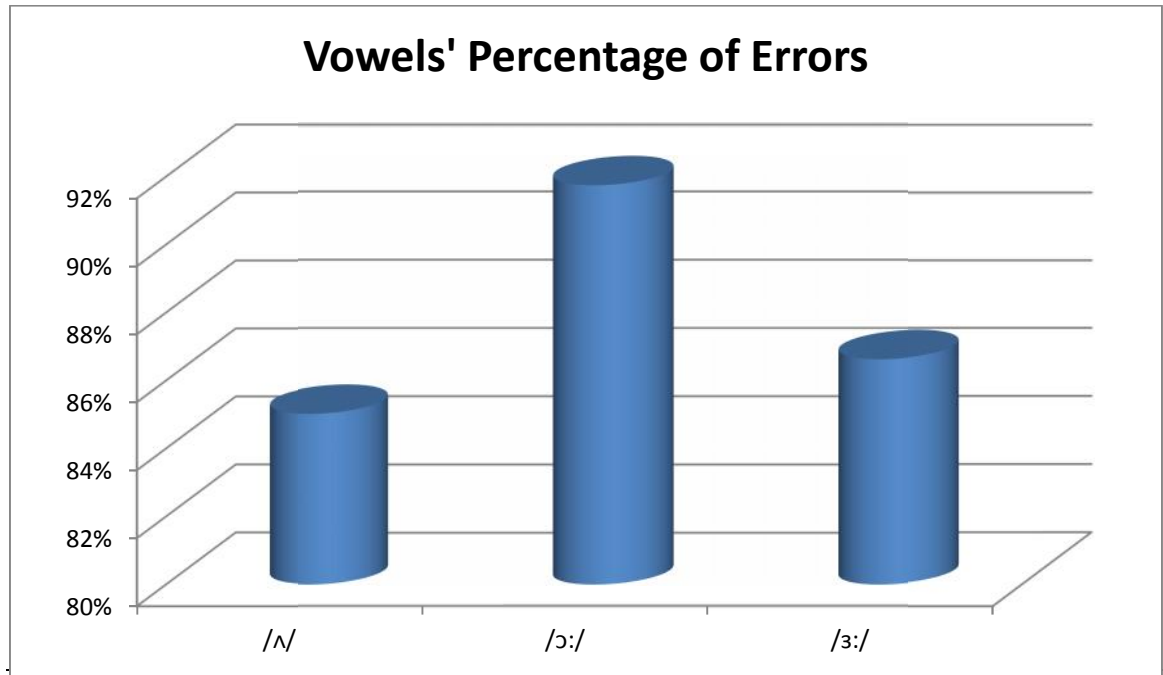
Table 2

Frequency of mispronunciation of problematic English vowels by Hausa speakers

Problematic Vowel	Participants' Mispronunciation	Frequency and Percentage of Mispronunciation	
		No.	%
/ʌ/	/o/	51	85%
/ɔ:/	/o/	55	91.7%
/ɜ:/	/o/	23	38.3%
	/a/	5	8.3%
	/e/	24	40%

The percentage of errors made by the participants on vowels

Chart 2



The above chart illustrates the percentage of errors made by the participants in the vowels. As can be seen vowel /ɔ:/ has the highest percentage (91.7%), the vowel /ɜ:/ has the medium percentage (86.6%) and the vowel /ʌ/ has the lowest percentage (85%). The /ɔ:/ was the most difficult for the participants while the least difficult vowel was /ʌ/.

Attitude Questionnaire:

The attitudes of Hausa speakers towards native versus non-native pronunciation of English. As shown in Table 3, for Item No 1 (Correct pronunciation is important for effective communication), 68.4% of the participants *strongly agreed* with the item, 26.6% *agreed*, and 3.4% *slightly agreed*, while only 1.6% of them *strongly disagreed* with it. This shows that the majority of Hausa speakers put emphasis on correct pronunciation. This finding is in line with what Fraser (2006, as cited in Mirzaei et al. 2012) asserted, “Good pronunciation is important since it is part and parcel of successful L2 communication” (p.2).

As can be seen in Table 3, for Item No 2 (Incorrect pronunciation will lead to lack of comprehension and intelligibility), 45% of the participants *strongly agreed* with the item, and 43.4% *agreed*, 10% *slightly agreed* (10%) while only 1.6% of them *disagreed* with it. This indicates that the majority of Hausa speakers acknowledge that correct pronunciation is important for comprehension and intelligibility. This finding supports Al-Saidat’s study (2010) study on pronunciation problems of Arab learners of English. He asserted that many learners of second languages face pronunciation difficulties when speaking in the target language and this difficulty serves as their main communicative problem. It also lends support to Tomarsz’s (2011) claims that good pronunciation is the first thing a

learner of English should learn. He adds that the consequences of bad pronunciation are considered as problematic because, even if you use correct grammar, people may not understand what you are trying to say.

For Item No 3 (Correct pronunciation is important for me because I want to continue my studies in English-speaking countries), 53.45% of the participants *strongly agreed*, 41.6% *agreed*, and 3.4% *slightly agreed* while only 1.6% of them *disagreed* with the item. These frequencies illustrate that Hausa speakers put a great deal of emphasis on correct pronunciation.

As shown in Table 3, for Item No 4 (I try hard to improve my English pronunciation) 43.4% of the participants *strongly agreed* with the item, 43.4% *agreed*, and 11.6% *slightly agreed*. Only 1.6% of them *strongly disagreed* with it. This shows that the majority of Hausa speakers are in favor of improving their pronunciation.

These results support what Navratilova (2013) found in his study on the influence of American media on pronunciation of Czech students. Students improved their competence and pronunciation after they went through training on how to pronounce English sounds by using segmental and suprasegmental features.

As can be seen in Table 3, for Item No 5 (I understand people who speak English with correct pronunciation more easily) 66.6% of the participants *strongly agreed* with the item, 28.4% *agreed*, and 3.4% *slightly agreed*. Only 1.6% of them chose the option *slightly disagreed*. This clearly points out that the majority of Hausa speakers acknowledge the effectiveness of correct pronunciation in communication.

For Item No 6 (Learning proper pronunciation helps me express myself easily), 63.4% of the participants *strongly agreed* with the item, and 31.6% *agreed*. Only 5% of them *slightly disagreed* with it.

The results of Items 5 and 6 are in line with what Allen (1960, as cited by Hakim 2012) mentioned in his research on pronunciation of Javanese speakers of English, i.e., it is very important to learn good pronunciation because with good pronunciation our communication in English will be clearly and easily understood.

As shown in Table 3, for Item No 7 (I feel irritated whenever I listen to people with poor pronunciation), 45% of the participants *strongly agreed* with the Item, 15% *agreed*, and 23.4% *slightly agreed*. Only 8.3% of them *strongly disagreed*, 5% *disagreed*, and 3.3% *slightly disagreed*. This result shows that Hausa speakers of English have negative attitude towards poor pronunciation.

For Item No 8 (When I listen to somebody with accurate pronunciation I become more interested in his/her speech), 65% of the participants *strongly agreed* with the Item, 23.4% *agreed* and 8.3% while only 3.3% of them *slightly disagreed*. This shows that most of Hausa speakers have positive attitude towards correct pronunciation.

The results of Item 3 and 8 support what Muhammad (2011) asserted in his study on English pronunciation problems of Hausa speakers, as follows:

“It is very lamenting how the effect of mother tongue interference in the spoken English of many Hausa speakers in the country is still so obvious. This problem, however,

does not only hinder or alter meaning when they are conversing in English, but also makes English speakers of other backgrounds to look down or even ridicule the pronunciation manner of the Hausa speakers” (pp. 11-12).

As also indicated in Table 3, for Item No 9 (Contact with native-speakers helps the learner to sound native-like) 43.3% of the participants *strongly agreed* with the item, 43.3% *slightly agreed* while only 13.4% of them *slightly disagreed* with it. This also illustrates that the majority of Hausa speakers emphasize on correct pronunciation. This finding is in line with what Shoebottom (2012, as cited in Mikulastikova 2012) mentioned in his study on Czech speakers’ pronunciation problems. He said, students who get a chance to mingle with native speakers are becoming fearless to communicate in English. Contact with native speakers provides for learners to be linguistically equipped and better feedback.

As illustrated in Table 3, for Item No 10 (My objective is not to acquire native-like pronunciation), 48.4% of the participants *agreed*, 20% *slightly agreed*, and 5% *strongly agreed* while 16.6% of them *strongly disagreed*, 6.6% *disagreed*, and 3.4% *slightly disagreed*. This shows that the majority of Hausa speakers do not strive to speak English with a native accent.

For Item No 11 (I prefer Nigerian English to Native English), 16.6% of the participants *strongly agreed*, 16.6% *agreed*, and 18.4% *slightly agreed* while 8.4% of them *strongly disagreed*, 21.6% *disagreed*, and 18.4% *slightly agreed*. The participants' preferences for NNE (i.e., Nigerian English), and NE are almost the same (NNE = 51.6 %, NE

= 48.4 %). The percentages are slightly (3.2%) in favor of NNE. Therefore, no generalization can be made on the basis of this finding. The slight difference may be due to other factors such as misconception of the Item by very few of the participants, etc.

As shown in Table 3, for Item No 12 (I am always loyal to my localized English accent) 45% of the participants *agreed*, 28.3% *strongly agreed* and 13.4% *slightly agreed* while 3.3% of them *strongly disagreed*, 5% *agreed* and 5% *slightly disagreed* with the item. This also shows that the majority of Hausa speakers prefer their native accent than English native speakers' accent.

The results of items 10 and 12 (and to some extent, Item No. 11) go hand in hand with what was mentioned by Strevens (1968, as cited in Mohammed, 2011). He asserted that speaking a foreign language with the accent of the mother tongue is not an odd or peculiar thing. He adds that, it is a trait which is stereotypical to speakers of certain geographical backgrounds. Similarly, Lynch et al. (2012) advise EFL students that they do not need native-like pronunciation of English in order to be comfortably understood. That is, despite the fact that participants put emphasis on accurate pronunciation for the sake of intelligibility and comprehensibility, as indicated in items 1-9, they are of the opinion that they do not need to speak English like native speakers in order to be understood, as expressed in items 10-12.

As illustrated in Table 3, for item No 13 (I listen to BBC and VOA to improve my pronunciation), 26.7% of the participants *agreed*, 25% *strongly agreed*, and 25% *slightly agreed* with the item while 11.7% of them *strongly disagreed*, 10% *disagreed* and 1.6% *slightly disagreed*. This indicates that the majority of Hausa speakers believe that listening

to English radio programs improves their pronunciation. This finding is in line with what Navratilova (2013) found in his study on the influence of American media on pronunciation of Czech speakers of English, i.e., listening/watching American and British media helps participants to easily adopt the native accent.

For item No 14 (I practice oral English to improve my pronunciation) 45% of the participants *agreed* with the item, 25% *strongly agreed* and 16.7% *slightly agreed* while 3.4% of them *strongly disagreed* with it, 8.3% *disagreed* with this item, and 1.6% *slightly disagreed*. This also shows that the majority of Hausa speakers try to improve their pronunciation.

As demonstrated in Table 3, for item No 15 (I look up the correct pronunciation of new words in a dictionary in order to improve my pronunciation) 50% of the participants *strongly agreed* with the item, 36.6% *agreed*, and 6.6% *slightly agreed* while 3.4% of them *strongly disagreed*, 1.7% *disagreed* and 1.7% *slightly disagreed* with it. This indicates that the majority of Hausa speakers consider correct pronunciation as important.

The findings of Item 14 and 15 are the same as what Varasarin (2007) found in his study on pronunciation, training of language, learning strategies and speaking confidence. The dictionary usage helps learners to check unfamiliar words' correct pronunciation and practice them in communication. Table 3 below illustrates participants' responses to questionnaire items.

Table 3

Frequency table of participants' responses on Items 1 to 15 of the questionnaire

Items	Responses											
	Strongly agree		Agree		Slightly agree		Strongly disagree		Disagree		Slightly disagree	
	No	%	No	%	No	%	No	%	No	%	No	%
1	41	68.4%	16	26.6%	2	3.4%	1	1.6%	-	-	-	-
2	27	45%	26	43.4%	3	10%	-	-	1	1.6%	-	-
3	32	53.4%	25	41.6%	2	3.4%	-	-	1	1.6%	-	-
4	26	43.4%	26	43.4%	7	11.6%	1	1.6%	-	-	-	-
5	40	66.6%	17	28.4%	2	3.4%	-	-	-	-	1	1.6%
6	38	63.4%	19	32.4%	-	-	-	-	-	-	3	5%
7	27	45%	9	15%	14	23.4%	5	8.3%	3	5%	2	3.3%
8	39	65%	14	23.4%	5	8.3%	-	-	-	-	2	3.3%
9	26	43.3%	26	43.3%	-	-	-	-	-	-	8	13.4%
10	3	5%	29	48.4%	12	20%	10	16.6%	4	6.6%	2	3.4%
11	10	16.6%	10	16.6%	11	18.4%	5	8.4%	13	21.6%	11	18.4%

12	17	28.3%	27	45%	8	13.4 %	2	3.3 %	3	5%	3	5%
13	15	25%	16	26.7%	15	25%	7	11.7 %	6	10%	1	1.6%
14	15	25%	27	45%	10	16.7 %	2	3.4 %	5	8.3%	1	1.6%
15	30	50%	22	36.6%	4	6.6%	2	3.4 %	1	1.7%	1	1.7%

The results of sample interview: Some the participants (10) were interviewed on their attitudes towards native versus non-native English pronunciation in order to make the results obtained through the questionnaire more reliable. Below are the interview results:

During an interview with Garba, a second-year student in Civil Engineering Department, at Near East University in Northern Cyprus, I asked him some questions about his attitude towards native pronunciation indirectly, as follows:

Researcher (R): If you heard someone spoke English with correct pronunciation, will you become interested in his speech?

Garba: Yes, of course.

R: Why?

Garba: Just like that.

R: Do you like to speak English like a native speaker?

Garba: No, I like to speak English with my Nigerian accent.

R: Why?

Garba: Just I feel like to.

R: Do you try to improve your English pronunciation?

Garba: Yes, I try my best.

R: How?

Garba: By looking up the pronunciation of unfamiliar words in an English dictionary.

(Date of interview: Oct. 5, 2014)

Bala was the second interviewee who is a second-year student at the Department of International Relations, Near East University in Northern Cyprus. He expressed his attitude towards native English pronunciation as follows:

R: Are you interested in a person's English pronunciation while speaking like a native speaker?

Bala: Yes, I like it so much. If I heard someone with bad pronunciation I sometimes laugh at him.

R: Do you like to speak English with good pronunciation, like a native speaker?

Bala: Yes.

R: Do you make any effort to do so?

Bala: Yes, I do.

R: How?

Bala: By watching English movies.

(Date of interview: Oct. 15, 2014)

The third interviewee was Mamman, a third-year student at the Department of Architecture at Near East University, who also emphasized the importance of correct English pronunciation; however his preference was to speak English with his Nigerian accent.

R: Do you like someone's speech with good pronunciation, like an English native speaker?

Mamman: Yes, I like it so much.

R: Do you mean good pronunciation is important to you?

Mamman: Yes, it is important to me.

R: Do you like to speak like a native speaker of English?

Mamman: No, I like to speak normally.

R: With your Hausa accent?

Mamman: Yes.

R: Why?

Mamman: Just like that.

(Date of interview: Oct. 18, 2014)

Dan Jummai was the fourth interviewee who is a third-year student at the Department of International Relations at Near East University, in Northern Cyprus. He likes to speak like native speakers of English.

R: If someone tried to speak like a native speaker of English will you become interested in their speech?

Dan Jummai: Yes, of course.

R: Why?

Dan jummai: It makes his speech to be easily understood.

R: Do you like to speak like him?

Dan Jummai: Yes, of course.

R: Do you make any effort to do so?

Dan Jummai: I read English books.

(Date of interview: Oct. 18, 2014)

Audu was also the fifth interviewee who is a second-year student at the Department of Architecture at Near East University. He likes good pronunciation of English like native speakers.

R: If someone spoke to you in English with native accent, would you like his speech?

Audu: Yes, of course.

R: Why?

Audu: I just like it.

R: Do you like to speak with good pronunciation like native speakers?

Audu: Yes.

R: Why?

Audu: I like it.

R: What efforts will you make to do so?

Audu: I use English dictionaries to find the pronunciation of new words etc.

(Date of interview: Oct. 20, 2014)

The sixth interviewee, who is a second-year student at the Department of Civil Engineering, Near East University, was Dantala. He is also in favor of correct pronunciation of English.

R: Are you interested in people's speech with correct English pronunciation?

Dantala: Yes, of course.

R: Why?

Dantala: That is the only way to speak English correctly.

R: Do you like to speak with correct English pronunciation?

Dantala: Yes.

R: Why?

Dantala: Your speech will be easier to understand.

R: Do you like to use your Hausa accent while speaking English?

Dantala: No.

R: Why?

Dantala: People will not understand me easily.

(Date of interview: Oct. 20, 2014)

The seventh interviewee was Idi, a second-year student from Department of Biomedical Engineering at Near East University, in Northern Cyprus, who emphasized the importance of correct pronunciation of English.

R: Do you like to speak English with correct pronunciations?

Idi: Yes, I like it and I do speak with correct pronunciation in English.

R: Why?

Idi: That is the right way of speaking English, whatever you do, do it in the right way.

R: How do you improve your English pronunciation?

Idi: I try to speak with my teachers and colleagues in English.

R: Do you use your Hausa accent while speaking English?

Idi: (paused) no.

R: Do you follow what I am trying to ask?

Idi: Yes. (He, then, gave me the example: “like if I want to say *five* I say “*pibe*”, using my Nigerian accent”).

(Date of interview: 20, Oct. 2014)

Lado, who is a third-year student from Department of Civil Engineering at University of Near East, was the eighth interviewee. He acknowledged the importance of correct pronunciation.

R: Do you like correct pronunciation of English?

Lado: Yes.

R: Why?

Lado: It is very important for understanding.

R: Do you like to speak with correct English pronunciations all the time?

Lado: Of course.

R: Why?

Lado: Because it is the correct way of using the language.

R: How do you improve your English pronunciation?

Lado: By watching English movies, reading English newspapers, and using dictionaries for the pronunciation of unfamiliar words.

R: Do you like to use your Hausa accent while speaking English?

Lado: Yes, of course, but sometimes.

R: Why?

Lado: Just like that.

R: Which one do you prefer, your Hausa accent or native accent?

Lado: I prefer native accent.

R: You said sometimes you use your Hausa accent when you speak English. Do you use it consciously or unconsciously?

Lado: Mostly I do it unconsciously.

(Date of interview: Nov. 2, 2014)

The ninth interviewee was Amadu, who is in his second-year of study at Department of Electrical Electronics, Near East University in Northern Cyprus. He considers correct English pronunciation important.

R: Do you like people's speech with correct pronunciation of English?

Amadu: Yes, of course, and whenever I heard someone with correct English pronunciation I feel like if I were him and this will encourage me to do my best by all means to become like him.

R: Why?

Amadu: Naturally, when I hear someone that is fluent in English this aspires me to feel as if I were him.

R: Do you like to speak English with Hausa accent?

Amadu: No, I hate that completely.

R: Why?

Amadu: Because when you speak like that, people will not even respect you and your speech will be bored to the listeners and they will say this man does not know the language.

(Date of interview: Nov. 3, 2014)

The tenth interviewee was Magaji who is a third-year student from Department of International Relations at Near East University, in Northern Cyprus. He expressed his attitude towards native/non native speakers' pronunciation of English, as follows:

R: When hearing someone speak English with a native-like pronunciation will you become interested in their speech?

Magaji: I just feel normal.

R: What do you mean by feeling normal?

Magaji: Neither interested nor feeling bad.

R: Why?

Magaji: That is my nature.

R: Do you like to speak with native English accent?

Magaji: Yes, of course.

R: Why?

Magaji: That is the correct way of speaking English.

R: Do you try to improve your English pronunciation?

Magaji: Yes.

R: How?

Magaji: By watching English movies, speaking English with native speakers and using a dictionary to find how words are pronounced correctly.

(Date of interview: Nov. 3, 2014)

The results of the interview confirm that out of the ten interviewees only two of them preferred to use their Hausa accent while speaking English, while acknowledging the importance of correct English pronunciation. All the interviewees stated that they try to

improve their English through using English dictionaries. Eight of the interviewees were in favor of Native English pronunciation and they wanted to use it in their speech. They said they would try hard to improve their English pronunciation by looking up the pronunciation of new English words, watching English movies, communicating with others in English, etc. These results support the results derived from the questionnaires.

Conclusion

In this chapter, information about the results of the study was presented. The results obtained from the questionnaire and interviews with some participants with regard to question four of the study (i.e., the attitude of Hausa speakers of English towards native versus non-native pronunciation) were also discussed. The findings show that most of the Hausa-speaking participants have problems with all the English consonants and vowels investigated in this study. Hausa speakers of English also have a positive attitude towards native pronunciation of English which they believe would lead to effective communication.

CHAPTER V

CONCLUSION

This chapter provides a summary of the findings, conclusion, pedagogical implications, and suggestions for further research.

Summary of the findings

This research attempted to identify pronunciation problem of Hausa speakers of English as well as their attitude towards native versus non-native pronunciation.

The results of the pronunciation test show that Hausa-speakers of English have problems with some English sounds. This is mainly due to the absence of such sounds in their native language. The results obtained in this study support the Contrastive Analysis Hypothesis (CAH) and Markedness Differential Hypothesis (MDH), as discussed in chapter II. As mentioned earlier, the validity of contrastive analysis has been confirmed in the area of phonological transfer.

There are four English consonants which are not present in the Hausa language namely (/f/, /v/, /θ/ and /ð/). As it was shown in Table 1, most of the participants had problems with the pronunciation of these consonants.

As shown in Table 1, the consonant /f/ was pronounced correctly by only 8 (13.3%) participants, while 52 (86.7%) of the participants pronounced it as /p/ (e.g. 'fan' as /pæn/, 'far' as /pær/). This result also supports previous studies (Russell 2008, Kperogi 2013 and Mohammad 2011).

The consonant /v/ was pronounced correctly by only 11 (18.3%) participants. 49 (81.7%) of them pronounced it as /b/ (e.g. *'van'* as /bæn/, *'lovely'* as /lobli/). This result also supports the findings of prior similar studies (Mohammad 2011; Jowitt 1991).

As it was shown in Table 1, only 1 participant (1.7%) pronounced consonant /θ/ correctly. Forty (66.7%) of them pronounced it as /t/ (e.g. *'think'* as /tink/, *'thin'* as /tin/), 17 (28.3%) of them pronounced it as /s/ (e.g. *'think'* /sin/, *'thin'* as /sin/) and 2 (3.3%) of them pronounced it as /z/ (e.g. *'tooth'* /tu:z/, *'forth'* /pɔrz/). This is supported by previous empirical studies (Mohammad 2011; Kperogi 2013, Jibril 1982, as cited in Aliyu 2011 and Jowitt, 1991). Some of the participants mispronounced /θ/ as /t/ as a result of drifting by these participants towards Southern Nigerian Speakers' pronunciation. This result supports Aliyu's (2011) finding.

The consonant /ð/ was pronounced correctly by only 4 (6.7%) participants, while 36 (60%) of them pronounced it as /z/ (e.g. *'father'* as /pə:zə/, *'feather'* as /pezə/), and 20 (33.3%) of them also pronounced it as /d/ (e.g. *'father'* as /pə:də/, *'further'* as /pə:də/). This result is in line with the findings of previous studies (Kperogi 2013, Jowitt 1991 and Mohammad 2011). The pronunciation of /ð/ as /d/ by some participants is claimed by Aliyu (2011) to result from drifting towards Southern Nigerian Peoples' pronunciation of English.

Moreover, there are also three English vowels that are not present in Hausa (i.e., /ʌ/, /ɔ:/ and /ɜ:/), and as was illustrated in chapter four, almost all the participants had problems with the sounds.

As it was seen in Table 2, only 4 (15%) of the participants pronounced the vowel /ʌ/ correctly, while 51 (85%) of them pronounced it as /o/ (e.g. *'love'* as /lob/, *'brush'* as /broʃ/). This result supports the findings of Mohammad's (2011) study and Jowitt (1991) also realized it as problematic sound to Hausa English speakers.

The second problematic vowel was /ɔ:/ which was pronounced correctly only by 8.3% of the participants. The rest (91.7%) pronounced it as /o/ as in the words *'saw'* /so/ and *'ball'* /bol/. This supports Mohammad's study (2011) and Jowitt's (1991) description on this sound in his book.

As to the vowel /ɜ:/, it was pronounced correctly only by 8 (13.4%) of the participants, the rest mispronounced it. 24 (40%) of them pronounced it as /e/ (e.g. *'girl'* as /gel/), 23 (38.3%) of them pronounced it as /o/ (e.g. *'slurpee'* as /slorpi/, *'slurry'* as /slori/) and 5 (8.3%) pronounced it as /a/ as in words such as *'girl'* and *'further'*. These results support Mohammad's study (2011) as well as what Jowitt (1991) mentioned in his book on Yoruba's pronunciation of English and Linda (2013) on Igbo's English pronunciation.

Also the results obtained from the questionnaire and interviews show that majority of the participants have great positive attitudes towards native pronunciation of English.

Pedagogical Implications

Since very few of the participants pronounced the English vowels and consonants investigated in this study correctly, these English sounds seem to be problematic to Hausa speakers of English. Therefore, English teachers should receive adequate training in

effective teaching of these sounds so that they can help their students improve their pronunciation in English.

Hausa-speakers of English believe that native-like pronunciation is important for communication and that they wish to acquire a good pronunciation of English. Therefore, they need to be assisted by their teachers to achieve their goals. One way English teachers can help their students is to make them familiar with English pronunciation symbols (i.e., the International Phonetic Alphabet or IPA), so that they can look up the transcription of new words in English dictionaries in order to learn the correct pronunciation of those words. Teachers should also make use of minimal pairs and other useful drills in pronunciation classes.

Also since the role of modeling is crucially important in pronunciation, local teachers with strong Nigerian accent should not be assigned to teach pronunciation classes. Moreover, students should be encouraged to participate in British Council extracurricular activities in order to improve their English pronunciation through interacting with native speakers of English.

The school should also provide language laboratory audio materials for students to practice. This will help them improve their English pronunciation.

The teacher should encourage his/her students to record their own pronunciation and listen to it for self awareness after class and compare it with the audio pronunciation materials recorded by native or near-native speakers.

The students should also be encouraged by their teacher to watch English movies and listen to English and/or American Radio in order to improve their English pronunciation.

Suggestions for further Research

For further study, when giving texts (i.e., sentences and paragraph) including problematic sounds to the participants to read, the target sounds should be scattered in the text so that the participants would not identify them easily. This will make the reading of the texts more natural. Since female students were not available to participate in this study, future research may consider the role of gender in pronunciation and attitude studies.

Some unfamiliar pictures were presented to the participants to name them without writing their names in the pronunciation test. This made some participants face difficulty in doing so. To avoid this in the further research, writing name of each unfamiliar picture should make the participant to read easily.

Since the participants of this study were adult university students some pronunciation errors might have been fossilized in them. Therefore, selecting samples from lower levels of education, which is recommended for further research, may lead to different results due to the age factor.

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Appendices

Appendix A

Questionnaire

Dear participant,

The aim of this questionnaire is to collect data about your opinion concerning the pronunciation problems of native speakers of Hausa when they speak English. Your cooperation is important for this research and will help improve the teaching and learning of English pronunciation in Nigeria. The questionnaire consists of two parts. Please read the instructions for each part carefully and give your responses sincerely. Please note that **this is not a test** and your responses will not affect your grades in any course; they will be used only for research purposes.

Thank you for your kind cooperation.

Part I: Background Information

Name: (optional)

Gender : Male Female

Age:

Nationality:

Place of residence: City..... State:

First Language: Hausa English Others (please specify).....

For how long have you studied English?

English Language Proficiency Level: Low Intermediate Intermediate

High Intermediate Advanced

Have you ever travelled to English-speaking countries such as England and America?

Yes No

If yes, how long did you stay there?

Part II: General Statements

Instructions: In this part, we would like you to tell us how much you agree or disagree with the following statements by simply marking the appropriate boxes. Please do not leave out any of the items.

- Please choose only one answer for every statement.
- Use the following scales:

Strongly agree :(If you strongly agree with the idea stated in the item).

Agree: (If you agree with the idea stated in the item).

Slightly agree: (If you slightly agree with the idea stated in the item).

Slightly disagree: (If you slightly disagree with the idea stated in the item).

Disagree: (If you disagree with the idea stated in the item).

Strongly disagree: (If you strongly disagree with the idea stated in the item).

- Tick (✓) in the box that reflects your opinion about each of the following statements

1. Correct pronunciation is important for effective communication.

Strongly agree Agree Slightly agree slightly disagree
Disagree Strongly disagree

2. Incorrect pronunciation will lead to lack of comprehension and intelligibility.

Strongly agree Agree Slightly agree slightly disagree
Disagree Strongly disagree

3. Correct pronunciation is important for me because I want to continue my studies in English-speaking countries.

Strongly agree Agree Slightly agree slightly disagree
 Disagree Strongly disagree

4. I try hard to improve my English pronunciation.

Strongly agree Agree Slightly agree slightly disagree
 Disagree Strongly disagree

5. I follow the speech of people who speak English with correct pronunciation more easily.

Strongly agree Agree Slightly agree Slightly disagree
 Disagree Strongly disagree

6. Learning proper pronunciation helps me to express myself easily and clearly.

Strongly agree Agree Slightly agree slightly disagree
 Disagree Strongly disagree

7. I feel irritated whenever I listen to people with poor pronunciation.

Strongly agree Agree Slightly agree slightly disagree
 Disagree Strongly disagree

8. When I listen to somebody with accurate pronunciation I become more interested in his speech.

Strongly agree Agree Slightly agree slightly disagree Disagree
 Strongly disagree

9. Contact with native-speakers helps the learner to sound native-like.

Strongly agree Agree Slightly agree slightly disagree
 Disagree Strongly disagree

10. My objective is not to acquire native-like pronunciation.

Strongly agree Agree Slightly agree slightly disagree
 Disagree Strongly disagree

11. I prefer Nigerian English to Native English.

Strongly agree Agree Slightly agree slightly disagree
 Disagree Strongly disagree

12. I am always loyal to my localized English accent.

Strongly agree Agree Slightly agree slightly disagree
 Disagree Strongly disagree

13. I listen to BBC and VOA to improve my pronunciation.

Strongly agree Agree Slightly agree slightly disagree
 Disagree Strongly disagree

14. I practice oral English to improve my pronunciation.

Strongly agree Agree Slightly agree slightly disagree
 Disagree Strongly disagree

15. I look up the correct pronunciation of new words in a dictionary in order to improve my pronunciation.

Strongly agree Agree Slightly agree slightly disagree
Disagree Strongly disagree

Appendix B

Part I. Please read the following English words.

tink	saw	father	tin
sink	further	van	ban
voice	thin	far	tender
thunder	cup	girl	pardon

Appendix C

Part III. Read the following English sentences:

Some European women have red hair.

There are thirty boys and girls in my class.

Most young men are football fans.

She drinks three cups of tea a day.

The policemen finally caught the thief.

The parents took their children to the park.

The old man is very fond of watching TV in the evening.

The man pretended that he was not in the bar because he didn't want his wife to know.

"African people are very funny", said by Kurdish guy who gave me a lift one night.

People in Nigeria are very curious about government affairs.

I have collected some pure water from my lovely mum for my visitors.

His friend advised him to think twice before taking any action about the issue.

I saw him yesterday with a saw in his hands moving towards his working place.

Our graduation party will be in the forthcoming Thursday; therefore I need a video coverage.

The very thin man briefly explained to the newsmen how the accident happened.

Appendix D

Pictures

Please describe the following pictures:



1. This is a



2. This is a



3. This is a



4. This is a



5. This is a



6. This is a.....



7. This is a



8. This is



9. This is a sign of



10. This is a



11. This is p..... water



12. This is a



13. This is Audi's f.....



14. This is a



15. This is a

Appendix E

A SAMPLE INTERVIEW

1. Do you enjoy listening to people with correct English pronunciation?
2. Do you want to speak English with a native-like accent?
3. Do you make any effort to improve your English pronunciation?
4. Do you like to use your Hausa accent while speaking English?
5. Do you like someone's speech with correct pronunciation of English?
6. Which one do you prefer, your Hausa accent or native accent?
7. Do you use your Hausa accent consciously or unconsciously?
8. Is good pronunciation important to you?