



The Impact of Indigenous Languages on Nigerian English Pronunciation: A Focus on Hausa Speakers

SHUAIBU Abdulwaheed, PhD.

&

MAIKANTI Sale, PhD

Department of Linguistics and African Languages,
Adeyemi Federal University of Education, Ondo

princedebayo11@gmail.com

Abstract

Nigerian English exists as a unique language variation draws its principles from Nigerian indigenous languages, Hausa inclusive. This research evaluates how Hausa speakers pronounce Nigerian English while studying both pronunciation and social linguistic aspects and speech mismatch problems. A descriptive method was used to evaluate recorded speech samples from Hausa-English bilinguals which demonstrated vowel lengthening while showing how interdental fricatives get substituted and tones impact pronunciation. The results show that Hausa phonological interference reduces Nigerians' speech clarity but simultaneously creates distinct features for the English dialect in Nigeria. The research supports special phonetic instruction along with media participation and pronunciation guides to achieve better clarity in speech along with diversity maintenance. The research results help advance the understanding of Nigerian pronunciation of English and its position in worldwide English diversity.

Keywords: Nigerian English, Hausa phonology, pronunciation, intelligibility, linguistic transfer.

Introduction

The combination of English language with Nigerian indigenous languages led to Nigerian English has established itself as an independent English variety. The northern part of Nigeria exhibits unique pronunciation characteristics in Nigerian English because Hausa serves as one of



the major languages that influences its phonetic and phonological development. The portions of English language learned by the Hausa speakers aside their mother tongue (Hausa) have resulted in specific pronunciation methods which separate Hausa-influenced Nigerian English from the neighboring dialects. Language transfer underlies this phenomenon because the speakers have let their first language phonological system affected their sounds in their second language speech (Odilinye 2019; Jibril 1982).

The speech of Hausa speakers demonstrates phonological adjustments while using English language since Hausa language belongs to the Afro-asiatic language phylum and uses the Chadic language with distinct phonemic elements. The Hausa phonemes differs from English phonemes due to the missing of sounds such as /θ/, and /ð/ which Hausa speakers replace with /t/ and /d/ respectively. As a result, Hausa speakers pronounce ‘*tink*’ instead of ‘*think*’ and ‘*dis*’ instead of ‘*this*’ (Jowitt, 1991; Gut, 2004). Banjo (1996) adds that the phonological heritage of Hausa as a tone language impacts speech events when Hausa native speakers use English because the English meaning differentiation depends on stress patterns and intonation contours. The phonological variations between languages create difficulties in terms of understanding between different cultures during communication as well as in educational environments.

Even though extant literature reveal the phonetic traits of Nigerian English for different language communities, the pronunciation of English by Hausa-speaking Nigerian speakers remains an under investigated subject in academic literature. The analysis of phonetic modifications used by Hausa speakers in English pronunciation is the research objective in the present study. Therefore, the research employs a qualitative approach which includes examining the speech samples and conducting interviews with speakers who use Nigerian English, while speaking Hausa, in addition to examining the current literature related to the present topic of research. This research investigates prime phonetic elements of Hausa-influenced by Nigerian English to add to the knowledge of linguistic diversity in Nigeria while understanding its educational impact on current English language teaching and learning.

Literature Review



Over the years, Nigerian English pronunciation study has received growing scholarly examination because researchers analyze how native languages impact phonological patterns in the dialect. Accordingly, Gut (2004) and Udofot (2011) add that the phonological features of Nigerian English through scholars reveal how linguistic groups explain how first language (L1) affects the pronunciation pattern of the L2 learners. A review has been conducted to analyze Nigerian English phonology research while specifically exploring Hausa influence through an investigation of phonological interference dynamics alongside segmental and supra-segmental features that affect intelligibility.

Nigerian English Phonology and Indigenous Language Influence

The phonological nature of Nigerian English results mainly from the impact of native linguistic varieties. Research findings show that Hausa speakers alongside Yoruba and Igbo speakers try to modify the way they speak English through L1 pronunciation patterns, thus producing unique pronunciations (Jibril 1982; Jowitt 1991). Research by Banjo (1996) identifies Nigerian English as ranging across a spectrum starting from full L1 influence and ending with standard Nigerian English pronunciation. Hausa speakers show consistent phonological interference of English because of the structural differences that exist between their native language and Standard English.

Phonological Interference: Hausa and English Phoneme Substitutions

The speech errors occur due to phonological interference when L1 phonological rules affect an L2 pronunciation system leading to mispronunciation or pronunciation mistakes. The lack of specific English phonetic sounds in Hausa makes the Hausa speaker learners of English to substitute specific sounds resulting to intelligibility. Different studies revealed the substitution pattern of English dental fricatives /θ/ and /ð/ with /t/ and /d/ sounds resulting to mispronunciation of English words such as 'tink' (think) and 'dis' (this) (Jowitt, 1991; Odilinye, 2019). Gut (2004) adds that since Hausa phonology lacks /v/, /p/, and /x/ consonant sounds, the Hausa speaker learners of English tend to substitute /v/ with /b/, /p/ with /f/, and /x/ with either /s/ or /z/ consonant sounds as in the following English pronunciation of words whereby 'very' becomes 'bery', 'Veronica', becomes 'Beronika', as 'Victor' becomes 'Bikto'. Similarly, the



situation also affects the pronunciation of English words containing /p/ sound substituted with /f/ sound where 'Paris' becomes 'Faris' or 'Farisa', 'page' becomes 'fage', and 'picture' becomes 'fikco'. In a related development, the mispronunciation of English words by a typical Hausa speaker mostly exchange /x/ with /s/ or /z/ thereby affecting the word pronunciation as 'X-mas' becomes 'S-mas', 'exchange' mispronounced 'escenj' and 'xylophone' becomes 'zailofon'.

Even though Hausa and English languages share some vowels, they still differ in some of their vowel inventories since they are two different languages (Maikanti, 2021). When speaking Hausa, the speakers tend to combine the English vowels /ɪ/ and /i:/ such that words like 'bit' and 'beat' wind up sounding equivalent (Udofot, 2011). This could be due to the established fundamental modifications to the Nigerian English accent structure.

Supra-segmental Features Consist of Stress in Addition to Intonation and Rhythm

The dialect of Nigerian English that borrows elements from Hausa language exhibits dissimilarities to Standard English in its supra-segmental features including phonetic elements such as stress, intonation and rhythm. Jibril (1982) and Gut (2008) opines that the Hausa language depends on tonal pitch variations because it carries meaning differences although English based its semantic and syntactic structures on stress and intonation patterns. The essential tonal structure of Hausa language causes Hausa speakers to introduce flat intonation with incorrect stress placement when they speak English. According to Udofot (2011), Hausa phonology disrupts English phonological structure through syllable-timed rhythm which creates English speech with uniform syllabic timing. The speech clarity remains at risk because Hausa speakers tend to map their tones onto English speech even if stress patterns determine word meaning distinctions like 'record' (noun) and 'record' (verb).

Implications for English Language Teaching and Communication

Research in the area of sociolinguistics has shown that phonetic elements of Nigerian English with Hausa influence affect both language learning success and understanding between individuals. Current research reveals that Nigerian educational institutions need pronunciation training programs to achieve better understanding between national and international communication (Banjo, 1996; Odilinye, 2019). Certain researchers according to Jowitt (1991)



and Gut (2004), present the case to establish Nigerian English as a self-governing register with distinct phonetics instead of needing British English phonological evaluation standards. The World Englishes paradigm accepts that English exists in various localized forms, which support this perspective.

Gaps in Literature and Research Justification

Researchers have extensively studied Nigerian English phonology, yet few studies exist that focus on phonetic variations of Nigerian English influenced by the Hausa language. Literature on Hausa-English pronunciation revolves around descriptive analyses that lack sufficient empirical evaluation of current pronunciation patterns according to Jibril (1982) and Jowitt (1991). This research aims to address the existing literature gap by conducting a phonological evaluation of present-day English pronunciation among Hausa speakers, incorporating speech recordings and qualitative methodologies.

Objectives of the Study

The present study investigates how Hausa influences Nigerian English pronunciation and evaluates language accessibility and dialogue effectiveness among Hausa-speaking individuals, focusing on the following objectives:

- i.) To identify the specific Hausa phonological traits, particularly consonants and tone transformation that affect Nigerian English pronunciation.
- ii.) To determine pronunciation modification during official and casual speaking in Nigerian English speeches.
- iii.) To create useful data that will benefit both the training of pronunciation in Nigerian English and language education system.

Significance of the Study

There are multiple advantages that will emerge from the present research project, and these include but not limited to the following:



When the present study is completed, Hausa speaker learners of English will understand how Hausa phonology shapes Nigerian English pronunciation, especially based on the current knowledge about Nigerian English speech varieties. Similarly, the results of the present research will serve as a guide to the teaching profession, especially in creating better pronunciation training methods for Hausa-speaking English students to enhance their language clarity and communication abilities. The study will also strengthen the interactions among Nigerian English speakers and improve the speakers academic horizons in their social and work spaces. The research upholds Nigerian English merits its own status as a linguistic variety thus advancing recognition efforts regarding its phonological elements.

Methodology

Research Design

The study employs qualitative research design together with phonetic analysis to study how Hausa phonological principles shape Nigerian English pronunciation. The research method combines data retrieved from both recorded speech materials and interviews as well as published literature.

Data Collection Method

This study involves the collection of acoustic recordings of spoken English from Hausa speakers across diverse age groups and educational levels to analyze their phonetic realizations. Semi-structured interviews have been conducted with Hausa-speaking users of English, and these include students, educators, and professionals, to examine patterns of speech production and identify common pronunciation challenges. The study, therefore, critically engaged with existing literature in Nigerian English phonology, Hausa phonetics, and language interference to establish the reliability of the research instrument and ensure its content and facial validity.

Data Analysis

The speech recordings were subjected to transcription, in line with the phonetic techniques for the analysis of consonant variations alongside vowel and stress patterns and intonation changes. The data (already recorded and transcribed pronunciation) so far collected from the speakers were analyzed and explained in line with the principles of language interference theory.



Theoretical Framework

The theoretical foundation of this investigation consists of Contrastive Analysis Hypothesis (CAH) together with Transfer Theory. According to Lado (1957) in Contrastive Analysis Hypothesis learners experience predictable errors in pronunciation grammar and vocabulary because of distinctions between their first language (L1) and second language (L2). CAH demonstrates how native Hausa phonological structure affects pronunciation because it explains why Hausa speakers make substitutions when producing English sounds. The absence of /θ/ and /ð/ in Hausa phonology causes substitutions to occur when Hausa speakers use “*tink*” for “*think*” and “*dis*” or “*zis*” for “*this*”. The acquisition of L2 receives influence from L1 components according to Transfer Theory (Weinreich, 1953; Selinker, 1972). The pronunciation of L2 features becomes disrupted by L1 elements that produce negative transfer, whereas L1 and L2 similarities facilitate positive transfer during learning. The tonal patterns of Hausa English in Nigerian English cause interference with English intonation, which results in stress and rhythm difficulties. Through the application of these theories, researchers can explain why Hausa speakers experience phonetic deviations in their English pronunciation, and this explains why pronunciation training is essential for Nigerian English learners.

Historical Development of Hausa-Accented Nigerian English

The development of Hausa-accented Nigerian English is the result of a complex interplay of historical, sociolinguistic, and cultural factors. The introduction of English during the colonial era, primarily for administrative, educational, and commercial purposes, marked a significant turning point in the evolution of this language variety (Jowitt, 1991; Gut, 2004). Over time, sustained interaction between English and Hausa-speaking communities led to the emergence of a distinct variety of Nigerian English, characterized by phonological, lexical, and structural features influenced by the Hausa language. The historical foundation of Hausa-accented English can be traced to four key influences: colonial education, Islamic scholarship, trade, and British administrative rule, each of which contributed uniquely to its phonetic and linguistic development.



The Impact of Colonial Education

British colonial administrators together with Christian missionaries established Western-style education that influenced the development of Hausa-accented Nigerian English. Because of the strong Islamic orientation in northern Nigeria the Hausa people resisted western education which delayed English-language exposure longer than other southern regions (Fafunwa, 1974). The limited exposure to native English speakers among early Hausa-speaking learners of English contributed significantly to the development of phonological variation in their speech. In the absence of consistent interaction with native models, these learners often relied on local teachers and colonial administrators, many of whom articulated English through the filter of the Hausa-influenced accents. This interaction fostered the emergence of distinct phonological patterns within Hausa-accented English. One of the most notable phonological shifts involves the substitution of English interdental fricatives /θ/ and /ð/ with the alveolar stops /t/ and /d/, resulting in pronunciations such as "tink" or "sink" for "think" and "dis" or "zis" for "this". Another common feature is the simplification of consonant clusters, particularly in word-final positions. For example, the word "friend" is frequently realized as "fren", illustrating the tendency to reduce complex clusters for ease of articulation. English took over formal institutions like education and government along with media so it became established within Hausa-speaking communities.

The Role of Trade and Islamic Scholarship

The people of Hausa land spoke under the profound impact of Islamic education and trans-Saharan trading activity before the British came. The writing system of Arabic together with Ajami (Hausa in Arabic script) maintained a dominant position in scholarship as well as literacy (Paden, 1973). Hausa and Arabic speakers who later acquired English often brought with them prior linguistic competence in their native and religious languages, which significantly influenced both their pronunciation and syntactic patterns during English language acquisition. The structural features and phonological systems of Hausa and Arabic shaped the manner in which English was spoken, resulting in distinctive patterns of articulation and sentence



construction. During the period of British colonial trade and administration, numerous English lexical items were incorporated into the Hausa language, especially through sustained interaction between Hausa merchants and colonial officials. This led to the adoption of English loanwords into Hausa, reflecting both semantic adaptation and phonological modification. Examples include "mota" (from "motor", meaning car), "filin jirgi" (a compound of "field" and "journey", referring to an airport), and "balawe" (derived from "plow", used to describe a farming implement). These lexical borrowings not only enriched Hausa vocabulary but also facilitated the development of a distinctive English accent influenced by Hausa phonology, especially in the context of business, education, and administrative communication.

British Administration and the Spread of English

British administrative control introduced English as a governing language but the expansion of English usage occurred more quickly in the southern area than in the northern area where Hausa maintained its dominant position. At primary schools alongside administrative documentation the colonial government depended on using Hausa as medium thus restricting early English mastery among Hausa speakers (Phillipson, 1992). The acquisition of English among Hausa-speaking civil servants was primarily driven by administrative and official demands during the colonial and early postcolonial periods. This context led to the emergence of a formalized variety of Hausa-accented English, particularly suited for bureaucratic and institutional communication. Over time, this variety began to exhibit consistent phonological patterns characteristic of its speakers' first language influence.

Research has identified several notable phonological features that emerged during the early formation of Hausa-accented English. One such feature is the misplaced lexical stress, where speakers tend to emphasize the initial syllables of multisyllabic words rendering "COvernment" instead of the standard "goVERNment". Additionally, segmental substitution is also common, particularly the realization of the voiceless bilabial plosive /p/ as the voiceless labiodental



fricative /f/, leading to pronunciations such as "faifa" or "fefa" in place of "paper". These features highlight the influence of the phonemic inventory of Hausa on English pronunciation, contributing to the distinctiveness of this variety.

Post-Colonial Influence and Media Expansion

During 1960 when Nigeria got its independent, English increased its prominence in educational and mass communication systems. More Hausa speakers gained exposure to English through the expansion of radio and television stations such as Radio Nigeria and the BBC Hausa service. The Hausa phonological influence continued to keep pronunciation patterns separate from one another. Meanwhile, the recognition of Nigerian English as a language variant strengthened the social status of Hausa-accented English in the Nigerian linguistic setting (Bamgbose, 1995), as well as the Hausa film industry known as Kannywood, including the local news broadcasts through media outlets reinforced the development of particular pronunciation patterns.

With all these, the development of Hausa-accented Nigerian English resulted from colonial educational measures, trading relationships and Islamic scholarship and British colonial practices. Hausa-speaking communities have integrated English into their daily life through time but their English retains unique phonological structures combined with syntactic marks from Hausa language. The Hausa-accented English continues as an authentic linguistic grammatical group in the multicultural Nigerian speaking community despite current globalization and media-induced pronunciation adjustments.

The Role of Language Contact in Hausa-Accented English

The contact between Hausa and English drives the development of Hausa-accented English through spoken sound modifications and new word adoption as well as grammatical systems changes. The widespread indigenous language of Nigeria known as Hausa encounters English in different functional areas starting from the educational and administrative sectors and extending



to the media and commercial domains. The contact between Hausa and English has produced unique pronunciation features and linguistic elements within Hausa-accented English.

Phonological Adaptations Due to Language Contact

Many phonetic elements in Hausa stand apart from English phonetics which causes Hausa speakers to make adjustments while learning or speaking English. Some key phonological modifications include:

- Substitution of English Sounds Absent in Hausa:
 - The English letter sounds /θ/, /ð/ in ‘*think*’ and ‘*this*’ transform into /t/, or /s/ and /d/ or /z/ during Hausa-English speech, causing words to sound like ‘*tink*’ or ‘*sink*’ for ‘*think*’ and ‘*dis*’ or ‘*zis*’ for ‘*this*’ (Gut, 2004).
 - The pronunciation of English /w/ as /b/ creates a pronunciation such as bush instead of wish.
- Simplification of Consonant Clusters:
 - Hausa has a limited presence of complicated consonant clusters, which causes speakers to introduce vowels when pronouncing words from English.
 - The pronunciation of ‘*school*’ becomes ‘*sukul*’ and ‘*bread*’ becomes ‘*burodi*’ (Jibril, 1986).
- Vowel Lengthening and Reduction:
 - Hausa speakers extend vowels in selected positions and merge double vowel sounds when they use English vocabulary.
 - The impact of Hausa vowel patterns causes goat to be pronounced as got.

Lexical Borrowing and Code-Mixing

English language items have taken root in Hausa vocabulary through contact situations while experiencing phonetic changes. The regular practice of code-mixed communication appears in Hausa-English bilingual speech with language elements from both systems present side by side.

- Examples of English Loanwords in Hausa:
 - ‘*mota*’ (from motor for car),
 - ‘*benci*’ (from bench),



- ‘*firamare*’ (from primary as in primary school).
- Code-Mixing in Hausa-English Communication:
 - ‘*Zan tafi*’ market ‘*yanzu*’ (I am going to the market now).
 - ‘*Ka sayi*’ new shoes? (Do you buy new shoes?)
 - The practices of code-mixing commonly occur during informal dialogues and among bilingual speakers living in urban areas (Bamgbose, 1995).

Influence of English on Hausa Phonology

The pronunciation of Hausa words has been affected by English but extensive exposure to English has caused some features of English phonology to become part of Hausa spoken language. The speech of bilingual Hausa speakers particularly those who received formal education or had extensive contact with English media demonstrates:

- English sound pronunciation accuracy improves through time especially among students who undergo formal English instruction.
- Hausa tones resist change, but speakers introduce English speech rhythm elements into their speech patterns through time.

Phonological Adaptations Due to Language Contact

Hausa speakers need to adapt their phonetic system when learning and using English because Hausa and English possess distinct phonetic systems. Some key phonological modifications include:

- **Substitution of English Sounds Absent in Hausa:**
 - In speaking English, the sounds /θ/ and /ð/ from interdental frication (found in ‘*think*’ and ‘*this*’) become /t/ and /d/. This leads to the words ‘*tink*’ for ‘*think*’ and ‘*dis*’ for ‘*this*’ (Gut, 2004).
 - The English sound /w/ is normally pronounced as /b/, results in substitutions such as ‘*bush*’ when speaking ‘*wish*’.
- **Simplification of Consonant Clusters:**
 - Due to an absence of multi-consonant clusters in Hausa, the language requires speakers to insert vowels to separate clusters in English pronunciation.



- The pronunciation of 'school' becomes 'sukul' and 'bread' changes to 'burodi' (Jibril, 1986).
- **Vowel Lengthening and Reduction:**
 - Speakers who use the Hausa language usually extend selected vowels while simplifying double vowel sounds within English vocabulary.
 - The influence of Hausa vowel pronunciation patterns causes the word goat to become pronounced as got.

Lexical Borrowing and Code-Mixing

Due to language contact, English words have been borrowed and adapted into Hausa vocabulary, often with phonetic modifications. Similarly, Hausa-English bilinguals frequently engage in code-mixing, where elements of both languages appear in speech.

- **Examples of English Loanwords in Hausa:**
 - 'mota' (from motor for car),
 - 'Benci' (from bench),
 - 'firamare' (from primary as in primary school).
- **Code-Mixing in Hausa-English Communication:**
 - 'Zan tafi' market 'yanzu' (I will go to the market now).
 - 'Ka sayi' new shoes? (Do you buy new shoes?).
 - Bamgbose (1995) shows that code-mixing occurs frequently in relaxed dialogue and when urban native bilingual speakers interact.

Influence of English on Hausa Phonology

As Hausa speakers adopt English language, some aspects of Hausa have affected pronunciation of English words, at the same time, some aspects of English pronunciation have made entry into Hausa. Overall some aspects of the following characteristics are true of bilingual Hausa speakers: Some of the bilingual Hausa, especially the educated ones or those exposed to English media are characterized by the following:

- Increased incidence of English sounds in L1 speakers and especially among the young groups who are taught English.



- The gradual creolization process also involves the introduction of stress and intonation patterns that are similar to the English-speaking community but, as a tone language, Hausa still retains tones.

Social and Contextual Variations in Phonological Adaptation

Therefore, it can be stated that the degree of the phonological adaptation depends on three factors:

- **The use of English:** This is highlighted by the ability of those who had the least phonological shifts compared to the less educated or those who had least formal education in English.
- **Geographical location:** urban Hausa will interact with English more often, especially through education and therefore closely resemble SNE.
- **Professional and social domains:** In professional English, one's accent is more or less Standard English, but in social, informal language they are somehow closer to Hausa-accented English.

Hausa and English language interaction has caused Hausa speakers to modify their pronunciation while adding English words into their language along with mixed language speech. The level of linguistic adjustment people make differs based on education background and social environment and personal interaction with English language. The way Hausa speakers use English takes shape through their ongoing contact with English both as a result of education and media exposure alongside globalization.

Hausa-Accented English in Digital Communication

Technological advancement in the area of communication has also affected the English as used and pronounced by the Hausa. Hausa accent English has been used and formed in new social



relations of social media, mobile communication, and online platforms. This section analyses how the Hausa-accented English is used in the current world through social media, online learning, video and audio materials, and instant messaging platforms.

Social Media and Online Communication

Digital platforms such as Facebook, WhatsApp, Twitter, Instagram, and TikTok have significantly contributed to the widespread visibility and usage of Hausa-accented English. These platforms have facilitated its dissemination and exposure to both local and global audiences, thereby influencing perceptions and reinforcing its presence within contemporary linguistic and sociocultural trends.

- **Phonetic Adaptation and Typing Practices:**
 - Some Hausa writers reproduce English words the way they are pronounced; the analyses showed that phonological changes are evident in text media.
 - For instance, *‘dis tin wey u do no good’* is a direct translation of the written English phrase where the Hausa phonetics is well represented.
- **Influence of Online Slang and Abbreviations:**
 - Due to the use of computers and the Internet, the English as used today has adopted the use of slang, abbreviations, and non-standard spellings in English all of which are adopted by the Hausa man based on the phonetic arrangement of their language.
 - The expressions like *‘gaskiya u sabi well well’* which means “truly, you know how to do it very well”, is an example of digital code-mingling using English and Hausa language.

Online Education and Pronunciation Shifts

Thus, the availability of current online courses such as YouTube tutorials, Coursera, Udemy, and Zoom classes has given the Hausa-speaking viewers exposure to the global accents of English.

- **Impact of Digital Learning:**
 - Hausa-speaking learners of English can now get pronunciation etymology, English-Hausa dictionaries that have audio facilities, and accent imitation programmes.



- Some of the participants are fully aware of the changes they make by listening to SNENG, watching American or British English accents.

- **Challenges in Online Learning:**

- Small number of people in rural areas get to use internet and therefore have minimal chances of getting exposed to digital pronunciation practice.

Voice recognition technology; examples include voice search and AI assistants have raised the issue of accentism again due to the difficulty that they have in recognizing English word spoken with a Hausa accent.

Influence of Audiovisual Media (Movies, TV, and YouTube)

Yes, indeed; exposure to more English speaking films, TV programs and YouTube video clips hitherto has changed the intonation of the English language as spoken by the Hausa movies' lovers.

- **Exposure to Different Accents:**

- The respondents also adjust to the level of Hollywood and Nollywood films; Hausa-speaking individuals make use of aspects of the American and Nigerian English accents.
- However, in this case, those Hausa new media, for instance, Kannywood films, help in retaining the Hausa phonological features when pronouncing words in English.

- **YouTube and Influencer Culture:**



- Hausa-English bilingual bloggers and comedians use a unique way of speaking what can be referred to as ‘Hausa-accented English’ in their videos.
- It is, for example, possible to hear such phrases as *‘I no go gree’* (‘I won’t agree’) and *‘Wetin you dey talk?’* (What are you saying?) Some words are coined by reorganizing the phonology of both Hausa and English, while others are borrowed directly from the English language and others are from the Nigerian Pidgin.

Communicational Speech Technologies and Voice Messaging

This is as a result of changes in the way people communicate via the new technologies of voice messaging applications such as WhatsApp, Telegram, and through voice intelligent personal assistants such as Google Assistant, Siri, Alexa among others.

- **Voice Notes and Speech Patterns:**
 - Hausa speaking people also make voice calls and converse in English with heavy Hausa accent clearly imprinting the pronunciation in social media channels.
 - Some of the phonetic changes which we still commonly come across are /p/ to /f/ (*perfect* pronounced as: *férfect*), /th/ to /t/ (*thanks* pronounced as *tanks*).
- **Challenges with AI Speech Recognition:**
 - Some of the specific impediments identified from the survey include; Most of the speech-to-text functions that were found in most of the AI applications, are developed using models created from the western type of accent, a problem that hampers many Hausa speakers.
 - This has the propensity to highlight the goal of having localized speech recognition systems that recognizes Hausa-accented English.

New media has played a role in overriding the models of Hausa-accented English through exposing the speakers with varying models, code-switching, and putting into practice the phonological adjustments for online communication or writing. As the social media, content audiovisual, and communication through artificial intelligence speech technologies mold pronunciation, the Hausa phonological hegemony persists in social media. With the increase of the technological access, it is possible that the Hausa speakers will continue to undergo more



changes as far as the pronunciation of their language is concerned based on the new trends emanating from the local as well as the international market.

Data Presentation and Analysis

This section evaluates the distinct pronunciation features which occur as Hausa speakers use the English language. The information includes voice recordings and oral responses from different levels of Hausa speakers. The phonological analysis examines both phoneme adaptations together with modified vowels and stress patterns and intonational patterns.

Phonological Deviations in Hausa-Influenced Nigerian English

A. Consonant Substitutions

The integration of Hausa phonetics into Nigerian English vocabulary leads to substitution of English consonants with Hausa sounds. Table 1 below provides typical examples of consonant alternations.

Table 1. Consonant Alternation of English Sounds by Hausa Speakers

English Phoneme		Realized Hausa Phoneme		English Word		Realized Pronunciation
/θ/	→	/t/	→	Think, Three	→	‘tink’, ‘sink’, ‘tiri’, ‘siri’
/ð/	→	/d/	→	This, That	→	‘dis’, ‘dat’, ‘zat’
/v/	→	/b/	→	Very, Village	→	‘beri’, ‘bilej’
/z/	→	/s/	→	Zebra, Zero	→	‘sebira’, ‘sero’/‘sifili’.

Hausa speakers make these substitutions due to the fact that their language does not include the dental fricatives /θ/ and /ð/ and also not containing the labiodental fricative /v/ in their sounds inventory. Hence, the Hausa speakers choose similar sounds from the local phonetic repertoire when they must substitute English sounds that do not exist in Hausa.



B. Vowel Variations

Hausa exhibits less phonological variation in vowels than English, which leads to either the combination or adjustment of specific English vowel sounds. Common examples include:

Table 2. English Vowels in Hausa Pronunciation

English Vowel	Hausa-Inspired Pronunciation	Example Words	Hausa-English Pronunciation
/ɪ/ vs. /i:/	Merger of /ɪ/ into /i:/	Bit, Beat	‘Bit’, ‘Bit’
/ʌ/ vs. /ɔ:/	Replacement of /ʌ/ with /ɔ:/	Cup, Call	‘Kof’, ‘Kwal’
/æ/ vs. /a:/	Replacement of /æ/ with /a:/	Cat, Man	‘Kaht’, ‘Mahn’

For instance, both ‘bit’ and ‘beat’ may be pronounced in the same way among the Hausa-speaking people because they do not have the /ɪ/ phoneme, and the two words are therefore homophonous in Hausa.

Stress and Intonation Patterns

Hausa is a tonal language, whereas English involves stress in conveying a particular meaning. This difference leads to:

- Hausa speakers change the English speech rhythm with equal syllable timing which produces speech that appears monotonous.
- Hausa speakers stress words differently than English speakers do because they spread the stress evenly between syllables instead of following English stress rules thus affecting how well others can understand them.
- Some Hausa speakers adopt a rising pitch at the end of statements because of tonal influences which transforms their statements into questioning intonations.



Discussion of Findings

These phonetic variations verify predictions made respectively by Contrastive Analysis Hypothesis and Transfer Theory. The patterned pronunciation changes show a negative L1 transfer effect because Hausa speaking background influences how students pronounce English words. The widespread deviations among speakers of Hausa can diminish the mutual comprehensibility when these speakers engage in formal or international communication. The research outcomes demonstrate that teachers of Nigerian English ought to provide structured pronunciation training due to evidence presented in prior studies by Jowitt (1991) and Udofot (2011).

Implications of Findings

- The act of mispronouncing English sounds causes communication issues that make it difficult for individuals who do not speak English as a native language to understand.
- All English teachers focusing on language instruction must conduct phonetic drills which target phonological problems of Hausa speakers.
- Standardization of Nigerian English receives significant evidence from this study for its recognition as a unique linguistic variety with particular phonological features.

The information shows that Hausa phonology strongly impacts how people pronounce Nigerian English. Systematic phonetic variations require teachers to enhance students' phonetic awareness in their language instruction. Additional research should concentrate on examining Hausa linguistic variations across different regions in its speaking community.

Summary of Findings

This research investigated the ways Hausa influences Nigerian English phonology in the area of pronunciation. The findings revealed:

- Hausa speakers change English sounds /θ/ (*think*) to /t/, /ð/ (*this*) to /d/, and /v/ (*very*) to /b/ because their language does not have these consonants.



- Some English vowels merge or change in pronunciation when Hausa speakers replace /ɪ/ with /i:/ while substituting /ʌ/ with /ɔ:/, in addition to using /æ/ as /a:/. This pattern creates different pronunciations of words.
- The stress patterns and intonation of Hausa speakers use a syllable-timed rhythm and misplace word stress while their statements have rising intonation because of tonal influences from Hausa.
- The ways the phonetic deviations affect communication clarity are most significant during formal exchanges between different countries therefore requiring dedicated pronunciation training programs.

Conclusion

The research has established that Hausa phonological patterns strongly determine how Hausa speakers pronounce Nigerian English. The data supports Contrasting Analysis Hypothesis (CAH) and Transfer Theory because L1 linguistic interference leads to phonetic developments during second-language learning. The distinctive nature of Nigerian English results from these variations but they create challenges in communication clarity when people use it internationally. Language professionals should identify these speech patterns as a separate English variation because this understanding grants both linguistic inclusivity and effective communication.

Recommendations

Different recommendations emerge from the study findings which include:

- English teachers in schools must teach phonetics by enabling students to practice sounds they have difficulty with as Hausa speakers. Audiovisual teaching materials serve as effective tools for improving the pronunciation skills of learners.



- Programs which train language instructors should prioritize teaching phonetic and phonological concepts to help them assist Hausa-speaking students with their pronunciation problems.
- Language learning applications with Hausa-specific content as well as pronunciation software and tutorial resources online help Hausa language speakers develop better English pronunciation abilities.
- The media including television programs and radio broadcasts along with language initiatives should teach correct English pronunciation without dismissing Nigerian English uniqueness.
- Additional Investigations need to be conducted about dialectal distinctions among Hausa Populations in Nigeria to understand variation of Nigerian English pronunciation between groups.

References

- Bamgbose, A. (1995). *English in the Nigerian Environment*. Ibadan: University Press.
- Banjo, A. (1996). *Making a Virtue of Necessity: An Overview of the English Language in Nigeria*. Ibadan: University Press.
- Fafunwa, A.B. (1974). *History of Education in Nigeria*. London: George Allen & Unwin.
- Gut, U. (2004). *Nigerian English: Phonetics and Phonology*. Frankfurt: Peter Lang.
- Gut, U. (2008). Non-native speech rhythm in German and English. *Prosodic Interfaces*, 349-372.
- Jibril, M. (1982). Phonological variation in Nigerian English. *English World-Wide*, 3(1), 47-74.
- Jibril, M. (1986). Sociolinguistic variation in Nigerian English phonology. *English World-Wide*, 7(1), 47-74.



Jowitt, D. (1991). *Nigerian English Usage: An Introduction*. Lagos: Longman Nigeria.

Kachru, B.B. (1992). *The Other Tongue: English across Cultures*. Urbana: University of Illinois Press.

Lado, R. (1957). *Linguistics across Cultures: Applied Linguistics for Language Teachers*. Ann Arbor: University of Michigan Press.

Maikanti, S. (2021) "Mispronunciation of Vowels and Tones in Hausa Disyllabic Words by Yorùbá native Speakers". An unpublished PhD Thesis, University Putra Malaysia (UPM).

Newman, P. (2000). *The Hausa Language: An Encyclopedic Reference Grammar*. New Haven: Yale University Press.

Odilinye, L. (2019). Language interference and Nigerian English pronunciation: The influence of indigenous languages. *Journal of Linguistics and Applied Language Studies*, 11(2), 89-104.

Paden, J. N. (1973). *Religion and Political Culture in Kano*. Berkeley: University of California Press.

Phillipson, R. (1992). *Linguistic Imperialism*. Oxford: Oxford University Press.

Udofot, I. (2011). *The Rhythm of Nigerian English: An Experimental Phonetic Study*. Ibadan: Kraft Books.

Weinreich, U. (1953). *Languages in Contact: Findings and Problems*. The Hague: Mouton.