

# The Spoken English of the Hausa Learner of English: A Perception with an Attitude (B)

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## Abstract

The impact of English as a language is felt globally and perhaps in every country, only a few people do not speak or come into contact with it. In Nigeria, the status of English as a second language is held in high esteem. Though, the position of English is high in Nigeria among both educated and non-educated but its linguistic texture in the spoken area, is being treated with a negative attitude of perceptibility and comprehensibility. This paper, examines a particular scenario, whereby the spoken English in use is not only a deviant away from the Standard British English, but also the Standard Nigerian English (Odumuh 1987) and Nigerian Phonological English (Hausa) of (Jibril 1982). The paper continues to investigate the dilemma of spoken English from many dimensions, and fears that this deviance is actually imposing on other English phonological varieties of ethnicity around it. If this attitude persists, the Hausa learner of oral English will be either cut off nor tap the full benefits of Information Communication Technology. In conclusion, it shows that the pedagogy of teaching has not really influenced learning, because looking at other scenarios where Arabic is taught as a second language the perception of both segments and prosody is done with ease. The paper warns that, if precaution is not taken at the teaching dimension the attitude of the Hausa learner of the phonological systems of English will completely be negative.

**Keywords:** Second Language, First Language, Mother Tongue, Standard British English, Information Communication Technology.

## Introduction

Jowitt (1991) explains that English is one of the world most used and accepted language which has given rise to many varieties of English according to sociolinguistic contexts. Whether these varieties of English in use round the world can stand the test of acceptability (agreed upon) within the frame of intelligibility (understandable) of the norms and usage of English language, is another question. Broadening this issue, Odumuh (1987) explains that the rise to models of acceptability to varieties of a language brings in the issue of a twin criteria, that of local acceptability and international intelligibility. The variety of the Nigerian English which Odumuh brings forward has to satisfy these twin criteria of

intelligibility and acceptability. Odumuh (1987) referring and agreeing with Banjo (1979), Williams (1981) and Gimson (1981) that intelligibility and acceptability are issues that are much more defined and measured. Odumuh (1987) points out that the acceptability of the non-native variety of English may mean that the English of the non-native as well as the English of the native speaker and Kachiu (1976) and Prator (1978), cited Odumuh (1987). Tsojan and Aji (2014) also discuss extensively on this issue of native and non native speaker of English. Consequently, Odumuh (1987) affirms that the Nigeria English and other world varieties are establishing a right of their sociolinguistic legitimacy. Looking at these explanations, therefore, the type of spoken English in display by the Hausa learner of English cannot be referred to as a variety because it can neither be 'defined' as Hausa variety nor be 'measured' as having a certain comprehensive system. This type of English by the Hausa learner, is a deviation from the variety that falls within the range of intelligibility and acceptability of the growing new Englishes of the world and in Nigeria, where English is used as a second language (Paki 2002, Tsojan and Aji 2014). If the Hausa learner of the phonological system can perform very well in the Arabic phonological system, which has more challenging structures than L1, then, why should he/she lag behind and keeps performing poorly?

### **English Language in Nigeria and Model of Choice**

English language in Nigeria is used as a second language (L2). It is not only the language used in business interaction, politics and social contacts among people and the multi-ethnicity, but it continues to be mentioned and difficult to break English away from these domains (Gamgbose 2004). The status of English language in Nigeria since the days of colonialism to the present has not depreciated, at least, in statuesque (Paki 2000). This however, the spoken English generated from the Nigeria education system cannot be said to have improved drastically, at least within the Hausa speaker. Gimson (2001), cited in (Abubakar 2017), agrees that the changes in languages on the basis of accent, dialect and variety are a reality. The learner of English, however, faced with the great diversity of English accents, wishes that there were a single, all purpose international pronunciation of English.

The genesis of this predicament in models of the variety of English battling through in scope of intelligibility and acceptability Odumuh (1987) say that it can be traced back to (Gimson 1981), who insists that the pronunciation of a mother-tongue form of English should be strictly prescribed as a model in the training of teachers of English in India and Africa. Gimson, certainly, does not envisage the magnitude of problems and varieties woven with deviations of various kinds in the future remarks Odumuh. Looking at the Nigerian scenario where varieties and functions of English as used in the country surpasses the instructional teaching of phonetics of L2 through L1 of Gimson. Conversely, Paki (2002) exposes that Nigeria has a certain group of English learner, the Hausa learners of English, whose

attitudes towards learning English is negative (Paki 2002). This particular group would rather not speak English at all except when in stress, and when they speak English they speak something else, not the variety of English as affected by L1.

Odumuh (1982), also mentions (Ubahakwe (1979) as saying that for almost half a century, the variety of Nigerian English may seem to have been competing with other varieties: American English, Canadian English, British English or West Indian English. Speaking about varieties Jibril (1980) comes up with three dimensions of the Nigerian phonological usage of English. These are North, South and East that is, Hausa, Yoruba and Igbo, Nigerian English Phonology respectively, each with its own characteristics. Although Odumuh (1987) comes up with (Standard) Nigeria English Phonology, but this can be said to be at a higher level of education and by the educated people. Datti (2017) laments that the majority of the teachers of English in Nigeria at both primary and secondary levels are trapped in usage with their local varieties.

Paki (2002) expresses astonishment to find out that the Hausa variety of Nigerian English phonology of (Jibir 1980) is not in wide use among the Hausa learners of English. This lack of translucency in a gap of two decades between Jibri and Paki is clearly seen in the lamentation of (Datti 2017); meaning that the situation of the Hausa learner of English is advancing in the negative direction.

### **Information Communication Technology and the Hausa Learner of English.**

Sadiq and Ibrahim (2017) discuss at length the interface of English and Information Communication Technology (ICT) as resources for national development in Nigeria. Because development is essentially about proper knowledge use and application, it not only describes social change but refers to an improvement of social system which comes as a result of exposure to foreign ideas. Ayoola and Fatade (2009) see development as evidence of a high intellectual and material families, application of scientific and technological innovations in most spheres of life in the community, high literacy in the context of an efficient education system and a democratic and economically advanced nation where the essential of life are accessible to all sections of the community.

From these expositions, therefore, effective globalization of knowledge predicates on English language; ICT is the toppest of human civilization and development while English language is the bed-rock and foundation that holds it. No one then, or community or government or nation anywhere in the world can dispense ICT. To be able to utilize ICT, English language is indispensable. The phonological system of English language in display by the Hausa learner cannot cope with this dispensation. The sound system of any language forms the first step to understanding the language. The oral English, of the Hausa learner of English phonological system therefore, may not be able to cope with the application of ICT through teaching and learning.

The Hausa learner, therefore, may not be able to cope with L2 learning through the application of ICT or ICT and skill learning, internet and L2 learning or any crash programme (to produce many teachers in a short time) through ICT. When this happens in this time of technological development, the Hausa learner of oral English, will not only become backward but stands the risks of been globally disconnected.

### **Area of study**

The area of study is Kano State, Nassarawa L.G.A in the metropolitan center, because the study postulate that Kano State has a large number of population of Hausa speakers as L1. Two schools chosen, Kano State Aisha Shehu Govt. Girls SSS and Kano State Boys SSS, Kuka, Nassarawa. Both are adjacent to each other. The schools situated at the heart of Kano city, is in between Kano city, Fagge (Hausa dominated areas) and Sabon Gari (largely dominated by non-Hausas and Hausa as L1 and L2).

### **Methodology**

This study is a survey and descriptive. It was conducted with a view of establishing that the Hausa learner of the phonological system of English learns with a negative attitude. In order to achieve the objective, a multi-method approach was adopted, and data collected in two days successively. For the purpose of this presentation, the four-item questionnaire administered to forty (40) subjects, twenty male and twenty female, is presented. All the subjects are from SSS level between eighteen to twenty-one (18 – 21) years of age. This paper, believes that they are adult Hausa learners/speakers of English who have already established and mastered their L1 or MT distinctive features. A simple percentage and scoring are used as statistical tools for analysis. Before data collection, the subjects are asked to indicate what they would like to be in the future. Only four out of forty wished to study and teach English. In administering the questionnaire, the subjects were to produce L2 sounds at word initial, media and final levels, while the researcher listened and took notes.

### **Objective**

The primary objective of this study is to establish that the Hausa learner of the phonological system of English language is yet to learn the system. As a result the following questions were generated to facilitate the attainment of the objective.

1. To what extend does the Hausa learner have problem in the recognition and rendition of (a) / p, f, v, è, ð, s, z, dá, K, á / (b) / Y±, IY, eY, ±Y / and (c) eIY, aIY, "IY, Y±Y, a±Y /?

2. Has the Hausa learner of the phonological system of English language reached a state of fossilization or a case of non-immersion?

### **Justification**

This study is necessary. It will prove whether the Hausa learner or oral English is fossilized or not immersed because in other scenario of L2 learning, the Arabic language, the Hausa learner has proved to be excellent.

### **Two Scenarios of Phonemic Immersion.**

The early years (0-5) are very crucial for the overall development of an individual as well as language development for a better tomorrow (Amadi 2018). Arabic language being second to both Hausa and Yoruba learners, they begin hearing and learning Arabic from 3-6 years when taken to Islamiya School (Religion based curriculum). In order to prove the point, the researcher set and administered a questionnaire to twelve subjects; three boys and three girls (Yoruba), and three boys and three girls (Hausa) of Sheik Al-Bashir SSS, Kano in Kano Municipal. They are from SSS level, that is, they are adult who have already mastered their MT or L1. The main objective is to prove that the Hausa learner of English can perceive and render English phonological system with perfection, given the opportunity. The questionnaire therefore, tasted both the Yoruba and Hausa learner of Arabic to establish the fact that they can perceive and render such Arabic features as: *as:*, ض, هذ, ظ, ع, ف, ط, ث, خ, ح, خ, صر, ز, هذ. These sounds, to be produced at word initial, medial and final positions, in some Qura'nic verses, and in disconnected statements.

These Arabic sounds are either zero phonemes or have the equivalent in the two languages of Hausa and Yoruba, because their equivalents, are already in the inventory in the Arabic language. After the exercise, both language speaker could identify and render the Arabic sounds very well except the È sound which poses difficult to many.

Although, Yoruba and Hausa on one hand, and Arabic language, on the other may stand as autonomous languages, where phonology is concerned, the Yoruba/Hausa child exposed to the learning of Arabic phonological structures at an early age performs well in perceiving the Arabic distinctive features as difficult as they may seen.



Short Vowel	Long Vowels	Diphthongs	Triphthongs
/ɪ/	u:/	/ɪə/	/ɪə + I/ = /ɪəɪ/
/±/	/3:/	/a±/	/a + ɪ/ = /aɪ/
/Û/		/Iɪ/	
/Y/		/eɪ/	
		/±ɪ/	

### Analysis, Discussions and Results

The tables below show the extent of the defects in the pronunciation of the Hausa learner of English phonological system. The serial numbers show the frequencies the sounds at word initial, medial and final levels. The tables also shows how many correct pronunciation are made by the number of the male respondents (out of 20) and by the number of female respondents (out of 20). The tables come up with the total frequencies of a sound and to total scores made by the total respondents (40). The tables come up with the total percentage of scores made by the total percentage of respondents. Also, in the tables are clues to the expected answers which are not available in the respondents' questionnaire. In each table the researcher explains what is expected to the respondents, while notes are being taken.

**Abbreviations:** Freq. – Frequency, Resp. – Respondents, Probl. – Problem, Cons. – Consonant, Sco. – Scores, Snd. – Sounds, F. – Female, M. – Male.

**Table 1**

Identification and Rendition of the L2 consonant sounds at word initial, medial and final levels.

Frequency and Percentage of Mispronunciation														
						No.					%			
						20 M.		20 F.						
S/N	Probl. Cons.	Word Initial	Word Medial	Word Final	Freq. of Snd.	Sco.	Made by No. of M.	Sco.	Made by No. of F.	Total M. & F. 40	Total No. of Freq.	Total No. of Sco.	% of Total Sco.	Made by Total % of Resp.
1.	/p/	pink	happiness	sharp	60	12	4	16	5	9	120	28	23.3	22.5
2.	/f/	feel	tougher	philosophy	80	10	4	21	4	8	160	31	19.4	20
3.	/v/	van	driving	drove	60	8	3	10	3	6	120	18	15	15
4.	.	think	author	both	60	4	3	9	4	7	120	13	10.8	17.5
5.	/θ/	then	father	breathe	60	9	4	8	4	8	120	17	14.2	20
6.	/s/	soon	answer	cease	80	70	20	80	20	40	160	130	81.2	100
7.	/z/	zoo	reason	phase	60	30	20	32	20	40	120	62	51.5	100
8.	/ʒ/	genre	pleasure	roughage	60	10	6	14	8	14	120	24	20	35
9.	/dʒ/	jug	adjoin	george	80	18	14	22	12	26	160	40	25	65
10.	..		English	hang	40	4	4	6	3	7	80	10	12.5	17.5

The first problematic consonant sound to be noticed on the table is No. 3 the English voiced labio-dental fricative /v/. Its frequency is very low. A total of 15% of the respondents score 15% of the total scores. 85% pronounce it as [b] especially at word medial and ending. This agrees with Jibril (1982), thirty seven years back, and Paki (2002) seventeen years back, and with that of Muhammad (2011), nine years later. The English dentals /è,ð/ No. 4 and No. 5 also have low ratings with slight differences in voicing. The dentals are realized as [s,z,t,d] but [s,z] are more in frequency than [t,d]. This indicates another L1 transfer via another source. Paki (2002) finds out that the teachers of Hausa learners of spoken English from the Southern part of Nigeria transfer their L1 phonological systems L2 /è/ð/ as L1 [t,d] onto their (pupils), the Hausa learner. In the rendition of the English /è/, a total of 17.5% of the Respondents score 10.8% of the total score, while in the rendition of /ð/ a total of 20% of the Respondents score 14.2% of the total scores. This means that the English /è/ is misrepresented 84.8% by 60% respondents. In a related study Linda (2011) and Opanach (2013) attribute the replacing of [t] for the English /è/ as MT interference of Igbo and Igala learners of English respectively. From the Table, therefore, L2 /p,f/ sounds pose problems to the learners because while they are different phonemes in L2 they are allophones of L1 /F/. The English sound No. 10 voiced velar nasal /K/ is next in difficulty. A total of 17.5% of respondents score 12.5% of the total scores, that is, having been misrepresented 87.5%. Most of the respondent, therefore, fail to recognize the sound at word medial, even though Jibril (1982) discusses it as an allophone, appearing in word medial position L1: 'hankaka' [haKkaka] 'eagle' and 'ungulu' [uKgulu] 'vulture'. This agrees again with Paki (2002) showing that the Hausa learner of oral English is yet to recognize and render the English /K/ in this word position. The sound is not recognized, also, in word final position.

Looking at sounds No. 1 and No. 2, the English voiceless bilabial stop /p/ and voiceless labio-dental fricative /f/ are still not perceived or perceived poorly. The Hausa learner is yet to treat these two English sounds as distinctive features but are treated as L1 phonemic variants [F,p,f]. Both sounds are yet to be properly recognize at all levels of word, as both are interchanged with each other including [F] variant. Muhammad (2017) also rates the English /p,f/ sounds as most problematic for the Hausa (Bauchi) learners of English and records 76.9% of the participants mispronounce /f/ as /p/. Sound No. 8, the English voiced palatal-alveolar fricative /á/ is also a problem to the respondents, 35% of the total respondents score 20% out of the total scores, meaning that out of the frequency of 120 only 24 is pronounced properly, interchanging it with L1 [+ʔ] or [dá] as substitutes. Sound No. 6, the English voiceless alveolar fricative /s/ has the highest frequency of 130 scores over 160. The English voiced /z/, however, has lesser frequency of 62 scores out of the 120. This can be seen that the Hausa learner of English over assigns [s] for L2 /s,z/ except in areas where L2 /z/ glaringly presented orthographically as 'z' as in No. 7 word initial 'zoo'.

All the respondents, 100% score 81.7% of the total scores of L2 /s/ and also, 100% score 51.5% of the total scores of L2 /z/. These two pairs of sounds are the

only areas whereby total percentage of respondents all 20 male and all 20 female score complete scores out of the total scores. The ability to pronounce the L2 /s,z/ properly in most of the cases is not an ability of knowledge of perception the phonemes in the orthography but the spelling provided in the letter 's' and 'z'.

**Table 2.** Recognition of inflectional marker '-s' which indicates plurals at word ending in consonant clusters.

Frequency and Percentage of Mispronunciation														
						No.						%		
						20 M.		20 F.						
S/N	Probl. Cons.	Word Initial	Word Medial	Word Final	Freq. of Snd.	Scs.	Made by No. of M.	Scs.	Made by No. of F.	Total M. & F. 40	Total No. of Freq.	Total No. of Scs.	% of Total Scs.	Made by Total % of Resp.
1.	/-s/	eats	parks	caps	60	48	17	50	20	37	120	98	81.7	75
2.	/-z/	dogs	cards	bulbs	60	2	20	3	2	03	120	5	7.5	4.5
3.	/-iz/	ravages	benches	watches	60	3	15	6	4	9	120	9	7.5	2.5

No. 1, voiceless /s/, shows a high frequency of the inflectional marker '-s', giving 98 scores out of the total of 120 appearances. This gives 75% of the total respondents score 81.7%. The high percentage of scores of this marker /-s/, however, is not as a result of the knowledge of identification but the appearance of orthographic letter 's'.

Voiceless /s/ is the second sound in the clusters of voiceless /t-, k-, p-/ which makes their rendition difficult, as they are most of the time dropped or epenthized with an intrusive vowel [i]. That is, in most cases there is a dropping of /t-,k-,p-/. In other cases, there is hesitation of the vocal apparatus to articulate /-s/ properly as an ending of consonant cluster. Whether the respondent drops or epenthizes or in hesitation and produces successive '-sss', an inflectional maker '-s' is produced but with difficulties. In No. 2 /-z/, the voiced counterpart of /s/, the respondents are carried away by the spelling of letter 's' and mispronounced almost all the /z/ as [s]. 4.5% of the total respondents score 5% of the total scores. This scenario is worst than the previous because the first sound of the cluster /-g-, -d-, -b-/ being be voiced plosive, appears not to take epenthesis but make it easy to change the /-z/ to [-s]. The only word 'bulbs', gets epenthized as [bulbis] sometimes in the rendition, due to a cluster of three sounds /-Ibz/. No. 3 /-Iz/ posses an L1 issue, because it does not have such similar systems of plurality, whereby English plural verbs/nouns of ending with 'es' are pronounced as /-iz/. Almost all respondents assign [-is] for the inflectional mark '-es' /-Iz/ as [-is] due to the orthographic letter 's' at the end of all. In this section is a high L1 interference of not being able to cope with the L2 consonant clusters of word final of plural noun/verb ending of /-s/, /-z/ and /-Iz/.

**Table 3.** Recognition and Rendition of the English marker ‘ed’ which indicates past tense/past participle at word ending.

Frequency and Percentage of Mispronunciation																		
												No.		%				
												20 M.		20 F.				
S/N	Probl. Cons.	Word Initial	Word Medial	Word Final	Freq. of Snd.	Scor.	Made by No. of M.	Scor.	Made by No. of F.	Total M. & F. 40	Total No. of Freq.	Total No. of Scor.	% of Total Scor.	Made by Total % of Resp.				
1.	/-t/	marked	reaped	matched	60	20	14	26	17	31	120	46	38.3	77.5				
2.	/-d/	changed	mobbed	moved	60	12	8	26	16	24	120	28	23.3	60				
3.	/-id	lifted	mended	embedded	60	12	7	14	9	16	120	26	21.7	40				

In table, an over generalization of the inflectional marker /t,-d,-Id/ as [-d] similar to the case found in Table 2 whereby /IS, -z, -Iz/ are assigned /-s/ in many cases. 77.5% of the total respondents score 23.3% out of the total scores out of the inflectional marker /-t/. In the marker No. 3 /-id/, 40% of the total respondents score 21.7% out of the total scores. Most of the respondents who mispronounce /-t/ and /-id/ properly either over generalize them as /-d/ or are silent on the marker, that is, embark on a rule of dropping for over simplification. On the inflection, No. 2 /-d/, most of respondents (77.5) pronounce it properly due to the orthographic spelling of ‘-ed’. Two rules can be seen to have been applied here: over generalization and dropping.

**Table 4.** Recognition and Rendition of the English problematic vowel sounds.

Frequency and Percentage of Mispronunciation																		
												No.		%				
												20 M.		20 F.				
S/N	Probl. Vowel Snd.	Vowel Sound			Freq. of Snd.	Scor.	Made by No. of M.	Scor.	Made by No. of F.	Total M. & F. 40	Total No. of Freq.	Total No. of Scor.	% of Total Scor.	Made by Total % of Resp.				
1.	/ɜː/	as in	bird	work	40	2	2	3	3	5	80	5	6.3	12.5				
2.	/ʊ/	as in	cut	but	40	0	0	0	0	0	80	0	0	0				
3.	...	as in	about	better	40	4	4	2	2	6	80	6	7.5	15				
4.	...	as in	so	road	40	0	0	0	0	0	80	0	0	0				
5.	/eɪ/	as in	chair	share	40	1	1	5	4	5	80	6	7.5	22.5				
6.	/ʊə/	as in	tour	sure	40	0	0	0	0	0	80	0	0	0				
7.	/eɪ/	as in	betrayal		20	0	0	0	0	0	40	0	0	0				
8.	/aɪ/	as in	loyal		20	0	0	0	0	0	40	0	0	0				
9.	/ɔː/	as in	grower		20	0	0	0	0	0	40	0	0	0				
10.	/aʊ/	as in	flower		20	0	0	0	0	0	40	0	0	0				

Looking at the scores, frequencies and percentages in Table 4 one would rightly conclude that L1 interference is at work. Only three numbers (Nos 1,3,5) need analysis. The lowest score is No. 1, /3:/, whereby a total of 12.5% respondents score 6.3% of the total scores. This sound is realized as L1 [ʈ]. Next in rank, is No. 3, /Y/, the schwa. Though to a certain degree, schwa is present in L1 vowel inventory but not as a distinctive sound. A total of 15% of the respondents score 7.5% out of the total scores. Next, is No. 5 /eY/, with a total of 22.5% of respondents score 7.5% out of the total scores. The L2 /eY/ is not only assigned L1 [ia] but includes an epenthetic approximant, the palatal /j/ and the words become [t+''ija/ and [+''ija] respectively. The remaining seven vowel sounds are completely restructured to agree with L1 phonological system. In No. 2, L2 /Û/ becomes L1 [o] the words became [bot] and [kot]. It is important to note, however, that the L1 [o] that appears in the speeches of the respondents is not an exact L1 [o] but something in between L1 [o] and L2 [ʈ], not as long as L2 /ʈ:/ but certainly not as short as L2 /ʈ/ and it does not sound as L1 /o/, as found by Paki (2002). This is a typical case of interlingual phenomenon, and the symbol assigned to it then was [c]. The glide, No. 4 /c±/ takes L1 [o] and the words rendered as L1 short [o], [so] and [rod]. The diphthongs No. 7 and No. 8 both took the natural forms of L1, breaking them into two, the diphthongs being separated from the schwa with an epenthetic [j] approximant, and becoming [bitir3ja] and [loja]. The diphthong No. 6 and the triphthong No. 9 and No. 10, both are compressed and took the natural L1 simplification of syllabic structures CV as [tu:wa, +''u:wa, guro:wa, fula:wa]. While the L2 /±Y, Y±Y, a ±Y/ triphthongs become L1 long vowel sounds [u:,o:], the L2 /Y/ carries on an epenthetic L1 approximant [w] in order to break the glides into two, making it sound like L1 CV syllabic structure.

## **Findings**

- (1) The Hausa learner of English has already established his L1, its rule of use, especially the distinctive features with perfection. In the learning of L2 however, he is without a strong foundation, weak teacher-model, no immersion, no strong support from home, school and society. Introducing English to the learner at this late age and expecting perfection in both the spoken and the written forms throughout his educational career is a dream, an impossible language task. The problem that the Hausa learner of English is facing has been created by the society and the educational system and he the learner is being punished for it. The situation is far from being better because, at the moment, the Nigerian Language Center of Research and Translation of Folklore, BUK Kano, has embarked on the translation of SSS science textbooks of English, into Hausa language.
- (2) The vowel and consonant sounds indicated in the Tables, are very problematic in perception and rendition. Most of the cases prove to be L1 interference. In Tables 2 and 3, the Hausa learner cannot cope with the L2 syllabic structures. The perception of L2 plurality of nominal and verbal systems of past, past/present participle, perfect etc are evasive in the speech of the Hausa learner.

- (3) Both male and female respondents are weak in the L2 phonological system.
- (4) The Hausa learner of English phonological system, therefore, has not reached a state of fossilization but a clear case of non-immersion.

### **Conclusion**

This paper, has emphasized and yearned for the consolidation of a single phonological variety of English, not only capturing the various inter-ethnic varieties of the North, but emphasizes for a single Nigeria phonological variety. We have seen how astonishingly different is the spoken English of the Hausa learner of English from the real spoken English. The Hausa learner processes the English phonological system with an attitude. His comprehension and rendition of English phonological system is distant with those of English. The real perception of the Hausa learner of English into actualization is not only far from the structures of English phonology, but also the semantics derived from such structures. Since the desired result has not been met, or more so, far from being achieved, this paper calls for a total rendezvous of the teaching and learning of English phonological systems in North Nigeria especially Kano. In the presentation of the two scenarios of Arabic as a second language at an early age, we saw the might of the child's learning capacity. Both groups of learners learned the L2 systems perfectly. This shows that the age at which English is introduced to the Hausa learner is late and if any improvement is to be achieved, the age at which Oral English is introduced to the Hausa learner has to change.

### **Recommendation**

The Nigerian Institute of Teachers (NIT), the Federal and States Ministries of Educations and the British Council should work hand in hand to workout modalities on the training of teachers of spoken English at all levels of education. Experts from abroad can be invited for the training of teachers, of spoken English. At such training, the model of spoken English not only for Kano State, but the country at large should be decided. This model should provide packages for teachers of spoken English and their students at all levels of education. This paper, recommends that graduates of English language at both NCE and University levels are to undergo special training in Oral English before being certificated. The Federal Government should consider special package for teachers of English language. It can be seen that out of the forty participants only four would want to be graduates of English and teach it.

A lot can be learned from Arabic methodology as this may help in teaching and learning of oral English by the Hausa teacher/learner of English.

More presentation of Nigerian local language phonological systems are needed. The oral English teacher is to make a contrastive analysis of English sound/prosodic systems with those of the learners' language. From this pedagogy of learning and teaching may be effective.

The age at which the Hausa learner of the phonological systems of English is introduced, needs to be re-addressed.

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