

SUPRA-SEGMENTAL PHONEMS BETWEEN ENGLISH AND HAUSA LANGUAGES

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Abstract:

The study is conducted in University of Kordofan Faculty of Education during (2022). The main aim of the study is to find out the similarities and differences between English and Hausa supra-segmental phonology. The study investigates the area of the subject in both languages. The study has followed analytical and comparative method. Data have been collected from references and web sites, then analyzed by using content analysis. The study reached the following results: In general frame English and Hausa languages are similar, but they are different in sub-aspects of supra-segmental phonology.. English language uses linking while there is no linking in Hausa. Elision is found in both English and Hausa language. Both languages use Assimilation and different levels of intonation. Both, English and Hausa languages use stress. English language has three levels of stress, while Hausa language has only one level. In English words receive stress due to their class, but in Hausa all words receive stress on the second syllables. In the both languages stress can be shifted from one syllable to another. English uses seven different ways of syllable structure, while Hausa uses four. Recommended, more comparative studies should be held to enrich comparative linguistics.

Key words: Supra-segmental-Syllable – Stress Tone - Assimilation

الإصوات المقطعية والفوق المقطعية بين اللغتين الإنجليزية و الهوسا

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المستخلص:

أجريت هذه الدراسة في جامعة كردفان كلية التربية خلال الفترة 2022 - 2023. كان الهدف من الدراسة هو التحقق من أوجه التشابه والاختلاف بين اللغة الإنجليزية و لغة الهوسا. تم التعرف على أوجه التشابه والاختلاف بين لغة الهوسا واللغة الإنجليزية من حيث الصوتيات الفوق المقطعية الشدة و الوقف، و النبرة و الإدغام المعنوي و الحذف، تم جمع البيانات من خلال المراجع حيث تم التعرف على أوجه التشابه والاختلاف بين لغة الهوسا واللغة الإنجليزية من حيث الاصوات الفوق المقطعية الشدة و الوقف، و النبرة و الإدغام المعنوي و الحذف، تم تحليل البيانات باستخدام تحليل المحتوى. أظهرت النتائج أن الصوتيات فوق المقطعية تُستخدم في لغة الهوسا كما هو الحال في اللغة الإنجليزية. يتم استخدام الشدة و الوقف و النبرة و الإدغام المعنوي و الحذف في الكلمة في لغة الهوسا مماثلة لتلك المستخدمة في اللغة الإنجليزية. خلصت الدراسة إلى أن الأصوات فوق المقطعية والحروف و الشدة والنبرة والإدغام المعنوي والحذف في لغة الهوسا كانت مماثلة لتلك الموجودة في اللغة الإنجليزية. وتمثلت الاختلافات الرئيسية بين لغة الهوسا واللغة الإنجليزية في أن اللغة الإنجليزية تحتوي على ثلاثة مستويات من أنواع الشدة بينما لغة الهوسا تستخدم مستوي واحد فقط. الكلمة الإنجليزية تستخدم الشدة حسب اجزاء الكلام بينما في لغة الهوسا الشدة دائماً تكون في المقطع الثاني للكلمة. الكلمة الإنجليزية تبني باستخدام عدة مقاطع بينما الكلمة في لغة الهوسا تبني علي ربعة مقاطع فقط. خلصت الدراسة ايضا علي ان اللغة الانجليزية تستخدم عملية الربط (linking) بينما لا توجد هذه العملية في لغة هوسا. يُوصى بإجراء مزيداً من الدراسات في علم اللغويات المقارنة لتحديد أوجه التشابه والاختلاف بين اللغات.

الكلمات المفتاحية: صوت فوق مقطعي، مقطع، إدغام، شد نبرة

Introduction

Some languages share sets of sounds and other phonological features. The present study is an attempt to compare and contrast the aspects of supra-segmental phonology in English and Hausa languages. The comparison compresses the phonological features of the two languages. English language is the language that spoken by about one hundred and half billion of population and considered as global language (www.thehistoryofenglish.com-today.html). Hausa language on the other hand is a branch of NILO Saharan family spoken by not less than 80 million people. However, as regards the numbers of people whose mother tongue

is Hausa; it takes pride place among the languages of Africa. Hausa is the dominant language in Nigeria, Eastern Niger, Chad, Central Africa, Mali, Cameroon, and some parts of Sudan and Libya. However, there are several dialects in Hausa language but neither phonetic differences nor morphological discrepancies prevent the speakers of various Hausa dialects from understanding each other. This study focused on standard Hausa, because it is the language of media locally across West Africa and globally as in BBC and used in theatrical performance in Hausa. Hausa is considered as spoken language from the early beginning. Before the coming of the Europeans to Hausa land, Hausa used the system of writing based on Arabic script called ajami. By 1931, Hausa began to use International Phonetic Alphabet (IPA).

-Statement of the Problem

Most of Hausa learners face difficulties in pronouncing some of English words correctly, so the study wants to solve this problem and to show to what extent English and Hausa languages are similar or different at the level of supra-segmental phonological aspects.

Objectives of the study.

To investigate the similarities and differences between the two languages at the level of segmental and supra-segmental phonology.

Questions of the Study.

To What extent are English and Hausa languages similar or different at the level of supra-segmental phonology?

Methodology of the study:

The present study will follow prescriptive analytical and comparative methods. The data collection will be based on secondary resources.

Key words: (supra-segmental) of English and Hausa languages

English stress

Roach (1983:93) sees that, stress is one of the supra-segmental aspects of phonology, related to syllables and marked/' /before the syllable, which it relates English words receive two kinds

of stress, primary and secondary stress. Some words both of them and some syllables remain un-stressed. For example, the word *around* / ə'raʊnd/ received primary stress and the word *photographic*

/fə'tɒɡrə'fɪk/ received both primary and secondary stress. English language has three possible levels of stress.

- Primary stress (tonic strong).
- Secondary stress (non-tonic)
- Unstressed syllables.

Alkhuli .M(1998:34) explains that, English language has four degrees of stress on its word. Primary stress /'/, secondary stress /ˈ/, tertiary stress , / ˌ/ and weak stress /ˌ/ and the stress is taken by the vowels i.e, the nucleus of the syllables. If the syllable is stressed ,it becomes louder , stronger and longer than un stressed syllables ,e.g, toda'y,enginee'r ,agre'ement, ta'ble When a word is pronounced in isolation ,only of its syllable receives a primary stress and other syllables receive other degree of stress e.go'n, insi'de. However when a word is used in a sentence, many words which receive primary stress in isolation may receive weak stress within the sentences e.g, preposition, and conjunctions. This creates two important concepts; word stress and sentences stress.

Katamba,F (1988:221) argues that, stress is primarily a matter of greater auditory prominence . It essentially a perceptual phenomenon, with ill-defined articulators correlates. The main phonetic ingredient of stress is pitch length and loudness. Stressed syllables tend to have higher pitch and longer duration than their non-stressed. From phonological angle, several different kinds of stress can be recognized.In English for instance, every lexical items are entered dictionary with word stress. Particular of a word

is pronounced in a way that make it prominent than the rest. For example, in the words mother, better, and pity the first syllable in all these words is much more silent than the second. Thus the first syllable is unstressed and the second is stressed. In longer words there are not just only one stress. Beside the syllable that receives primary stress, there are others, which receive secondary stress e.g in the Word ra'diator the first syllable, receive primary stress and the third has Secondary stress. Unstressed syllable are not marked by any mark.

One view in www.wikipedia.com states that, in linguistics, stress is the relative emphasis that may be given to certain syllables in a word or certain words, phrase or sentences. The term also used for similar patterns of phonetic pronunciation in sidesyllables. The word accent is sometimes also uses with the same sense. Stress is one of the components of prosody, along with rhythm and intonation. In English, stress is most dramatically; for instance consider the following dialogue:

"Is it, brunch tomorrow? "

"No, it is dinner tomorrow."

It is the stress related caustics differences between the syllables of tomorrow would be small compared to the differences between the syllables of dinner the emphasized word. In the emphasized word stressed a syllable such as "din" in dinner is louder and longer.

There are three equivalent of stress marking convention in English phonology. In IPA the upper mark / ⁱ / is used for primary stress, and the lower mark / _i / for secondary stress. Sometimes the segments are not transcribed but rather diacritics on the top of vowel letter supplement the spelt form of the word. The acute accent signals primary stress and the grave accent for secondary stress. Finally the stress degree of the syllable in a word can be referred to with numbers, 1 standing for primary stress ,2 for secondary , 3 for tertiary and 0 for zero stress.

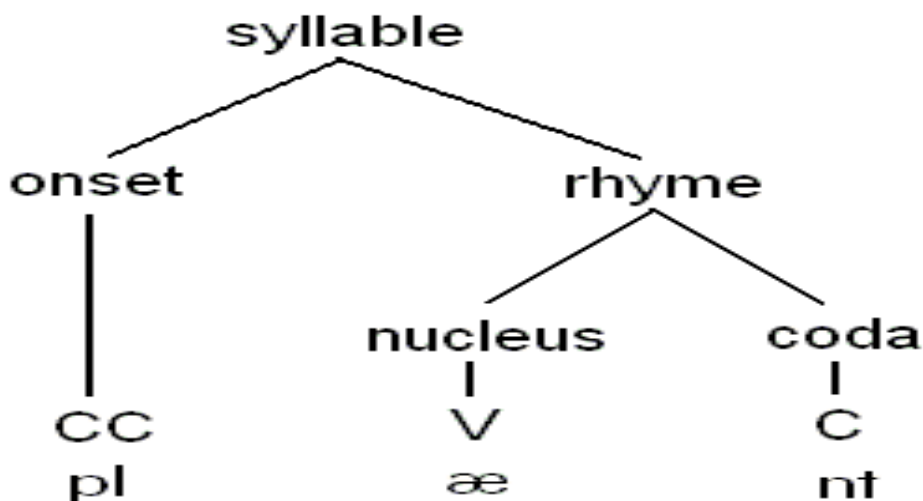
-English syllables

<https://www.howmanysyllables.com/words/english>

Every syllable must have a vowel, and every vowel makes a syllable. This means that the number of vowels in a word is equal to the number of syllables. It is the vowel that forms the syllable; syllables do not need to include consonant. Syllables may, of course, include one or more consonants at the beginning or end, but a vowel can form a whole syllable on its own. Being able to recognize and count the number of syllables in a word is a foundational skill for success in reading and spelling. It enables students to chunk words accurately for decoding and segment words for spelling. Since the mouth opens to say the vowel sound, the easiest way to count the number of syllables in a spoken word is by placing your hand under your chin and feeling the number of times the mouth drops open to say a vowel.

The syllable can be structured hierarchically into the following components:-

English syllable structure



Adopted from <https://www.howmanysyllables.com/words/english>

In this example, the English word “plant” consists of a single CCVCC syllable. This syllable has been broken up into its onset. (Any consonants preceding the vowel), and its rhyme (all phonemes from the vowel to the end of the syllable). The rhyme has been further divided into the nucleus, which in the vast majority of syllables is a vowel (the exceptions are syllabic consonants) and the coda, which are any consonants following the nucleus.

Consonant vowel

- me
- key
- knee
- shoe
- no
- cow
- boy
- bee
- paw
- saw
- toe
- tie
- you
- bow
- hay
- pie

- go

Vowel-Consonant Words:

- up
- arm
- eat
- egg
- ice
- out

Consonant-Vowel-Consonant Words:

- hat
- goose
- fan
- mouse
- coat
- comb
- cup
- dice

Consonant-Vowel-Consonant-Vowel Words:

- baby
- bunny
- coffee
- heavy
- hammer
- honey
- ladder
- lady

- *money*
- *over*
- *paper*
- *pillow*
- *puppy*

Consonant Clusters in English

Roach.P (1991: 71-76) claimed that, English consonant clusters are divided into two sort as it occurrence initially. They are either /s/ is followed by one or set of consonants e.g. *stiff*, *smoke* /sməuk/. /s/ cluster in this case called pre- initial consonant, the followed /t/ in *stiff*, and /m/ in *smoke* are named initial consonant.

The tables below are examples of pre-initial /s/ which are adapted from Roach (1990: 70):

Table shows the pre-initial clusters in English.

Pre-initial clusters in English:

Pre- initial								Initial		
S+	p	t	k	b	ð	θ	z	m	ŋ	n
<i>Spin</i>	<i>strip</i>	<i>skip</i>	-	-	-	-	-	<i>smoke</i>	-	<i>snip s</i>

Adopted from Roach.P (1990: 70)

The other begin with the other consonants, followed by; l, r, w, j as in *place* /pleis/, *try* /traɪ/, *few* /fjw/ which considered thesecond case, the first cluster is named initial and the second called post-initial as shown in

English consonant clusters:

Pre- initial								Initial		
S+	p	t	k	b	ð	θ	z	m	ŋ	n
<i>Spin</i>	<i>strip</i>	<i>skip</i>	-	-	-	-	-	<i>smoke</i>	-	<i>snip</i>

Adopted from Roach (1990: 70)

The possible consonant clusters can be four in English word. Any consonant can be placed at the end of the word except; h,

r, w, j. there are two final consonant clusters; one is preceded by final consonants m, n, ŋ, s as in bump, bent, bank, belt and ask. The other one is followed by post-final consonants /s, z, t, d/ as in; *beds/ beds/bagged /bægd/*. There are two types of final three consonants cluster; the first one as seen in the table below:

Three final consonants cluster

Post-final	final	Pre-final	example	
T	p	L	he	Helped
B	K	ŋ	Banks	bæ
Z	D	N	ϑ	Founds
θ	F	L	twelfth	twe

Adopted from Roach.P (1990: 70)

The other types, which are the position of post-consonant, occur in a final. Therefore, it appears as Final plus post final, plus post final2. The post final2 is one of these

Consonants /s, z, t, d, θ/.

The table shows two post final consonant clusters:

Post final2	Post final1	Final	Pre-final	Example
S	θ	F	-	Fifth: fi
T	s	K	-	Next: ne
T	s	P	-	Lapsed: læ

Adopted from Roach.P (1990: 71)

There are consonant clusters which consist of four final consonants clusters, which shown in the table below:

Table shows four final consonant clusters:

Post final2	Post inal1	Final	Pre- final	Example
S	ə	F	l	Twelfths: twe
S	t	P	m	Prompts: pra

Very few consonant clusters consist of three post- final as in table below:

Table shows three post-final consonant clusters:

Post- final3	Post- final2	Post- final1	final	Pre-final	Example
s	ə	S	x	-	Sixths: si
s	t	s	k	-	Texts: te

According to the statement of Roach .P 7:1983()

Pre-initial	– post initial–	vowel,	pre– final
final,	post 1,	post2 ,	post3

Yule.G (2007:47-8) wrote that, in any language besides the consonant there is vowel sound in the syllables, that means any syllable contains consonant and vowel. The consonant either syllables are onset, rhyme and coda. The basic elements of the syllables are onset, rhyme and the coda. The coda and the onset can be made of more than one consonant, which are called consonant clusters. In English there are large of onset clusters, which occur initially as in some words such as : stress, strong, square and splash. The consonant /s/ is followed by voiceless stop, /t, p, k/ plus another liquid or glide sound /l, r, w/. This diagram illustrates the syllables consonant clusters:

2.26-Hausa syllables

<http://aboutworldlanguages.com/hausa>

Stats that, Hausa has only three syllable types: Consonant + Vowel (CV), Consonant + Vowel + Vowel (CVV), and Consonant + Vowel + Consonant (CVC). There are no consonant clusters.

Kuglar.F (1999: 95-96) Hausa has three permissible and possible syllable structures as identified by most researchers (e.g).

C V

Maci /mɔ tʃ e / 'woman'

ci.ki / tʃ i k i / 'inside'

CVC

rum.far / rum.far / 'the stall'

has.ken / has.ken / 'the light'

CVV

yaa.roo /ja:ro / 'boy'

In different positions, some words receive stress in the last syllable e.g the word (zubas) /zu'bas/ pure, and some on the final syllable as in the word (ka'd'an) /k ə d'n/ little and others on pre initial syllable as in the word (magani) /m ə 'g ə n i/ medicine. In some words, stress is move from one syllable to anther for example:

- When an objective pronoun follows the verb and joined by "n", it takes the nature of a suffix to the verb and the stress is shifted to the pre-final syllable as in (inadubansa) /in ə 'dub ənsa/ I am looking at him.

- When the word is reduplicated, the stress usually moves to the last syllable. E.g (chiye-chiye) /tʃitʃi / to eat and (maza-maza) /m ə z ə-/m ə z ə/ the stress is shifted from first to last syllable.

- In some derived nouns the stress moves to words the suffix e.g (jefawa) /gef ə 'w ə/ throwing from (je'fa) throw and (sayawa) /s əj ə 'w ə/ selling from (saye) /s əji:/ to buy. In some plural forms the stress remains on the same syllable as in the singular form, though the rule is that, it should move towards the suffix. E.g.(watani) /w ə 't əni/ months from (wata)/w ə't ə/ month, and (hanaye) /h ənɜ:/

English intonation

Roach.P (2004:150-183) explains that, stress and intonation are closely combined, both of them are part of supra-segmental phonology. They go beyond individual sound segments and operates at the level of word and utterance. Intonation vary from

person to another and represents points on an individual's pitch range. English tone is classified into:

Level, intonation. E.g ˊ yes and ˊ no.

Falling intonation e.g yes and no.

Rising intonation e.g /yes and /no.

High level e.g ȳyes and nȳo

Lower level e.g yes and _no

Fall rise e.g ˋyes and ˋo n

Rise fall e.g ˆyes and ˆno

The complex tone fall-rise where the pitch descends and rises again is quite frequently found while the complex rise-fall where the pitch follows the opposite movement less frequently found.

Roach.P (2006:93)stated that, in English tone have some common functions. E.g.

Fall yes – no tone:

If someone is asked a question and replies with falling tone, this indicates that the speaker does not want to say any more as in the following dialogue:

A: Is that book interesting? (With rising intonation)

B: yes (with falling intonation)

Here B,s answer means “ Don't wish to say anything more about the book”

Rise (yes - no) tone

Gives an impression of something to follow. E.g.

A' Excuse me

B" yes (with rising tone)

B,s answer means what can I do for you?(The tone there is an invitation to continue.)

Fall – Rise (yes – no) tone

Used a lot in English, and have special functions and describe limit agreement. e.g.

A" I have heard that, it is a good school.

B" yes (with fall-rise tone)

B,s answer means he would not completely agree

with what A said and A would probably expect B to go on to explain why.

Rise – fall (yes-no) tone

It is used to convey strong feeling or surprise .e.g.

A” You wouldn’t do awful thing like that, would you?

B” no (with rise – fall tone)

A” isn’t the view lovely.

B” yes (with rise- fall tone).

Level (yes-no) tone.

It is not often used, and it is almost all ways

conveys a feeling of saying something routine, uninteresting, or boring. E.g.

A teacher calling the name of students from a register will often do so using a level tone on each name and the students answer by level tone.

Katamba, F. (1988:241-9) explores that, English intonation has special form and function and organization. The internal organization of English intonation based on the tone unit structure that forms from (ph) pre-head, (h) head, (ts) tonic syllable and (t) tail. The following sentence explains the English tone unit form.

// He will / phone you when / all / the children are back // . The table (2.15) show English tone structure.

English tone

(ph)	(h)	(ts)	t
He will	Phone you when	all	The children are back

Adopted from Katamba, F. (1988:241-9)

Key: the pitch is lower in (ph)

The pitch is high in (ts).

The pitch is lower in (t)

(Researcher’s view)

The tonic syllable usually receives primary stress

Hausa intonation

Adamu, M. (1978:34) argued that, Hausa is a tonal language. It has 3 tones:

1. High
2. Low
3. Falling.

High tone is left unmarked. Low tone is indicated by a grave accent (`) while falling tone is a distinguishing meanings and grammatical combination of high and low and is indicated by a circumflex (^). These tones are extremely important categories. For example,

Bàaba (LH) Father.

Baabà (HL) Mother.

Baabaa (HH) Indigo.

Dà (L) and/With.

Dâ (F) Formerly/Before

<http://aboutworldlanguages.com/hausa>. Stated that, Hausa is a tonal language, each of its five vowels may have a low or a high tone. Grave and acute accents are typically used for representing tones. However, in Everyday writing, tones are not marked as in the table .

Hausa tone mark

à, è, ì, ò, ù	Low tone
á, é, í, ó, ú	High tone

Adopted from <http://aboutworldlanguages.com/hausa>

Assimilation in English

Roach.P(2004:138-2) stats that, assimilation is a process where a sound is influenced and changed by a neighboring sound or a case where a phoneme is realized differently as a result of being

near some other phoneme being to neighboring word. It varies in extent according to speaking rate and style. It can be divided into Assimilation of place of articulation

That pen /ð æ t pen/ / ðæppen/ / t/→ /p/
 Light blue /laɪt blu:/ / laɪ p b l u:/ / t/→ /p/
 Good girl /gudga:l/ /g u g g a:l/ / d/→ /g/
 This shoe /ð I s ʃ u:/ /ð I s ʃ ʃ u:/ / s/→ /ʃ/
 Those shoes / ðəʊz ʃ u:z/ /ðəʊ ʃ ʃ u:z/ / z/→ /ʃ/
 Good practice /gudpræktis/ gubpræktis/ / d/→ /b/

Assimilation of manner of articulation

That side /æsaɪd/ / ðæs saɪd/ /t/→ /s/

Get them /get ðəm/ / get təm/ / ð/→ /t/

Good night /gudnait/ / gun nait/ / d/→ /n/

In the /ɪn ðə/ / ɪn nə/ /ð/→ /n/

Read these /ri:dði:z/ / ri:ddi:z/ / ð/→ /d/

Assimilation of voicing

Have to /hævtu/ /hæftu/ / v /→ /f/

Cats' /kæts/

Dogs /dɒgz/

Assimilation happens because the tongue cannot always move quickly enough to get from one position to another in order to articulate the next sound, or the mouth approximate the sound before moving on to the next segments.

Katamba, F. (1988:306-9) implies that, Assimilation is the modification of sound in order to make it more similar to some other sound in its neighborhood. e.g. in isolation the vowels /i/ and /æ/ are pronounced without any nasal quality at all. However in saying words like *pin* and *pan*, the articulation of forming the final nasal consonant will make it easier to go into the nasalized articulation in advance and consequently the vowel sound in these words will be in precise transcription [i] and [æ]. Thus the phonological rule can be stated in the following way:

-Any vowel becomes nasal whenever it immediately precedes a nasal, this type of Assimilation process occurs in a variety of

different con text. E.g we may pronounce “can” as [kæn], but if we tell someone. “I can go” the interference of The following velar [g] we almost certainly make the preceding nasal sound come out as [ŋ] alveolar than [n] and some will say [aykəŋgo]. The conjunction “and” may pronounced as isolated word [ænd] but in casual use of the “you and me” you almost say [ən] as in [yuən mi].

English Elision

Katamba, F. (1988:309-10) argues that, Elision is the process of which sound segment is omitted e.g.

Friend ship [frɛnʃɪp].

Aspect [æspɛk]

He must be [himəs bi]

Roach, P. (2004:132-4) sees that, Elision is one of English supra-segmental phonemes. This process appears when a sound or syllable is lost, omitted or disappear under certain circumstances. It is typical of rapid and casual speech and particularly affects consonant clusters and words ending in alveolar consonants .e.g.
-the loss of a weak vowels after the voiceless /p/, /t/ and /k/ as in the following words:

patato /pətetəu/ /pteitəu/ .

Tamato /təma:təu/ /tma:təu/.

Catastrophe /kətæstrəfi/ /ktæstrəfi/.

-A weak vowel being elided is for the syllabic consonants:

e.g police /pəli:s/ /pli:s/.

Tonight /tenait/ /tnait/.

Correct /kərekt/ /krekt/.

-Avoidance of complex consonants.

e.g George the sixths throne. /dʒəʊdʒ ðəsiksəʊn/ .

Acts /ækts/ /aks/.

Looked back /luktæk/ /lukbæk/.

Scripts /scripts/ /skrips/.

- The loss of final /v/ is for consonants.

Lots of money /lotsəvməni/ /lots ə mənɪ/.

West of time /weistəvtaim/ /weist ə taim/.

Contracted forms of words.

I am /aiæm/ I'm /aim/.

I have /aihav/ I've /aiv/.

English Linking:

Roach, P. (2004:134-5) explains that, it may be difficult to pick out individual words while listening to a foreign language in the string of sound spoken. This phenomenon is found in (RP) "required pronunciation" accent where the phoneme /r/ does not occur in syllable final positions except in certain circumstances. E.g.

Here are /hiə a:/ /hiər a:/

For eggs /fɔ: egz/ /fɔ:r egz/.

Far away /fa: əwei/ /fa:rəwei/.

There is intrusive /r/ as in the following examples:

Australia all out /ɔstreiliə ɔl əut/. /ɔstreiliər ɔl əut/.

Media event /mi:əivent/ /mi:diərivent/.

A good idea of /agudaiddiəv/ /agudaiddiərəv/.

Conduct /kɒndkt/ (N) /kɒndkt (v) /.

White house (N) /waɪthaʊs/ (adj) /waɪthaʊs/.

Intonation is simply defined as the rise and fall of the voice during the speech. It is used to show the attitude of the speaker. For example» „John said” with rising pitch is a question, while with a falling is statement. There are many types of Intonation: The rising, falling, and rising and falling rising.

Assimilation in Hausa:

As defined by Katamba .F (1988:360) Assimilation is the modification of sound in order to make it more similar to some other sound in its neighborhood. So the researcher realized that according to the definition the following words can stand as examples of Hausa Assimilation.

Munbasu /munbəsu/ We left them (munbasu) /munbasu/ n/→/m/.

Muntafi /muntəfi/ we went /mɒtafi/ /n/→/ŋ/.

Babangiida /bəbəŋgidə/ big house /bəbəŋgidə/ /n/→/ŋ/.

Elision in Hausa

Is a process where sound segment is lost, omitted or disappears, under certain circumstances.

(Roach, P.(2004:132-4). Accordingly, the following examples can stands as Hausa Elision.

(Sun bari) /sunbəri/ they left the matter /sumbəri/. Omission of /n/

(y'nmata) /y'nmətə/ girls / y'mmət ə/. Omission of / n/

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Similarities and differences between E and H languages at the level of supra-segmental phonology.

English and Hausa languages share some features of supra-segmental phonemes. The under tables show the similarities and differences between them.

Similarities and differences between English and Hausa Stress

Hausa stress	English stress
<p>Hausa language uses only primary stress. All word class receives stress on the second syllable as in the following words.</p> <p>/zu'bas/ pure (v) ka'd'an little (adj)</p> <p>/m ə 'g ə n i/ medicine (N).</p> <p>In some words stress is move from on syllable to anther for example:</p> <p>/inə'dubənsə/ I am looking at him. (for objective pronoun follows the verb and joined by "n".</p> <p>/tʃit'ji/ to eat (for reduplication) gefə'wə/ throwing from (je'fa) throw(for derivation .</p> <p>/wətə'ni/ months from (wata)/ wə'tə/ month (for the plural form).</p>	<p>English uses primary, secondary, tertiary stress and stress shift.</p> <p>Word classes receive stress due to its class as in the following words</p> <p>/m'ʌni/(N)/ 'lʌvli/ (adj) with exceptions according to the word structure.</p> <p>Words like around /ə' round/ received primary stress.</p> <p>Words like photographic /fəʊtəg'ræfɪk/ received both primary and secondary stress</p> <p>The word syllabification is unstressed.</p> <p>In some words stress is shifted from one position to anther as in affixed words /mæg'netɪk/ here the stress can remain on root word and shift from on syllable to anther for the affix.</p>

The table explains that both English and Hausa languages use stress. English language has three levels of stress, while Hausa language has only one level. In English words receive stress due to their class, but in Hausa all words receive stress on the second syllable. In both languages stress can be shifted from one syllable to another.

Similarities and differences between English and Hausa Syllables

Hausa syllable structure	English syllable structure
(v), (v c), (c v v), (c v c)	(v) (cv) (cvc) (cc)(ccvc) (cvcc) (cccv)

The table shows that, English uses seven different ways of syllable structure, while Hausa uses four.

4.40 Similarities and differences between English and Hausa Intonation

Hausa intonation	English intonation
Bàaba (LH) Father.	Level, intonation. E.g. ↗ yes and ↗ no.
Baabà (HL) Mother.	
Baabaa (HH) Indigo.	Falling intonation e.g. yes and no.
Dà (L) And/With.	
Dâ (F) Formerly/Before	Rising intonation e.g. /yes and /no.
	High level e.g. $\overline{\text{yes}}$ and $\overline{\text{no}}$
	Lower level e.g. $\underline{\text{yes}}$ and $\underline{\text{no}}$
	Fall rise e.g. $\downarrow \text{yes}$ and $\downarrow \text{no}$
	Rise fall e.g. $\wedge \text{yes}$ and $\wedge \text{no}$

Table shows that, both English and Hausa languages use different levels of intonation

Similarities and differences between E and Hausa Assimilation

Assimilation in Hausa	Assimilation in English
Munbasu /munbəsʊ/ We left them (mumbasu) /mumbasu/ n→m.	Light blue /laɪtblu:/ laɪ b l u:/ t→ b
Muntafi /muntəfi/ we went /mɒtafi/ n→ŋ.	Good girl/gʊdga:l//g u g g a:l/ d→ g
	Get them /get ðəm/ / get təm/ ð→ t
	have to /hævtu/ /hæftu/ v→ f

The table illustrates that, both English and Hausa language uses Assimilation

Similarities and differences between E and Hausa Elision.

Hausa Elision	English Elision
Sun bari /sunbəri/ they left the matter /sumbəri/ omission of /n/.	Friend ship [frənʃɪp].
y'nmata /y'nmətə/ girls /y'mmət ə/ omission of / n/.	Tomato /təma:təu/ / tma:təu/.
	Police /pəli:s/ /pli:s/.
	Acts /æks/ /aks/.
	I am /aɪəm/ I'sm /aim/.

Table states that, Elision is found in both English and Hausa language.

Similarities and differences between E and Hausa Linking

Hausa linking	English linking
	Here are /hiə a:/ /hiər a:/
	For eggs /fɔ: egz/ /fɔ:regz/.
	Australia all out /ɔstreiliə ɔl əut/. /ɔstreiliər ɔl əut/.

Table explains that, English uses linking while Hausa does not use linking.

Summary

Supra-Segmentals are the speech techniques that Apply to multiple segments. They include the stress, Intonation, Rhythm, and juncture. The stress is the degree of force with which a sound or a syllable is uttered". The stress placement is governed by certain rules according to the type of word class i.e simple word stress, compound word stress, complex word stress or sentence stress for e.g the word Conduct / kondkt/ (N) kondkt (v) .White house (N) /waɪthaus/ (adj) /waɪthaus/. Intonation is simply defined as the rise and fall of the voice during the speech .It is used to show the attitude of the speaker .For example» ,John said" with rising pitch is a question ,while with a falling is statement .There are many types of Intonation :The rising ,falling, and rising and falling rising.

The main aim of the study is to find out the similarities and differences between English and Hausa at the level of supra-segmental phonemes. Accordingly the study investigates the area of the subject in the both languages. In general frame English and Hausa languages are similar, but they are different in sub-aspects of supra-segmental phonology. The relation between English and Hausa phonological aspects is the relation between whole and apart. English language uses linking while there is no linking in Hausa. Elision is found in both English and Hausa language. Both languages use Assimilation and different levels of intonation. Both English and Hausa languages use stress. English language has three level of stress, while Hausa language has only one level. In English words receive stress due to their class, but in Hausa all words receive stress on the second syllables. In the both languages stress can be shifted from one syllable to another. English uses seven different ways of syllable structure, while Hausa uses four. English and Hausa languages share some features of supra-segmental phonemes.

Results

After deep investigation and interpretation the researcher came across that, English and Hausa languages do not use the

same aspects of segmental and supra-segmental phonology. They share some aspects and different in others.

1. The relation between English and Hausa phonological aspects is the relation between whole and apart.
2. In general frame English and Hausa languages are similar, but they are different in sub-aspects of supra-segmental phonology.
3. English language uses linking while there is no linking in Hausa.
4. English language has three level of stress, while Hausa language has only one level.
5. In English words receive stress due to their class, but in Hausa all words receive stress on the second syllables.
6. In the both languages stress can be shifted from one syllable to another.
7. English uses seven different ways of syllable structure, while Hausa uses four.

Recommendations

The researcher strongly encourages and recommends hat:

1. Linguists must concentrate on comparative studies on different languages for those whom interest in comparative linguistics to benefit a lot.
2. Separate studies in English and Hausa languages must be held to enrich the linguistic knowledge for students and those whom interest in linguistics.
3. There must be a large amount of comparative studies on English and Hausa languages at different levels of language structure because the two languages had pried place in Africa and for cultural knowledge. .
4. The study of phonetics, phonology and sounds patterns should be the base for Hausa users of English.
5. Hausa users of English must have more practice of English supra-segmental phonology

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