# THE EFFECT OF KISWAHILI ON TEACHING OF ENGLISH PRONUNCIATION AT PRIMARY SCHOOLS: THE CASE OF SONGEA MUNICIPALITY

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN LINGUISTICS OF THE OPEN UNIVERSITY OF TANZANIA**

**2018**

# CERTIFICATION

The undersigned certify that he has read and hereby recommend for acceptance by the Open University of Tanzania a Masters degree thesis entitled:The effect of Kiswahili on Teaching of English Pronunciation at Primary Schools: The Case of Songea Municipality***,*** in fulfilment of the requirements for the Degree of Master of Arts in Linguistics of The Open University of Tanzania.



**……………………………………..**

Dr. Nestory N. Ligembe

(Supervisor)

14th May, 2018

…………………………………

Date

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# 

# DECLARATION

I, Jumanne A. Msabaha, do hereby declare that this thesis is my own original work, and has not been submitted or concurrently being submitted for any degree award in any other University.

………………………..………….

Signature

……………………………….

Date

# DEDICATION

I dedicate this thesis to my lovely children Abdulrahman J. Msabaha and Kabala J. Msabaha for their support and encouragement, I love them.

# ACKNOWLEDGEMENTS

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# ABSTRACT

This study sought to examine the influence of Kiswahili segmental and supra-segmental features in the teaching of pronunciation in English language. The study addressed three key issues namely: how mastery of Kiswahili vowel sounds influence the teaching of pronunciation in English language; how mastery of Kiswahili consonant sounds influence the teaching of pronunciation in English language; how mastery of intonation and stress in Kiswahili affect the teaching of pronunciation in English language. The study employed case study design. Purposive and systematic random sampling was used to select participants. Questionnaire, interview, focus group discussion, and classroom observation were used in collecting both qualitative and quantitative data. Qualitative data were thematically analyzed while quantitative data were analyzed using SPSS. The findings of the study revealed that the teaching of pronunciation in English face difficulties because speakers export Kiswahili phonological structures into English through two phonological processes which are insertion and phoneme substitutions which occur as speakers seek to ease the pronunciation of English language by using Kiswahili language structures. The study concluded that, the variations of number and nature of phonemes, spelling, pronunciation systems, stress and intonation patterns between Kiswahili and English are the cause of difficulties in the teaching of English pronunciation to Kiswahili speakers. The study recommends on both teachers of English and their pupils to practice effectively for mastery of English pronunciation.

**TABLE OF CONTENTS**

[CERTIFICATION ii](#_Toc514069647)

[COPYRIGHT iii](#_Toc514069648)

[DECLARATION iv](#_Toc514069649)

[DEDICATION v](#_Toc514069650)

[ACKNOWLEDGEMENTS vi](#_Toc514069651)

[ABSTRACT vii](#_Toc514069652)

[TABLE OF CONTENTS viii](#_Toc514069653)

[LIST OF TABLES xii](#_Toc514069654)

[LIST OF FIGURES xiii](#_Toc514069655)

[LIST OF ABREVIATIONS xiv](#_Toc514069656)

[CHAPTER ONE 1](#_Toc514069657)

[1.0 INTRODUCTION 1](#_Toc514069658)

[1.1 General Introduction 1](#_Toc514069659)

[1.2 Background of the Study 1](#_Toc514069660)

[1.3 Statement of the Research Problem 4](#_Toc514069661)

[1.4 Objectives of the Research 5](#_Toc514069662)

[1.4.1 General Objective 5](#_Toc514069663)

[1.4.2 Specific Objectives 5](#_Toc514069664)

[1.5 Research Questions 5](#_Toc514069665)

[1.6 Significance of the Study 6](#_Toc514069666)

[1.7 The Scope and Limitation of Study 7](#_Toc514069667)

[1.8 Delimitation of the Study 7](#_Toc514069668)

[1.9 Definition of Terms 8](#_Toc514069669)

[1.10 Structure of the Dissertation 9](#_Toc514069670)

[CHAPTER TWO 11](#_Toc514069671)

[2.0 LITERATURE REVIEW 11](#_Toc514069672)

[2.1 Introduction 11](#_Toc514069673)

[2.2 Theoretical Review 11](#_Toc514069674)

[2.2.1 How Kiswahili Vowel Sounds Influence the Teaching of Pronunciation in English Language 11](#_Toc514069675)

[2.2.2 How Kiswahili Consonant Sounds influence the Teaching of Pronunciation in English language 14](#_Toc514069676)

[2.2.3 How Intonation and Stress in Kiswahili affect the Teaching of Pronunciation in English Language 16](#_Toc514069679)

[2.3 The Empirical Literature Review 19](#_Toc514069680)

[2.3.1 How the Mastery of Kiswahili Vowel Sounds influence the Teaching of Pronunciation in English language 19](#_Toc514069681)

[2.3.2 How the Mastery of Kiswahili Consonant Sounds Influence the Teaching of Pronunciation in English Language 23](#_Toc514069682)

[2.3.3 How the Mastery of Kiswahili Intonation and Stress influence the Teaching of Pronunciation in English Language 28](#_Toc514069683)

[2.4 Theoretical Frameworks 30](#_Toc514069684)

[2.5 Knowledge Gap 32](#_Toc514069685)

[CHAPTER THREE 34](#_Toc514069686)

[3.0 RESEARCH METHODOLOGY 34](#_Toc514069687)

[3.1 Introduction 34](#_Toc514069688)

[3.2 Study Area 34](#_Toc514069689)

[3.3 Research Design and Approach 34](#_Toc514069690)

[3.3.1 Research Design 34](#_Toc514069691)

[3.3.2 Research Approach 35](#_Toc514069692)

[3.4 Population of the Study 35](#_Toc514069693)

[3.5 Sample Design, Sample Size, and Sampling Stages 36](#_Toc514069694)

[3.6 Methods of Data Collection 37](#_Toc514069695)

[3.6.1 Observation 38](#_Toc514069696)

[3.6.2 Questionnaire 38](#_Toc514069697)

[3.6.3 Interview 39](#_Toc514069698)

[3.6.4 Focus Group Discussion 40](#_Toc514069699)

[3.7 Data Processing, Analysis, and Presentation 40](#_Toc514069700)

[3.7.1 Data Processing 40](#_Toc514069701)

[3.7.2 Data Analysis Procedures 41](#_Toc514069702)

[CHAPTER FOUR 43](#_Toc514069703)

[4.0 DATA PRESENTATION, ANALYSIS, FINDINGS AND DISCUSSION 43](#_Toc514069704)

[4.1 Introduction 43](#_Toc514069705)

[4.2 The Influence of the Knowledge Background of Kiswahili Vowel Sounds in the Teaching of English Pronunciation 43](#_Toc514069706)

[4.3 The Influence of the Knowledge Background of Kiswahili Consonant Sounds in the Teaching of English Pronunciation 54](#_Toc514069710)

[4.4 The Influence of the Knowledge Background of Kiswahili Intonation and Stress in the Teaching of Pronunciation of English 66](#_Toc514069714)

[CHAPTER FIVE 78](#_Toc514069719)

[5.0 SUMMARY, CONCLUSIONS AND RECOMENDATIONS 78](#_Toc514069720)

[5.1 Introduction 78](#_Toc514069721)

[5.2 Summary 78](#_Toc514069722)

[6.3 Conclusion 79](#_Toc514069723)

[6.4 Recommendations 80](#_Toc514069724)

[REFERENCES 82](#_Toc514069725)

[APPENDICES 90](#_Toc514069726)

# [LIST OF TABLES](#_Toc351486942)

[Table 2.1: Segmental Phonological Features of Kiswahili Swahili consonants 15](#_Toc514069677)

[Table 4.1: The Influence of Knowledge Background of Kiswahili Vowel Sounds on the Teaching of English Pronunciation 44](#_Toc514069707)

[Table 4.3: Descriptive Statistics on the Influence of Knowledge Background of Kiswahili Consonant Sounds on Teaching of English Pronunciation 55](#_Toc514069711)

[Table 4.4: Pronunciation of Consonants Sounds Related to Phonemic Differences in Kiswahili and English 64](#_Toc514069713)

[Table 4.2: Pronunciation of Vowel Sounds Related to Phonemic Differences in Kiswahili and English 52](#_Toc514069709)

[Table 4.5: Descriptive Statistics on the Teachers’ Positioning of Stress and Intonation 67](#_Toc514069715)

[Table 4.6: Descriptive Statistics on the Pupils’ Positioning of Stress and Intonation 72](#_Toc514069717)

# [LIST OF FIGURES](#_Toc351486943)

[Figure 2.1: International Phonetic Alphabet 16](#_Toc514007246)

[Figure 4.1: The Influence of Kiswahili Vowel Sounds on the Teaching of English Pronunciation 45](#_Toc514007277)

[Figure 4.2: Influence of Kiswahili Consonant Sounds on Teaching of English Pronunciation 56](#_Toc514007281)

[Figure 4.3: The Status of English Teachers’ Stress and intonation Patterns 67](#_Toc514007285)

[Figure 4.4: The Status of Pupils’ Stressing and intonation Patterns 73](#_Toc514007287)

# LIST OF ABREVIATIONS

A Agree

DA Disagree

EFL English as a Foreign Language

ESL English as a Second Language

IPA International Phonetic Alphabet

L1 First language or mother tongue

L2 Second Language

ME More English

MoEVT Ministry of Education and Vocational Training

MS More Swahili

NS Not Sure

RP Received Pronunciation

SA Strongly Agree

SD Standard Deviation

SDA Strongly Disagree

# CHAPTER ONE

# 1.0 INTRODUCTION

## 1.1 General Introduction

This chapter presents the background of the problem, statement of the problem, objectives of the study, and research questions. In addition, the chapter describes significance of the study, scope, limitation and delimitation of the study; as well as giving definition of terms. Lastly, the chapter describes the organization of this thesis.

## 1.2 Background of the Study

Pronunciation refers to the production of sounds that we use to make meaning (Celce-Murcia, Brinton and Goodwin 1996). It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language (Celce-Murcia, Brinton and Goodwin 1996).

Foreign language instruction generally focuses on four main areas of development: listening, speaking, reading and writing (Tarone, 1978). Foreign language curricula emphasize pronunciation in the first year of study as it introduces the target language’s alphabet and sound system, but rarely maintains this focus past the introductory level (Elliot, Harlow and Muyskens, 1994). This change of focus results to little attention in teaching and learning pronunciation among foreign language learners.

Tarone, (1978) argues that lack of emphasis on pronunciation development may be due to general lack of interest in pronunciation part among second language acquisition researchers, second language teachers and students, due to their assumption that pronunciation of a second language is not very important. According to Elliot (1995), teachers tend to view pronunciation as the least useful of the basic language skills; hence they generally sacrifice teaching pronunciation in order to spend valuable class time on other areas of language. It is also argued that teachers feel justified in neglecting pronunciation believing that for adult foreign language learners, it is more difficult to attain target language pronunciation skills than other facets of second language learning. Furthermore, the prevailing situation in schools in Tanzania reveals that the majority of English language teachers possibly just do not have the background or tools to properly teach pronunciation; hence, it is disregarded (Elliot, 1995).

The previous experience in first language always influence second language learning activity and it may act as a guide to either restrict or reinforce certain activities in a teaching situation (Fraser, 2001). In a second language teaching environment, learners are already enriched with language skills from their mother tongue (L1) which is likely to play significant role in the target language learning (URT 2001 cited in Frank, 2015).

According to the current educational demands, English language has become a communication tool to facilitate both national and international relations and interactions in business, science and technology, education as well as other areas of profession (Makewa, Role and Tuguta, 2013). English is also a second official language and medium of instruction in secondary schools in Tanzania (URT 2001 cited in Frank, 2015). This makes it important to equip students and teachers with appropriate communicative English skills so as to enable them to cope with the paradigm shift from content to competence based teaching (MOEVT, 2009).

Kiswahili is the national and official language in Tanzania and it is widely spoken in the country (MOEVT, 2009; Kinigi, 2002). Teachers and students speak Kiswahili when undertaking most of school activities. This is because in public secondary and primary schools there are no strict rules that require students to speak English throughout school hours (i.e. all the time when they are in the school compound). In so doing, spoken English is not practiced as a result some of the parents would not send their children to a school where English language is not the medium of instruction (Rubagumya, 2003 cited in Makewa, Role and Tuguta, 2013). This is because of the observed difficulties students and teachers face when they are required to communicate in English due to having a poor background of English. Moreover, English is perceived as global lingua-franca and the language for accessing modern science and technology. It is also used as a gateway to accessing employment as majority of interviews are conducted in English despite Kiswahili being the national language.

In Tanzania, English and Kiswahili are both official languages (UTR 1995; UTR, 1997). English is taught in primary schools as a compulsory subject. It also functions as a language of instruction in secondary schools and higher educational institution as well as an international language for various tasks of economic development (1995). It is also largely used for communication in the judiciary, parliamentary debates and in public administration. English is taught in primary schools in order to establish a good foundation to enable learners communicate in English which is the language they are expecting to use at secondary school and higher levels of education.

However, the teaching of English in the majority of primary schools has not put much emphasis on spoken English; consequently, the teaching of English pronunciation and its possible challenges remains unexplored. It is from such background that the current study sought to investigate the teaching of English pronunciation and the way it is influenced by the dominance of Kiswahili as a widely spoken language in Tanzania as well as the language of instruction in public primary schools in the country.

## 1.3 Statement of the Research Problem

The teaching of English pronunciation in the majority of primary schools in Tanzania is one of the challenging areas that teachers of English and researchers have not yet explored adequately. Studies done on the teaching of English and English language in Tanzania have mainly focused on issues of learners’ low proficiency of English and English as medium of instruction (Qorro, 2010; Vuzo, 2007; Makewa , Role and Tuguta, 2013). It is well known that public primary schools in Tanzania are Kiswahili medium; hence the teaching of English is done just like how other compulsory subjects are taught. Following that practice, emphasis is put on developing mastery of grammar rules and meeting the needs of passing examinations while pupils lack communicative competence and performance in spoken English and exhibit serious problems in English pronunciation.

Despite the teaching of pronunciation being identified as a major challenge in teaching English in primary schools, not much has been done to examine its causative factors. Therefore, this study seeks to address those factors through investigating the influence of Kiswahili on teaching English pronunciation in primary schools.

## 1.4 Objectives of the Research

### 1.4.1 General Objective

To assess the relationship between the influence of Kiswahili phonological features in teaching pronunciation in English language and the mastery of students in spoken English in primary schools.

**1.4.2 Specific Objectives**

1. To investigate how mastery of Kiswahili vowel sounds influence the teaching of pronunciation in English language.
2. To examine how mastery of Kiswahili consonant sounds influence the teaching of pronunciation in English language.
3. To assess how mastery of intonation and stress in Kiswahili affect the teaching of pronunciation in English language.

## 1.5 Research Questions

In what ways does the knowledge background of Kiswahili vowel sounds influence the teaching of pronunciation of English sounds to primary school learners?

In what ways does the knowledge background of Kiswahili consonant sounds influence the teaching of pronunciation of English sounds to primary school learners?

How does the background knowledge of Kiswahili intonation and stress effect the teaching of pronunciation in English language to primary school learners?

## 1.6 Significance of the Study

Pronunciation is very important because it is the first thing people notice when one speaks English. This study will be significant for Tanzania English teachers and learners because it discovers the problematic areas of teaching pronunciation and identifies the sounds that Tanzanian teachers and learners of English pronounce badly and the reasons for their failure to master the correct and near- native speakers’ pronunciation.

The findings of this study are expected to be useful to teachers of English and researchers since they will contribute knowledge to the field of language teaching and language education by addressing the teaching of English language pronunciation which is hardly addressed in the existing studies on English language teaching and learning. The findings may also become a source of information for researchers to develop more far-reaching studies in the same level of teachers and learners or by extending them to other possible levels.

Lastly, the current study is anticipated to describe whether the mastery of Kiswahili phonological features has either positive or negative influence on the teaching and learning of English pronunciation among teachers and learners of English in primary schools. Its findings are meant to describe if the problems in mastering English pronunciation are due to background knowledge of Kiswahili phonological features or lack of background knowledge of both Kiswahili and English phonological features or none of these. Generally, the findings will describe why are there teachers and learners with mastery of English pronunciation at primary school level and why are there teachers and learners with terribly bad English pronunciation; hence provide an opportunity to use factors from successful teachers and learners of English to improve the teaching and learning of the unsuccessful ones

## 1.7 The Scope and Limitation of Study

The study intended to find out the influence of Kiswahili phonological features in teaching pronunciation in English language and the performance of students in spoken English in primary schools. Primary schools English language teachers were included. It did not include writing skills since writing has no direct relationship with pronunciation. Geographically, the study was conducted in Songea municipality in Ruvuma region. This urban environment is chosen mainly because most of the subjects are Kiswahili speakers. Another reason is availability of English medium nursery and primary school where English is supposed to be widely spoken and used as a medium of instruction in teaching English itself.

## 1.8 Delimitation of the Study

The study confined itself to a limited number of Primary school English language teachers and primary school pupils of the selected twenty Primary Schools in Songea municipality. This was because of lack of time and financial constraints which would not have allowed wider coverage to include education officers. The study only involved those pupils who were present in class during the actual study (classroom observation) even though those who were absent would have had some input in the study. Also the pilot study was conducted to determine the reliability of research instruments.

## 1.9 Definition of Terms

**Teaching:** Te**a**ching can be defined as the act of guiding and facilitating learning, enable the learner to learn and setting the condition for learning (Celce-Murcia, Brinton and Goodwin 1996).

**Pronunciation:** The way a certain sound or sounds are produced. Unlike articulation, which refers to the actual production of speech sounds in the mouth, pronunciation and stresses are more than the way sounds are perceived by the hearer (Kenworthy, 1987).

**Vowel:** A vowel is classified as a speech sound produced by a comparatively open configuration of the vocal tract, with vibration of the vocal cords but without audible friction. Basically, a vowel is any "open" sound where there is no obstruction or "blocking" caused by the teeth, tongue, lips, palate or other articulators (Roach, 2003).

**Consonant:** A consonant refers to a speech sound produced by occlussion with or without releasing (p, b; t, d; k, g), diverting (m, n, ng), or obstructing (f, v; s, z, etc.) the flow of air from the lungs (Roach, 2003).

## 1.10 Structure of the Dissertation

This thesis is organized into five chapters. Chapter one introduces the study by presenting the background information, statement of the problem, objectives of the study, research questions, significance of the study, scope and limitation of the study, delimitation of study, definition of terms and structure of the thesis. Lastly, it also looks at the knowledge gap, and conceptual framework for teaching reading skills and the summary of the chapter.

Chapter two presents the review of literature. It looks at the most salient information regarding the teaching of English pronunciation. Features of pronunciation such as segmental and suprasegmental features of Kiswahili and English are introduced. Next, chapter two includes information about the role of native language in teaching second language pronunciation. Then, the chapter explored information about Kiswahili and English languages, alphabet and sound system. Finally, policy reviews, theoretical framework and the research gap is described. Chapter three focuses on research design and methodology. The design and methodology are organized under the sections of research design and approaches, data sources and data types, data collection methods, area of study, population, sampling techniques, research instruments, and data analysis methods.

Chapter four, reports the results of the study in three sections with their discussion: first, Influence of Kiswahili Vowel Sounds on Teaching of English Pronunciation, secondly, Influence of Kiswahili Consonant Sounds on Teaching of English Pronunciation, and finally, influence of Intonation and Stress in Kiswahili and the Teaching of Pronunciation of English Sounds. Within each data set the researcher looks at individual phonemes intonation and differentiates Kiswahili phonemes from English phonemes. Chapter five presents the summary of the study; the second section draws the conclusion with a reflection on the study and the third and last section gives recommendations for further research.

# CHAPTER TWO

# 2.0 LITERATURE REVIEW

## 2.1 Introduction

This chapter reviews theoretical and empirical literature. It describes some of the most salient research in the teaching of English pronunciation. Furthermore, it includes information about the role of native language in teaching second language pronunciation. Moreover, theoretical framework and research gap is described. Finally, it provides a brief overview of the Kiswahili and English sound system.

## 2.2 Theoretical Review

### 2.2.1 How Kiswahili Vowel Sounds Influence the Teaching of Pronunciation in English Language

Two languages may have similar sound systems which vary significantly in their physical characteristics including both acoustic characteristics (e.g. the pitch) and articulatory characteristics (how wide the mouth is open in producing a sound) (Odlin, 1989). Pronunciation is one of the most conspicuous feature of a person’s speech, yet so often it is not explicitly taught. Pronunciation is rarely taught in the foreign language classroom beyond the initial introduction to the language sound system in the early stages of instruction (Elliot, 1995).

1. **Segmental Phonological Features of Kiswahili Language**

Segmental phonology analyses the speech into distinctive units, or [phonemes](http://grammar.about.com/od/pq/g/phonemeterm.htm) ('segmental phonemes'), which have a fairly direct correspondence with phonetic **segments** (alternative approaches involve analysis in terms of distinctive features and prosodies (Roach, P 1991). Speech segmentationrefers to the process of identifying the boundaries between [phonemes](http://grammar.about.com/od/pq/g/phonemeterm.htm), [syllables](http://grammar.about.com/od/rs/g/syllableterm.htm), or [words](http://grammar.about.com/od/tz/g/wordterm.htm) in spoken [language](http://grammar.about.com/od/il/g/languageterm.htm). (Frank Parker and Kathryn Riley1994, Allyn and Bacon, 1994)

**(i) Vowels**

Standard Kiswahili has five vowel phonemes namely /ɑ/, /ɛ/, /i/, /ɔ/, and /u/. They are very similar to the English language vowels. Vowels are never [reduced](http://www.swahilionline.com/wiki/Reduction_%28linguistics%29), regardless of [stress](http://www.swahilionline.com/wiki/Stress_%28linguistics%29)**.** Kiswahili vowels are short without a subtle diphthong that often is sounded by English speakers uttering the same vowels (Rechenbach, 1968).

The vowels are pronounced as follows:

/ɑ/ is pronounced like the "a" in baba which refers tofather.

/ɛ/ is pronounced like the "e" in pete which refers to aring.

/i/ is pronounced like the "i" in pika which refers to cook.

/ɔ/ is pronounced like the "o” okoa which refers to rescue.

/u/ is pronounced between the "u" in chukua which refers to take.

Kiswahili has no [diphthongs](http://www.swahilionline.com/wiki/Diphthong); in vowel combinations, each vowel is pronounced separately. Therefore the Kiswahili word for "leopard", chui is pronounced /tʃu.i/, with [hiatus](http://www.swahilionline.com/wiki/Hiatus_%28linguistics%29).

**(ii) Semivowels**   
Standard Kiswahili has also two semivowels, y (/j/) and w (/w/). They are used to make diphthongs, as in the passive form of verbs (kupendwa, which refers as to be loved, from kupenda which refers as to love). Other examples can be mpya which refers as new, pronounced m-pya, and mbwa which refers as dog, and pronounced m-bwa.

1. **Segmental Phonological Features of English Language**

In the English alphabet, there are 5 vowels: a, e, i, o, u. However there are many more vowel sounds in the English language. For example, the /e/ vowel sound is usually represented by the letter "e". Nevertheless when you put two "e" letters together, like in "speed" [spi:d], you get a long vowel sound [i:]. In English language, the vowel can either be single or diphthong.

**(i) Single Vowel / Monophthongs**

A single vowel sound is any vowel that is not a diphthong (Roach, P 1991). A single vowel can be short or long.

/ʊ/ as in Put /pʊt/, /ʌ/ as in Cup /kʌp/, come/kʌm/

/ɒ/ as in Pot/pɒt/ /e/ as in Pen /pen/, get/get/,

**(ii) Short Vowels**

This is the list of the short vowels in standard (RP) English:

/ɪ/ as in ship /ʊ/ as in book /e/ as in egg

/æ/ as in cat /ʌ/ as in cup /ɒ/ as in hot

**Schwa - /ə/**

The schwa is a special type of short vowel. It is a very "weak" sound that is never stressed. This means you often find the schwa in words with more than one syllable (Roach, P 1991). Here are some examples: The first syllable in the word amazing [**ə**-MA-zing], The first syllable in tenacious [t**ə**-NA-cious], The second syllable in replicate [RE-pl**ə**-cate], The second syllable in percolate [PER-cə-late], The first syllable in supply [s**ə**-PLY], The first syllable in syringe [s**ə**-RINGE], That is a written A, E, I, O, U and even Y coming out as schwa in the spoken version.

**(iii) Long Vowels**

In the British English phonemic chart, long vowels are easy to recognize, because they have a colon (":") symbol after them (Odlin, 1989). Some long vowels are basically longer versions of short vowels like [ɪ] and [i:].

The following are Long vowels in English:

/i:/ as in sheep /u:/ as in boot /ɜ:/ as in learn

/ɔ:/ as in door /ɑ:/ as in car

**(iv) Diphthongs**

A diphthong is a two vowel sounds, one after the other. There is movement or "glide" between the two parts of the sound. For example, to say the /eɪ/ diphthong, like in the word "cake" [keɪk] first say /e/, then say /ɪ/ without stopping. Your mouth will move from the /e/ shape to the /ɪ/ shape. This is the "glide"

Diphthongs of English:

/ɪə/ as in beer /eɪ/ as in same /ʊə/ as in tour /ɔɪ/ as in coin /əʊ/ as in nose /eə/ as in hair /aɪ/ as in fly /aʊ/ as in house

### 

### 2.2.2 How Kiswahili Consonant Sounds influence the Teaching of Pronunciation in English language

One of the most prominent features of a language sound system is its collection of sounds (Celce-Murcia, Brinton, and Goodwin, 1996). Linguists refer to this collection of consonants and vowels as the segmentalaspect of language. In this sub-section more features of Kiswahili and English consonant phonemes are described.

**(a) Segmental Phonological Features of Kiswahili Language** **Consonants**

Kiswahili uses the same consonants as English, but Kiswahili uses three fewer consonant sounds i.e. there is no ***c***, ***q***, and ***x*** (Rechenbach, 1968). *C* is unnecessary as other combinations exist to provide the sound without the need of duplicating them (*C* is only used in combination with *ch* to produce the sound as in English word *.*Rather than English spellings that uses a *c*, Swahili use *s* or *k* rather than English spelling that uses q, Swahili uses *k* or *kw;* similarly, rather than *x,* *ks* is used (Rechenbach, 1968). The most unusual feature of Kiswahili consonants are [implosive](http://en.wikipedia.org/wiki/Implosive) sounds that are produced with the air being inhaled, rather than being exhaled from the lungs.Another unusual feature is [pre-nasalized](http://en.wikipedia.org/wiki/Prenasalized_stop) consonants that are produced as phonological units that combine a [nasal](http://en.wikipedia.org/wiki/Nasal_consonant) with a [stop](http://aboutworldlanguages.com/Swahili/Stops) or [fricative](http://en.wikipedia.org/wiki/Fricative_consonant) (Hinnebusch, 1979).

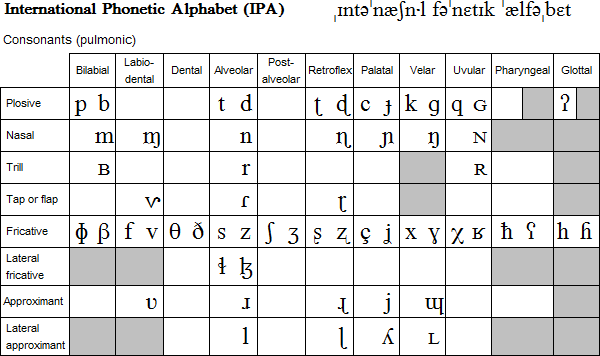
# Table 2.1: Segmental Phonological Features of Kiswahili Swahili consonants

| Manner of Articulation | **Place of Articulation** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Bilabial | Labio-dental | Dental | Alveolar | Hard Palate | Soft Palate | Glottal |
| Voiced  Voiceless | Voiced  Voiceless | Voiced  Voiceless | Voiced  Voiceless | Voiced  Voiceless | Voiced  Voiceless | Voiced  Voiceless |
| Plosive | **b p** | **t d** |  |  |  | **k g** |  |
| Aspirated Plosives | **ph** |  |  | **th** |  | **kh** |  |
| Nasal | **m** |  |  | **n** | **ɲ** | **ŋ** |  |
| Affricatives |  |  |  |  | **ʧ dʒ** |  |  |
| Aspirated Affricatives |  |  |  |  | **čh** |  |  |
| Fricative |  | **f v** | **θ ð** | **s z** | **ʃ ʒ** | **ɤ** | **h *χ*** |
| Lateral fricative |  |  |  | **l** |  |  |  |
| Trills |  |  |  | **r** |  |  |  |
| Approximant | **w** |  |  |  | **y** |  |  |

**Source:** Massamba et al (2004: 44)

#### (c)Segmental Phonological Features of English Language

English language consonants are easy to demonstrate with well-chosen examples, such as the eight English words cats, tacks, stack, cast, task, asked, sacked, and scat, each of which contains the same four evidently discrete components--in very crude phonetics, [s], [k], [t], and [æ]. . . . From the phonetic point of view, it is clear that there are four separate phonetic events (the segments) in a complex articulation like [stæk], with easy-to-hear boundaries between them (Sihler, 2000).



**Figure 2.1: International Phonetic Alphabet**

**Source**: <http://www.nativlang.com/linguistics/ipa-pronunciation-lessons.php>

### 2.2.3 How Intonation and Stress in Kiswahili affect the Teaching of Pronunciation in English Language

Most of the earlier research on teaching of English pronunciation by non native speakers focused heavily on the teaching of consonant and vowel phonemes whereas more recent research has focused more on the teaching of the supra-segmental features such as intonation, stress, rhythm, connected speech and voice quality (Hancock, M 1995). Suprasegmentalor non-segmental phonology analyses those features of speech which extend over more than one segment, such as [intonation](http://grammar.about.com/od/il/g/intonationterm.htm) or (in some theories) vowel harmony (Crystal, 1997).

#### (a) Intonation

To understand intonation, first we must understand pitch, which is the relative highness or lowness of voice (Celce-Murcia, Brinton and Goodwin, 1996). In this case, phonetic pitch is relative, relating to the differentiated pitch levels of a given speaker, and not the lower versus higher pitches of males versus female voices. Pitch in its phonetic meaning relates closely to the musical definition of pitch. For the purpose of phonological studies, four levels of pitch are referenced; 1= low, 2= middle, 3= high, and 4= extra high. Pitch is a very important feature of teaching and learning English pronunciation because it does not change the meaning of words.

In contrast, many tonal languages such as Hmong or Chinese, the pitch of the word does change its fundamental meaning. Speakers of these languages often have difficulty adjusting to the intonation structure of English (Celce-Mucia, Brinton, and Goodwin, 1996). With pitch being the individual tones of speech, intonationthen is the combination of the individual tones in an entire string of utterances. Intonation involves the rising and falling of the voice to various pitch levels throughout the duration of an utterance. This feature of pronunciation is essential to convey specific meaning.

#### (b) Stress

Stress refers to the prominence given to certain syllables within words, and to certain syllables or words within utterances. It is signaled by volume, force, pitches change and syllable length, and is often the place where we notice hand movements and other gestures when we are watching someone talking (Zawadzki, 1994). Suprasegmental features involve such linguistic trends as word stress, sentence stress, and rhythm (Zawadzki, 1994). In short, word stressrefers to the pattern of stressed and unstressed syllables within a word. Generally, there are three levels of word stress, which are often referred to as strong (strongly stressed), medial (lightly stressed), and weak (unstressed). Sentence stressrefers to the various stressed elements of each sentence (Celce-Mucia, Brinton, and Goodwin, 1996). Therefore, word stress and sentence stress combine to create the rhythmof the English language (Celce-Mucia, Brinton, and Goodwin, 1996).

Rhythm is defined to be the regular patterned beat of stressed and unstressed syllables and pauses (Zawadzki, 1994). As a result of the differences in stress level and syllable length, English language learners who come from language with different stress patterns tend to stress syllables more equally, without giving sufficient stress to the main (content) words and without reducing unstressed syllables as required in English (Clennell, 1997). It is worthwhile to note here that when we speak of stress in languages around the world, linguists refer to two types of languages, stress-timed and syllable-timed languages (Celce-Mucia, Brinton, and Goodwin, 1996).

English is a stress-timed language, which means that the length of an utterance depends not on the number of syllables but rather on the number of stresses within the utterance. In contrast, in languages that are syllable-timed, such as Somali, Kiswahili, Welsh, Italiano, Turkish, Spanish and Georgian, the length of the utterances depends more on the number of syllables within that particular utterance (Celce-Mucia, Brinton, and Goodwin, 1996).

#### (c) Voice Quality

Another fact of pronunciation research is the importance of voice quality. Voice quality is “certain audible characteristics that are present most of the time when native speakers talk (Abercrombie, 1967).” Laver describes three main types of settings: supralaryngeal (settings above the larynx –tongue position, lip-rounding or spreading, presence or absence of nasality, etc.), laryngeal settings (whether the voice can be characterized as whispery, creaky, neutral, or falsetto), and muscular tension (Abercrombie, 1967). Though research has not provided too much information, it is known that voice quality does contribute to a foreign accent and they stem from both linguistic and socio-cultural factors (Celce-Murcia, Brinton, and Goodwin, 1996). It is very unfortunate that the teaching of pronunciation mostly focuses on sounds identification and ignores voice quality, hence make learners sound unnatural. This factor in one way or another affects their motivation to learn and master pronunciation.

## 2.3 The Empirical Literature Review

Several works have been conducted on the influence of First language (L1) in teaching second language (English). Yule and O’Connor (2003) reported that the main problem of English pronunciation is to build a new set of sounds corresponding English, and to break down the arrangement of sound which the habits and the systems of our L1 have strongly built up.

### 

### 2.3.1 How the Mastery of Kiswahili Vowel Sounds influence the Teaching of Pronunciation in English language

O’Connor (2003) reported that it is not simple to know the exact sounds the letters stand for or represent in a certain word for instance in the words city [’sɪti], busy [bɪzi], women [wɪmin], pretty [’prɪti ], village [’v ɪl ɪdʒ], English [’ ɪŋglɪʃ] the letters y, u, o, a, e, all of them stands for the same vowel sound /i/. In words like, banana [bə’nɑ:nə], bather [beɪðə(r)], man [mæn], many [’meni] the ‘a’ stands for five different vowels sound. The teaching of pronunciation to learner, who doesn’t have sufficient knowledge of different pronunciations of the vowels above, meets some difficulty, since he uses different variants of their pronunciations.

Power (2003) found that there are 23 common pronunciation problems, some of them are related to vowels e.g. when teaching pronunciation the students seem to confuse /i/ with /i:/ as in sit, seat, and /ɔ/ with /əu/ as in not, note and / æ/ with /ei/ as in mat, mate and /e/ with /ei/ as in let, late. This implies that Tanzanian teachers of English language might experience the same errors and difficulties in their teaching of English pronunciation in Tanzania primary schools where majority of the pupils are Swahili speakers. Cruttenden, (1994) noted that the inconsistency of English vowels (spelling versus pronunciation) causes difficulties in the teaching of pronunciation for other language learners of English e.g. if we take for instance ‘o’ in some words like some, move, home, women, in each word it has different pronunciation as /ʌ/, /u: /, /əu/, /i/ so the teaching of English pronunciation to learners who don’t have the mastery of the pronunciation of such words will also face difficulties.

On the other hand words such as book, butcher, could, wolf etc in all these words the letters oo, u, ou, o are all pronounced the same /u:/, so in the first example we have same letters with different pronunciation, and in the other one we have different letters with same pronunciation. Following the above inconsistency of English vowels (spelling versus pronunciation) there is a possibility for Tanzanian primary school teachers of English to face the same difficulties when teaching English. O’Connor (2003) added, some words which are ordinarily spelt in the same way, are different in their pronunciation, for example lead which is pronounced [Ii:d] in a phrase like, lead the way, but [led] in another phrase lead pipe.

Also there are some words spelt differently, but sound the same e.g. rain, rein, reigns, all of them are pronounced [rein]. In teaching English pronunciation to learner who still doesn’t have the mastery of pronunciation of such words, pronounces each of them by looking at its spelling, and he is expected to mispronounce them (O’Connor, 2003). This signifies that Tanzanian teachers of English language might experience the same errors and difficulties in their teaching of English pronunciation in Tanzania primary schools where majority of the pupils are Swahili speakers and usually pronounces each word by looking at its spelling.

Parker & Riley, (2009) in examining the teaching of English pronunciation to Japanese found that, the Japanese learners of English attached the vowel sound /i/ to the final syllable in the word “baby” [bebi]. The vowel sound /u/ is attached to the final syllable in the word “bath” [basu]. Likewise, the word “gum” is pronounced [gamu] with the vowel /u/ after the consonant /m/. Apparently, phonological interference from first language affects learners’ pronunciation as they learn English as a second/foreign language.

Alshayban (2012) in his investigation on the teaching of English pronunciation to Arabic students observed the following, the students inserted the vowel /i/ in the following forms: *floor* [iflor], *snow*[isno], *plane* [iblen] and f*red* [ifred]. Arabic language allows more simple syllables than complex ones. This is why the vowel /i/ is inserted stem-initially. According to Avery and Ehrlich (1992) it is difficult for Vietnamese to identify the vowel /e/ and /æ/, such as in bed and bad.

The confusion between /e/ and /æ/ may be considered as the most serious problem that Vietnamese speakers encounter when they learn to speak English vowels. They cannot identify the differences. In the teaching and learning of English pronunciation learners usually make numerous mistakes with these sounds. According to Avery and Ehrlich, "students often pronounce these two vowels in exactly the same way. Most commonly, students fail to lower their tongue and jaw far enough in attempting to produce the /æ/ sound".

Although the same problems may exists in the teaching of pronunciation in English for most of the Tanzanian learners of English who are Swahili speakers, all of the studies above were done outside Tanzania i.e. for speakers of Japanese, Arabic and Vietnamese. On the other hand, some studies have been conducted in Tanzania as mentioned above, but there is no scholar who has directly conducted the study on the effects of Kiswahili on teaching pronunciation in English, the case of Songea municipality. So that is why this research was intended to assess the effect of Kiswahili on teaching of pronunciation in English.

### 2.3.2 How the Mastery of Kiswahili Consonant Sounds Influence the Teaching of Pronunciation in English Language

Ngugi (2007) suggests that first language affects the second one on the phonological level. During a research on the effects of Kikuyu language on Kiswahili, this researcher discovered that the effects are more pronounced in the articulation and spelling. Ngugi (2007) has also emphasized that many errors in the language resulted from insertion, deletion and nasalization processes. He has explained that this phonological processes result from the difference in structure of the two languages. From this point of view there is a possibility of Tanzanian primary school English language teachers to experience the same errors and difficulties in their teaching of English pronunciation to learners who are Swahili speakers as the native Kikuyu speakers suffered on Kiswahili.

Concerning to the explanatory potential of sound-spelling relationships (Carter; Nunan, 2001) reported that; is something teachers should be aware of, since correspondences between orthography and phonology enables the students to predict the pronunciation of words from their spelling. So if the learner doesn’t know such relationship between sound and spelling, he mispronounces words by just looking at their spellings e.g. before the ‘n’ the ‘k’ is silent; knee, know, knot, knight a student who didn’t learn their pronunciation correctly, pronounces them with the /k/ sound.

Also (Easton, 2005) showed that there are some words with silent letters which cause problems for the learners for instance, silent /g/ and pronounced /g/ e.g. campaign, reign, sign, gnash in these words the /g/ is silent, but most of the students pronounce it. On the other hand, words like signal, signature, resignation the /g/ here is pronounced; unless the learner has a good knowledge of pronunciation of /g/ in such words, he will confuse its pronunciation.

In the same problem of pronunciation as a result of spelling (Easton, 2005) noted that in the teaching of pronunciation of silent /gh/ the learners may face problem because written /gh/ has no sound of its own, so it is never pronounced as it is written e.g. /gh/, but it is pronounced as /g/ in some words as, Afghanistan, Ghana, ghost, and in other words pronounced as /f/ e.g. cough, trough, enough and silent in some other words such as light, night, high, weigh, weight, thorough, bough, plough. Any time the student meets such words he will be confused to pronounce them correctly he just guesses the pronunciation by looking at the spelling of the word unless he has previous background. So it is very important to consult the dictionary from time to time to check the pronunciation of such words until he possesses a good mastery of their pronunciation.

In a longitudinal study, Keys (2002) found that, in the teaching of pronunciation Brazilian students of EFL tended to palatalize the voiceless alveolar plosive /t/. They made this sound more palatalized as /t∫/ when the /t/ sound is followed by the oral vowels /i/ or /ı/. Therefore a phonetic aspect of L2 is influenced by the mother tongue here. This implies that there is a possibility of Tanzanian teachers of English language to experience the same errors and difficulties in their teaching of English pronunciation in Tanzania primary schools where majority of the pupils are native Swahili speakers and usually pronounces each word by looking at its spelling

Yule (2001) noted that the sounds of spoken English do not match up, a lot of time, with letters of written English. So if we cannot use the letters of the alphabet in a consistent way to represent the sounds we make, it is difficult to describe the sounds of a language like English. In addition to the past works, O’Connor 2003, Yule 2003, power, 2003 have studied pronunciation problems and the influence of L1. So many sounds such as /p/ and /b/, /s/ and /ɵ /, /z/ and /ð /, /ʧ /and /ʃ / /v/ and /b/ are confused e.g. (pit /bit), (thin/sin), (question/action), (leaser/bather), (very /berry).

The points mentioned above altogether share concept that, in the process of teaching English pronunciation learners confuse such sounds and replace each of them with other sounds that are said to be nearest ones to them. According to O’Connor (2003:24) some examples of such replacement of sound are;

/s/ and /θ/ Face / feis / faith /fei ð /  
 Pass /pæs / path /pæɵ/  
 Sink /siᶇk / think /ɵiᶇk/  
/p/ and /b/ rip / rip / rib /rib /  
 pack /pæk / back /bæk /  
 pull /pul / bull /bul /  
/ʧ/ and /ʃ / Which /wiʧ / wish / wiʃ /   
 March /mа:ʧ / marsh /mа:ʃ /  
/v/ and /f/ Cover /kʌv∂r / suffer /sʌf∂r /  
 Have /hæv / half /hа:f /

Following the above inconsistency between English consonant, spellings and pronunciation there is a possibility for Tanzanian primary school English teachers to face the same difficulties when teaching Swahili learners of English. This is because the sounds of spoken English do not match up, a lot of time, with letters of written English as it is in Kiswahili language where there is direct match between sounds and letters.

In his study on the effects of local languages on Kiswahili in the Mara Region of Tanzania, Massamba (1986) discovered that, Kiswahili and local languages affected one another in varying degrees phonologically and lexically. Massamba (1986) demonstrated how phonemes are either erroneously inserted or deleted in the use of Kiswahili words as a result of first language interference. Grammatically, affixes from the first language are inserted into Kiswahili thus altering the morphological structure. This contravenes the rules of standard Kiswahili and interferes with the communication process. Komunte (2001) investigated the effect of Bantu languages during the English teaching and learning process by secondary school students in Tanzania. She discovered that due to the first language interference some students pronounced English words as they were written. She lists down some English phonemes which are normally wrongly pronounced due to first language interference.

The study done by Makewa, Role and Tuguta, (2013) on Level of English Proficiency in Secondary Schools in Dodoma Tanzania, revealed that the students’ perceived level of proficiency in spoken English was average. The findings indicated a significant positive correlation between perceived English proficiency and attitude toward the English language, classroom activities, teacher motivation, and classroom environment. This means that a combination of experience, focusing on pronunciation and accent in class, teachers are supposed to encourage Swahili learners to speak English inside and outside the classroom, including giving them assignments that structure those interactions in order to help in developing native-like pronunciation of English .

Munyua (2002), when researching on Kiswahili and its varieties also discovered that first languages cause many errors in second language usage. He coins the term “Viswahili” which would appropriately be translated to a Kiswahili idiolect to negatively refer to degrading transfers of errors to Kiswahili from other languages such as Bukusu, Ekegusii, Kimeru, Kalenjin and Dholuo. He emphasized that errors are phonological, morphological, syntactic or semantic. Munyua (2002) farther claims that articulation errors interfere with communication. This implies that the teacher’s and learners’ knowledge background of Kiswahili language can influence English language teaching and learning activity. Although the same problems may exists in the teaching of pronunciation in English for most of the Tanzanian learners of English who are Swahili speakers, some of the studies above were done outside Tanzania i.e. for speakers of Arabic, Brazilian (Portuguese), Somali, kikuyu Vietnamese...etc.

On the other hand, some studies have been conducted in Tanzania as mentioned above, but on the effect of Kikuyu language on Kiswahili, transfers of errors to Kiswahili from other languages such as Bukusu, Ekegusii, Kimeru, Kalenjin and Dholuo, effects local languages on Kiswahili in the Mara Region of Tanzania, the effect of Bantu languages during the English teaching and learning process by secondary school students in Tanzania, Level of English Proficiency in Secondary Schools in Dodoma Tanzania. There is no scholar who has directly conducted the study on the effects of Kiswahili on teaching pronunciation in English, the case of Songea municipality. So that is why this research was intended to assess the effect of Kiswahili on teaching of pronunciation in English.

### 2.3.3 How the Mastery of Kiswahili Intonation and Stress influence the Teaching of Pronunciation in English Language

Munro and Derwing (1999) observed that even heavily accented speech is sometimes intelligible and that prosodic errors (i.e., errors in stress, intonation, and rhythm) appear to affect intelligibility more than do phonetic errors (i.e., errors in single sounds). For this reason, pronunciation research and teaching focus both on the sounds of language (vowels and consonants) and on supra-segmental features that is vocal effects that extend over more than one sound such as stress, word stress and sentence intonation, and speech rhythm (Crystal, 2003; Low, 2006; Munro & Derwing, 1999).

An understanding of whether a learner’s first language is stress based or syllable based will help a teacher plan appropriate pronunciation exercises (Crystal, 2003) in intelligibility; Field (2005) determined that when word stress is erroneously shifted to an unstressed syllable, without a change in vowel quality, utterances are significantly less intelligible than when only vowel quality is manipulated. This study implies that the same positioning of stress might act as an obstacle when teaching pronunciation in English to Swahili speakers because rules for word stress, intonation, and rhythm in English are different from that of Kiswahili. Therefore a teacher understands of whether a learner’s first language is stress based or syllable based will help the teacher to plan appropriate pronunciation exercises.

Avery and Ehrlich (1992) claim that the sound pattern of the learner’s first language is transferred into the second language and is likely to cause foreign accents. The mispronunciations of words by nonnative speakers reflect the influence of the sounds, rules, stress, and intonation of their native language. In this respect, Avery and Ehrlich point out that the sound system of the native language can influence the learners’ pronunciation of a target language in at least three ways. First, when there is a sound in the target language which is absent from the learners’ native sound inventory, or vice versa, learners may not be able to produce or even perceive the sound(s). Second, when the rules of combining sounds into words (i.e., phonotactic constraints/rules) are different in the learners’ mother tongue from those of the target language, they cause problems for learners because these rules are language specific as they vary from one language to another. Thirdly, since the rhythm and melody of a language determine its patterns of stress and intonation, learners may transfer these patterns into the target language. This implies that the positioning of stress might act as an obstacle when teaching pronunciation in English to Swahili speakers because rules for word stress, sentence intonation, and rhythm in English are different from that of Kiswahili.

Ladefoged, (2001); Carter & Nunan, (2001) showed that mother tongue has clear influence on teaching and learning L2 pronunciation. Where LI and L2 rules are in conflict, errors are expected to be committed by foreign learners. All that can be linked to what is known as the interference between LI and L2. This implies that the background knowledge of Kiswahili can influence English language teaching and learning activity.

For learning to be effective, teachers need to use a range of pedagogical strategies much more explicitly than if they were teaching through the medium of mother tongue (Qorro, 2004, 2009; Clegg, 2000), for this case is Kiswahili. There is evidence that many teachers in African schools and Tanzania in particular, either because of limited ability in language or limited training, employ restricted range of strategies in teaching of second language (Qorro, 2004, 2009; Clegg, 2000). This implies that teachers should have a good knowledge of English sounds because this will enable them to give precise instructions which help Tanzanian pupils’ to pronunciation English correctly.

Although the same problems may exists in the teaching of pronunciation in English for most of the Tanzanian learners of English who are Swahili speakers, most of the studies above were done outside Tanzania. On the other hand, some studies have been conducted in Tanzania as mentioned above, but there is no scholar who has directly conducted the study on the effects of Kiswahili on teaching pronunciation in English, the case of Songea municipality. So that is why this research was intended to assess the effect of Kiswahili on teaching of pronunciation in English.

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## 2.4 Theoretical Frameworks

There are many Language teaching theories, which explain the nature of teaching pronunciation and their implication to teaching pronunciation skills, namely audio**-lingual** theory which places emphasis on spoken rather than written language, and on the grammar of particular languages, stressing habit formation as a mode of learning, rote memorization, role playing and structure drilling are the predominant activities. It is the speech that is supposed to be spoken by language speakers rather than written (Gao, Qiang; Li Yang, 2006). The communicative theory, which advocates teaching of pronunciation states that teaching of pronunciation, should include not only a reconsideration of which aspects of language to teach, but also an emphasis on how to teach, (Xu, Qiang, 2002). The Direct Method, which advocates teaching to be done entirely in the target language, the learner is not allowed to use his or her mother tongue. Grammar rules are avoided and there is emphasis on good pronunciation.

These theories are used in teaching pronunciations. Since, our study is limited to primary school pupils only; the relevant theory to our study was **Audio-lingual** theory which has its origins in Skinner’s principles of behavior theory (Richards & Rogers 1986). The objective of the audio-lingual method is accurate pronunciation and grammar, the ability to respond quickly and accurately in speech situations and knowledge of sufficient vocabulary to use with grammar patterns. Particular emphasis was laid on mastering the building blocks of language (which are speaking, listening, reading and writing) and learning the rules for combining them (Gao, Qiang; Li Yang, 2006).

We dealt with this theory because it elevated pronunciation to a pinnacle of importance, while other approaches, such as the communicative approach, the natural approach and the direct method*,* mostly ignored pronunciation. The Audio-lingual theory also considers that, every language has a certain amount of sentence patterns that help students to form the habit of using it and teachers act as role model for the target language. The students should try their best to mimic the pronunciation and intonation of the teacher. Teachers are supposed to provide very standard, native-sound pronunciation and intonation of the target language (Gao, Qiang; Li Yang, 2006). Not only are the students expected to produce the correct output, but attention is also paid to correct pronunciation. Although the correct grammar is expected in usage, no explicit grammatical instruction is given. It is taught intuitively.  Furthermore, the target language is the only language to be used in the classroom (Brown, 2000).

However for mastering of English pronunciation, the multiple theories were used and the Input Hypothesis was used to guide the study. According to Krashen (1982) a foreign language learner need to be exposed to a language-rich environment having radios, news paper or people around who speak the target language. The language to which a learner is exposed constitutes the language input (Kapoli, 1997). Acording to Krashen (1982) in order that second language acquisition and learning take place, the input must be comprehensible and adequate. The number of hours the learner gets exposed to the language in the class and the opportunity he gets to speak the target language with native or fellow non-native speakers will determine how much comprehensible input he gets (Kapoli, 1997).

## 2.5 Knowledge Gap

Although different scholars have conducted different studies on languages, there is no scholar who has directly conducted a study on the effects of Kiswahili on teaching pronunciation in English. Most of them focused on factors affecting English proficiency, English as a language of instruction, the influence of Arabic language to spoken English and the influence of ethnic language to spoken Kiswahili. This is revealed in the empirical literature review (2.3 above). Also the variation of Kiswahili and English segmental (vowels and consonants) and suprasegmental phonological features (2.2 above). That is why this study has focused on the effects of Kiswahili on teaching English pronunciation in primary schools to fill the gap.

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# CHAPTER THREE

# 3.0 RESEARCH METHODOLOGY

## 3.1 Introduction

This chapter focused on research design and methodology. The design and methodology are organized under the sections of research design and approaches, data sources and data types, data collection methods, area of study, population, sampling techniques, research instruments, and data analysis methods.

## 3 .2 Study Area

The area of the study was Songea municipality which is the capital of the [Ruvuma region](https://en.wikipedia.org/wiki/Ruvuma_Region) in south eastern [Tanzania](https://en.wikipedia.org/wiki/Tanzania) located at longitude 106838(1040’59.88o’’s), Latitude 356500(35’60.000’’ E) (Ndembwike, John 2006). The municipality has a population of approximately 203,309(National Bureau of Statistics 2014).This urban environment is chosen mainly because most of the subjects are Kiswahili speakers although they come from different community like Ngoni which are the majority, Ndendeule, Matengo and Yao ethnic languages (Ndembwike, John 2006). Another reason is availability of English medium nursery and primary school where English is supposed to be widely spoken and used as a medium of instruction in teaching English itself. Since the influence of ethnic languages is direct perceived in spoken Kiswahili, Therefore, this study intended to find out whether there is any influence of Kiswahili on teaching of English pronunciation at primary schools in Songea.

## 3.3 Research Design and Approach

### 3.3.1 Research Design

According to Omari (2011:120) research design is a distinct plan on how a research problem will be tacked. In addition, Kothari (1993) points out that research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy of procedure (P.39). Research design is also used in research to refer to the researcher’s plan of how to proceed (Bogdan and Biklen, 1992). This study in this regard employed a case study research design. This design allows data to be collected at a single point in time and can be used for a descriptive study as well as determination of relationship between variables (Bailey, 1998). Moreover, it allows collection of data on different groups of respondents at one point at a time (Wawa, 2012) In addition to that; it has a greater degree of accuracy in social science studies than other designs.

### 3.3.2 Research Approach

This study adopted a quantitative and qualitative (mixed) approach in which the investigator primarily uses post-positivist claims for developing knowledge (i.e., cause and effect thinking, reduction to specific variables and hypotheses or and questions, use of measurement and observation, and the testing of theories); employs strategies of inquiry such as surveys, and collects data on predetermined instruments that yield statistical data (Creswell, 2003). The approach was implemented by collecting data using predetermined instruments. The instruments included closed ended and open ended questionnaires and structured and semi structured interview questions for English teachers in primary schools,. The data were analyzed using the Statistical Package for the Social Sciences (SPSS) software package version 20.

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## 3.4 Population of the Study

According to Mbesa (2006) population is the entire group of people, events or things of interest the researcher wishes to investigate. In this study, the target population will be the public and private primary school English language teachers in Songea Municipality.

## 3.5 Sample Design, Sample Size, and Sampling Stages

Omari (2011) defines a sample in research as a small proportion of population selected for observation and analysis. Moreover, he defines a population as the totality of any group of units which have one or more characteristics in common that are of the same interest to the researcher (ibid**).** Furthermore, he posits that the sampling stage is the variation of cluster sampling which involves sampling within samples (op.cit). For example, having a large random sample of schools, then a random sample of streams or classes, and then a random sample of students (Omari, 2011)

On the other hand,Kombo and Tromp (2006) define sampling design as “the part of the research plan that indicates how cases are to be selected for observation”. According to May (1993), as cited by Wawa (2012), sampling makes data collection cheap, reduces the labour for analyzing the data, serves time, permits higher level of accuracy because the sample size allows accuracy checking for the design and administration of the questionnaire, and lastly, it allows collection and dealing with more elaborate information following the fewer cases.

The sampling design are divided into two broad areas namely probability designs (also called random sampling) and non-probability designs (also called purposive sampling) (Punch, 2009; Kothari, 1993; Kombo and Tromp, 2006). We applied both random and purposive sampling designs because they would allow us to get the data which could be generalized for a larger population. We used purposive sampling design because our study focused on specific groups of the population i.e. group of English teachers for primary schools.

On the other hand, the study used systematic random sampling in selecting public primary schools to be visited. The sampling in this study had the following stages: Firstly, by using purposive sampling, the Songea municipality was selected. The selection of the municipality was based on the availability of the subjects who are Kiswahili speaker (Ndembwike, John 2006). Another reason was availability of English medium nursery and primary schools where English is widely spoken and used as a medium of instruction and in teaching English itself. Secondly, using simple systematic random sampling, 20 schools were selected in Songea municipality. From each school, 6 English teachers from each class in each stream were purposely selected, making a total number of 120 primary school English teachers.

## 3.6 Methods of Data Collection

This study used both qualitative and quantitative approaches (mixed approaches) in collecting data followed by triangulation. According to Omari (2011:132), Triangulation method is about studying the same phenomenon using more than one paradigm, method, design, approach, or instruments, techniques, or measures so as to increase the depth of understanding in a given research episode or phenomenon. In addition the combination of methods and instruments of data collection namely questionnaire, interview, focus group discussion, documentary reviews and field observation were used in collecting both qualitative and quantitative data. The quantitative data were specifically collected through open ended and closed questionnaire and checklist for field observation, whereas the qualitative data were collected through structured and semi structured interview and focus group discussion. The use of a combination of methods in data collection is due to the diversity of information that was required to achieve the study objectives.

### 3.6.1 Observation

This method helped the researcher to collect data by observing the teaching of English pronunciation in the classroom. The researcher began with observation method to obtain what really transpires in classes in primary school in the country. Then the observed situation in the classroom and existing literatures for the study was used as a source of variables constructed in the questionnaire. The observation check list was prepared and the main focus was on positioning of stress and intonation in English; stress and intonation in asking questions and statements (i.e. was it in Kiswahili or English intonation pattern or none of them?). This method eliminates subjective bias if it is done accurately .Information obtained reflects what is currently happening. Some advantage of this method is that, it provides relevant information. Also, it provides the room for the researcher to verify the information acquired through questionnaire and interviews. Ten classroom observations were conducted out 120 teachers.

### 3.6.2 Questionnaire

This method was applied to English teachers of standard 1 to 7 only. Questionnaire was prepared and given to the respondents. In this method the respondents were given adequate time to read and provide answers. Some advantages of this method are that, it is not expensive to conduct. Researcher can access a lot of participants at the least cost. However, some respondents may not be sincere in responding to the questions. The questionnaire was designed from the review of related literature, classroom observation and the conceptual framework to measure the independent and dependent variables. Each item was scored on a five point scale with the following numerical values to indicate the degree to which respondents agreed or disagreed with the statement as follows: 1= Strongly Agree (SA); 2 = Agree (A);

3 = Not sure (NS); 4 = disagree (D); 5 = Strongly Disagre(SD)

To determine the reliability of the questionnaire, a pilot study was conducted. The

Cronbach’s Alpha was used to determine the internal consistency of the questionnaire items. Cronbach's alpha (the reliability coefficient) is a measure of the inter-correlation of items; the estimate of internal consistency of items in a scale, measuring the extent to which item responses obtained at the same time correlate highly with each other. This is based on the relationship among the scores derived from the individual items or subsets of items within a test (Ary 2002). The widely-accepted social science cut-off is that alpha should be .70 or higher for a set of items to be considered a scale, but some use 0.75 or 0.80 while others are as lenient as 0.60.

### 3.6.3 Interview

This method was applied to pupils of standard 1 to 7 from public and English Medium Primary Schools. The importance of this method is that a researcher gets the information direct from the respondents. This is the face to face interaction between the person who is given information and who is expected to be a source of the information. Some advantage of this method is that: It provides current information, and does not consume time in collection of data. The researcher used this method to collect the qualitative data from the primary school English pupils. Standard 1 to 2 pupils were given simple words to read compared to standard 3 to 7 who were given complex words comprising of different types of vowels, consonant clusters and silent consonants.

### 3.6.4 Focus Group Discussion

This method was applied to lower primary English language teachers. A focus group is generally more useful when outcomes of research are very unpredictable and the researcher is looking for more open feedback, as opposed to comparisons of potential results as in a quantified research method (Morgan, 1997). The importance of this method is that, it allows respondents to express clear ideas and share feelings that do not typically come out in a quantified survey or paper test (Morgan, D.L. 2002). Because of the open conversation among group members, topics and discussion were more free-flowing and members could use comments from others to stimulate recall.

## 3.7 Data Processing, Analysis, and Presentation

### 3.7.1 Data Processing

Data processing is converting data into the information or converting information from one Format to another. Data processing can be achieved through the following steps:

1. Editing–sorting relevant data from the irrelevant data so as to keep relevant information.
2. Coding – aligning the needed information into a particular system or theme in order to make it easy to comprehend which necessitates certain codes.
3. Data entry -after the decision has been made on a code, edited data is then entered into the software.
4. Validation – this is the second phase of ‘cleaning' data in which thorough quality-check of data is done in order to ensure that the process has been done correctly.
5. Tabulation – in this step data is tabulated in a systematic format ready for thorough analysis to be done.

In this study, all the data collected through questionnaire and field observation were coded, and entered into the Statistical Package for Social Sciences. The cleaning of data was processed by running frequencies of individual variables and analyzed. The cleaned data was exported into Microsoft word windows version 2003 software for analysis. The findings were presented through tables and emerging themes.

### 

### 3.7.2 Data Analysis Procedures

Kothari (1993) posits that data analysis is a systematic process involving working with the data, organizing and breaking them into manageable units, synthesizing them, searching for patterns, discover what is important and what is to be learned and deciding what to tell others. In addition, Glesne and Peshkin (1992) argue that data analysis involves organizing what observed, heard and read to make sense of the acquired knowledge. Therefore, in this study, the researcher categorized data, search for patterns and interpret the data collectedin two categories namely qualitative data and quantitative data.

**(a) Qualitative Data**

Qualitative data refers to all data that have not been quantified and can be the product of all research strategies .Sounders, *et al.,* (2007). These data may range from a short list of responses to open ended questions to an in depth interview policy documents. Glesne and Peshkin (1992), Lincoln and Guba (1985), all advised that in qualitative studies, data analysis should be done simultaneously with data collection to enable the researcher to focus, shape and reshape the study as he or she consistently reflects on the data, organizes them and tries to discover what the participants intended as he or she proceeds with the study. Therefore, in this study data analysis was an ongoing process. It began in the fieldwork to post fieldwork phases. Qualitative data began with sorting of data, grouping and later coding them basing on their themes. Themes were obtained by observing frequencies of data which were basically familiar. Therefore qualitative data were thematically analysed.

#### (b)Quantitative Data

Following the fact that, this study was largely quantitative in nature,the researcher applied descriptive statistics whereby responses to all variables in the questionnaire by English teachers in primary schools and scores in the assessment of the field observation variables were presented in frequencies of occurrences and percentages.

**CHAPTER FOUR**

**4.0 DATA PRESENTATION, ANALYSIS, FINDINGS AND DISCUSSION**

## 4.1 Introduction

This chapter presents the major findings and results arising from the analysis of data related to the effects of Kiswahili on teaching of English pronunciation at primary schools, the case of Songea municipality. The collected data were presented, analyzed, discussed interpreted and transformed into graphs and tables to facilitate interpretation. The chapter has been divided into sections: findings from English language teachers’ questionnaires data; findings from pupils’ interviews, findings from classroom observations and findings from focus group discussion data.

## 4.2 The Influence of the Knowledge Background of Kiswahili Vowel Sounds in the Teaching of English Pronunciation

The first specific objective and its research questions addressed the background knowledge of Kiswahili vowels sounds and their influence on the teaching of English pronunciation. The data used to give description of the investigated influence were triangulated from multiple sources and methods so as to manage weaknesses that could arise if only one source and method of data collection could be used.

Table 4.1 presents the findings of the study extracted from teachers’ questionnaire that intended to address the first specific objective of the study. They also answer the first research questions through statistical descriptions. From the data, it was revealed that responses given varied but they indicated a defined cause and effect as far as the prevailing difficulties of teaching English pronunciation were concerned. One of the areas addressed is the phonetic inventory of the speakers of these two languages whereas while the Kiswahili speaker is aware of only five vowels, the English speaker is a master of more than twenty vowels including the diphthongs and triphthongs. These findings can be graphically presented as shown in Figure 4.1.

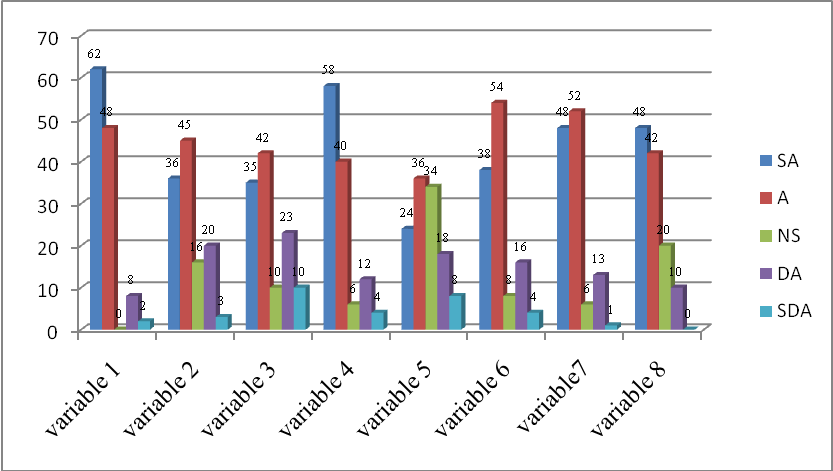
# Table 4.1: The Influence of Knowledge Background of Kiswahili Vowel Sounds on the Teaching of English Pronunciation

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Variables** | **SA** | **A** | **NS** | **DA** | **SDA** |
| 1 | The small number of Kiswahili vowels causes difficulties in my teaching of pronunciation of English vowel sounds which are among the five Kiswahili vowels. | 62  (51.7%) | 48  (40%) | 0  (0%) | 8  (6.7%) | 2 (1.7%) |
| 2 | The fact that Kiswahili has no long and short vowels affects my teaching of English pronunciation. | 36  (30%) | 45  (37%) | 16  (13%) | 20  (16.7%) | 3  (2.5%) |
| 3 | The absence of diphthongs and triphthongs in Kiswahili language causes me to get difficulties in my teaching of pronunciation of English vowel sounds | 45  (37.5%) | 32  (26.7%) | 10  (8.3%) | 23  (19.2%) | 10  (8.3%) |
| 4 | Lack of one to one relationship between English spellings and pronunciation as it is in Kiswahili affects my teaching of English pronunciation. | 58  (48.3%) | 40  (33.3%) | 6  (5%) | 12  (10%) | 4  (3.3%) |
| 5 | Kiswahili has just front and back vowels, this state of affairs causes difficult in my teaching of centrings vowels in English | 24  (20%) | 36(30%) | 34  (28%) | 18  (15%) | 8  (6.7%) |
| 6 | Kiswahili has one letter, one sound system while English on the other hand have two or more letters representing one sound. These cause difficulties in my teaching of English pronunciation. | 38  (31.7%) | 54  (45%) | 8  (6.7%) | 16  (13.3%) | 4  (3.3%) |
| 7 | In Kiswahili one vowel sound is represented by one letter but in English one letter can represent two vowel sounds, hence cause difficulties in my teaching of English pronunciation. | 48  (40%) | 52  (43%) | 6  (5%) | 13  (10.8%) | 1  (0.8%) |
| 8 | The Kiswahili vowel sound pronunciation is systematically predictable, this is not the case with English vowels sounds, hence affects my teaching of English pronunciation. | 48  (40%) | 42  (35%) | 20  (16.7%) | 10  (8.3%) | 0 (0%) |

n=120

SA = Strongly Agree, A = Agree, NS = Not Sure, DA = Disagree, SDA= Strongly Disagree

**Source**: Research Data, 2017



# Figure 4.1: The Influence of Kiswahili Vowel Sounds on the Teaching of English Pronunciation

**Source**: Research Data, 2017

In analyzing the data for responses on the first variable related to research question one, the findings show that, 62 (51.7%) teachers responded strongly agreed that the difference in numbers between Kiswahili vowels and English vowels causes difficulties to them in the teaching of English vowels to primary school pupils in Tanzania primary schools. On the other hand only 2(1.7%) teachers strongly disagreed and 8(6.7%) disagreed that the differences do not cause any difficulty to them in teaching the English vowels to these pupils. The interview results showed that most of the respondents mispronounced /vɪt**a**min/ instead of /’vɪt**ə**min/ fo the word vitamin, /b**ɒ**de/ instead of /b**əʊ**d/ for the word bode, idea and /f**e**s/ instead of /f**eɪ**s/ for word face .This is due to the absence of diphthongs /eɪ, əʊ/ , triphthongs and **Schwa - /ə/** sound in Kiswahili language.

According to the results above, it could then be said that teachers faced difficulties in teaching English pronunciation due to small number of Kiswahili vowels (only five) compared to the English language which has twenty vowels comprise of long and short vowels, diphthongs and triphthongs. These findings revealed that the differences mentioned above cause difficulties to the majority of teachers in the teaching of English vowels to primary school pupils. Therefore the findings imply that if teachers fail to teach English vowels effectively, pupils also fail to acquire proper knowledge on English vowels. Therefore basing on the above presented argument, there is negative effect of Kiswahili language in the teaching of English vowels to primary school pupils in Tanzania. These findings added value to O’Connor (2003) who reported that it is not simple to know the exact sounds the letters stand for or represent in a certain word.

In analyzing the data for responses on the second variable related to research question one, the findings show that , 45 (37.5%) teachers responded agreed that the absence of long and short vowels in Kiswahili language caused difficult to them in the teaching of pronunciation of English vowels to primary school pupils. On the other hand only 3 (2.5%) teachers strongly disagreed and 20 (16.7%) teachers disagreed that the absence of long vowels in Kiswahili did not cause any difficulty to them in teaching the English vowels to these pupils.

The interview results indicated, pupils pronounced /pɪs/ instead of /pi:s/ for the word peace, /fʊd/ instead of /fu:d/ for the word food, /sk**ʌ**s/ instead of /skeəs/ , /pʊa/ instead of /pɔ:(r)/ for the word poor. The mispronunciation is a result of substituting /ɪ/ with long vowel / i:/, /ʊ/ with long vowel / u:/ also /ʊa/ with / ɔ:(r)/ and the substitution of centering diphthong /eə/ with /**ʌ /**. This is due to the fact that Kiswahili has no centering diphthongs and long vowels, hence pupils tried to pronounce words by transferring Kiswahili phonological patterns into English. According to the findings it is observed that the presence of only front and back vowels and absence of long vowels in Kiswahili language causes difficult to the teacher in the teaching of pronunciation in English.

These findings revealed that the differences mentioned above caused difficulties to majority of teachers in the teaching of English vowels to primary school pupils. Therefore the findings imply that if teachers fail to teach English vowels effectively, pupils also fail to acquire proper knowledge on English vowels. Therefore basing on the above presented argument, there is negative effect of Kiswahili language in the teaching of English vowels to primary school pupils in Tanzania. These findings supports Power (2003) who found that there are 23 common pronunciation problems, some of them are related to vowels e.g. the students confuse /i/ with /i:/ as in sit, seat, and /ɔ/ with /əu/ as in not, note and / æ/ with /ei/ as in mat, mate and /e/ with /ei/ as in let, late.

In analyzing the data for responses on the third variable related to research question one, the findings show that , 42 (35%) teachers agreed that the absence of diphthongs and triphthongs in Kiswahili language caused difficulties in the teaching of pronunciation of English vowel sounds to primary school pupils. On the other hand only 10 (8.3%) teachers strongly disagreed and 23 (19.2%) teachers disagreed that the absence of diphthongs and triphthongs in Kiswahili did not cause any difficulty to them in teaching the English vowels to these pupils. The interview results showed that most of the respondents mispronounced /vɪt**a**min/ instead of /’vɪt**ə**min/ fo the word vitamin , /b**ɒ**de/ instead of /b**əʊ**d/ for the word bode, idea and /f**e**s/ instead of /f**eɪ**s/ for word face .This is due to the absence of diphthongs /eɪ, əʊ/, triphthongs and **Schwa - /ə/** sound in Kiswahili language.

These findings revealed that the differences mentioned above cause difficulties to majority teachers in the teaching of English vowels to primary school pupils. Therefore the findings imply that if majority teachers fail to teach English vowels effectively, majority pupils also fail to acquire proper knowledge on English vowels. Therefore basing on the above presented argument, there is negative effect of Kiswahili language in the teaching of English vowels to primary school pupils in Tanzania. These findings added value to O’Connor (2003) who reported that it is not simple to know the exact sounds the letters stand for or represent in a certain word.

In analyzing the data for responses on the fourth variable related to research question one, the findings show that , 58 (48.3%)teachers responded strongly agreed that lack of one to one relationship between English spellings and pronunciation as it is in Kiswahili affects the teaching of English pronunciation to primary school pupils. On the other hand only 4 (3.3%) teachers strongly disagreed and 12 (10%) teachers disagreed that the absence of lack of one to one relationship between English spellings and pronunciation as it is in Kiswahili did not cause any difficulty to them in teaching the English vowels to these pupils. The interview results indicate that, pupils mispronounced. These findings revealed that lack of one to one relationship between English spellings and pronunciation as it is mentioned above caused the difficulties to majority of teachers in the teaching of English vowels to primary school pupils.

Therefore the findings imply that if teachers fail to teach English vowels effectively, pupils also fail to acquire proper knowledge on English vowels. Therefore basing on the above presented argument, there is negative effect of Kiswahili language in the teaching of English vowels to primary school pupils in Tanzania. These findings concur with Komunte (2001) who discovered that due to the first language interference some students pronounced English words as they were written.

In analyzing the data for responses on the fifth variable related to research question one, the findings show that , 36 (30%) teachers responded strongly agreed that the absence of centering vowels in Kiswahili language causes difficulties in the teaching of centering vowels in English to primary school pupils. On the other hand only 18 (15%) teachers disagreed and 34 (28%) teachers were not sure that the absence of centering vowels in Kiswahili language could cause any difficulty to them in teaching the English vowels to these pupils.

The interview results indicated, pupils pronounced /pɪs/ instead of /pi:s/ for the word peace, /fʊd/ instead of /fu:d/ for the word food, /sk**ʌ**s/ instead of /skeəs/ , /pʊa/ instead of /pɔ:(r)/ for the word poor. The mispronunciation is a result of substituting /ɪ/ with long vowel / i:/, /ʊ/ with long vowel / u:/ also /ʊa/ with / ɔ:(r)/ and the substitution of centering diphthong /eə/ with /**ʌ /**. This is due to the fact that Kiswahili has no centering diphthongs and long vowels, hence pupils tried to pronounce words by transferring Kiswahili phonological patterns into English.

These findings revealed that the absence of centering vowels in Kiswahili language as it is mentioned above cause difficulties to majority teachers in the teaching of English vowels to primary school pupils. Therefore the findings imply that if teachers failed to teach English vowels effectively, pupils also failed to acquire proper knowledge on English vowels. These findings supports Power (2003) who found that there are 23 common pronunciation problems, some of them are related to vowels e.g. the students confuse /i/ with /i:/ as in sit, seat, and /ɔ/ with /əu/ as in not, note and / æ/ with /ei/ as in mat, mate and /e/ with /ei/ as in let, late. Therefore basing on the above presented argument, there is negative effect of Kiswahili language in the teaching of English vowels to primary school pupils in Tanzania.

In analyzing the data for responses on the sixth variable related to research question one, the findings show that , 54 (45%) teachers agreed that the fact of having one letter, one sound system in Kiswahili language caused difficulties in the teaching of English pronunciation to primary school pupils because English has two or more letters representing one sound. On the other hand only 4 (3.3%) teachers strongly disagreed and 16 (13.3%) teachers disagreed that the differences did not cause any difficulty to them in teaching the English vowels to these pupils. Also 100 participants equal to 83.3% agreed to the seventh statement which claimed that, In Kiswahili one vowel sound is represented by one letter but in English one letter can represent two vowel sounds, hence cause difficulties in the teaching of English pronunciation, 14 participants (11.6%) responded negatively to the statement and 6(5%) were not sure.

The interview results indicate that, pupils mispronounced /bl**ɔ:**d/ instead of /bl**ʌ**d/ for the word blood , /d**ɑ:**z/ instead of /d**ʌ**z/ for the word does, /sl**i**p/ instead of /sl**i:**p/ for the word sleep, /g**ɒ**/ instead of /g**oʊ**/ for the word go, /s**oʊ**/or /s**oʊɪ**/ instead of /sɔ:/ for the word saw. The substitution of / **ɔ: /** with **/ ʌ /, /** ɑ: /with/ʌ/,/i/with / i:/and /ɒ/ with /oʊ/ in the above words is based on the fact that in Kiswahili language there is one –to- one relationship between letters and sounds also one letter can’t be represented by two vowel sounds as it is in English language the pupils pronounced them by looking at the spelling of the word and by doing so, they found themselves exporting phonological structures from Kiswahili into English. This implies that, the fact of one letter to be represented by one vowel sound in Kiswahili language cause difficulties in teaching of English pronunciation where by two or more letter can be represented by one sound or one letter can represent two vowel sounds.

These findings concur with Cruttenden, (1994) observation that the inconsistency of English vowels causes difficulties for other language learners of English. Therefore basing on the above presented argument, there is negative effect of Kiswahili language in the teaching of English vowels to primary school pupils in Tanzania. In analyzing the data for responses on the eighth variable related to research question one, the findings show that , 48 (40%)teachers strongly agreed that the predictability of Kiswahili vowel sound during pronunciation affects the teaching of English pronunciation to primary school pupils because English vowels sounds are not predictable during pronunciation. On the other hand only 20 (16.7%) teachers were not sure and 10 (8.3%) teachers disagreed that the absence of predictability between English spellings and pronunciation as it is in Kiswahili did not cause any difficulty to them in teaching the English vowels to these pupils.

These findings revealed that lack of vowel predictability in English as it is mentioned above caused difficulties to majority teachers in the teaching of English vowels to primary school pupils. Therefore the findings imply that if teachers failed to teach English vowels effectively, pupils also failed to acquire proper knowledge on English vowels. This indicates that, the fact of Kiswahili vowel sounds being systematically predictable during pronunciation cause difficulties in teaching of English pronunciation because English vowel sounds are not predicable. As O’Connor (2003) once reported, it is not simple to know the exact sounds the letters stand for or represent in a certain word. Therefore basing on the above presented argument, there is negative effect of Kiswahili language in the teaching of English vowels to primary school pupils in Tanzania.

Through interview on vowel sounds recognition, it was revealed that there was a significant variation in vowel pronunciation done by the majority of Kiswahili speakers who learn English. The causes for such variations are summarized in Table 4.2

# Table 4.2: Pronunciation of Vowel Sounds Related to Phonemic Differences in Kiswahili and English (Standard British English)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No:** | **Words** | **Kiswahili speakers pronunciation** | **Correct English Pronunciation** | **Cause of variation in pronunciation** |
| 1 | Pen | /pen/ | /pen/ | Inconsistence on prediction of which English letters represent which specific English phonemes |
| Man | /man/ | /mæn/ |
| Data | /data/ | /’deɪtə/ |
| Pot | /pɒt/ | /pɒt/ |
| Sit | /sɪt/ | /sɪt/ |
| 2 | Beat | /b**ɪ**t/ | /b**i:**t/ | Absence of long and short vowels in Kiswahili language |
| street | /s**ɪ**tr**ɪ**t/ | /str**i:**t/ |
| Food | /f**ʊ**d/ | /f**u:**d/ |
| Arm | /am/ | /ɑ:m/ |
| peace | /p**ɪ**s/ | /p**i:**s/ |
| 3 | vitamin | /vɪtamin/ | /’vɪtəmin/ | Absence of diphthongs , triphthongs and **Schwa - /ə/** sound in Kiswahili language |
| Idea | /aɪ’dɪa/ | /aɪ’dɪə/ |
| fate | /f**e**t/ | /f**eɪ**t/ |
| voice | /vɒɪs/ | /vɒɪs/ |
| Bode | /b**ɒ**de/ | /b**əʊ**d/ |
| Face | /f**e**s/ | /f**eɪ**s/ |
| 4 | Bet | /bet/ | /bet/ | Lack of one to one relationship between English spellings and pronunciation |
| Put | /pʌt/ | /pʊt/ |
| Cup | /kʌp/ | /kʌp/ |
| But | /bʊt/ | /bʌt/ |
| Bat | /bat/ | /bæt/ |
| country | /k ʌntri/ | /’k ʌntri/ |
| 5 | choice | /tʃɒɪs/ | /tʃɒɪs/ | Absence of centering vowels in Kiswahili language |
| Price | /praɪs/ | /praɪs/ |
| scarce | /sk**a**s/ | /sk**eə**s/ |
| Tour | /t**ʊʌ** / | /t**ʊə**(r) |
| Poor | /p**ʊa**/ | /p**ɔ:**(r)/ |
| 6 | d**ou**ble | /dʌbl/ | /d**ʌ**bl/ | Presence of one to one relationship between letters and sounds in Kiswahili language |
| D**oe**s | /d**ɑ:**z/ | /d**ʌ**z/ |
| bl**oo**d | /bl**ɔ:**d/ | /bl**ʌ**d/ |
| Flood | /fl**ɑ:**d/ | /fl**ʌ**d/ |
| enough | /ɪn**ɑ:**f/ | /ɪ’n**ʌ**f/ |
| visitor | /vɪzɪt**a**/ | /’vɪzɪt**ə**(r)/ |
| 7 | M**y** | /maɪ/ | /maɪ/ | The fact of one letter being represented by two vowel sounds in English language |
| T**y**pe | /taɪp/ | /taɪp/ |
| S**ee** | /s**i/** | /s**i:/** |
| Sl**ee**p | /sl**i**p/ | /sl**i:**p/ |
| G**o** | /g**ɒ**/ | /g**oʊ**/ |
| Saw | /s**oʊ**/,/s**oʊɪ**/ | /sɔ:/ |
| Hall | /hɒlɪ/ | /hɔ:l/ |

**Source**: Field Data (2016)

In analyzing the data from the table 4.2 the following were revealed. Most of the pupils pronounced /pɪs/ instead of /pi:s/ for the word peace, /fʊd/ instead of /fu:d/ for the word food, /skʌs/ instead of /skeəs/ , /pʊa/ instead of /pɔ:(r)/ for the word poor. The mispronunciation is a result of substituting /ɪ/ with long vowel / i:/, /ʊ/ with long vowel / u:/ also /ʊa/ with / ɔ:(r)/ and the substitution of centering diphthong /eə/ with /ʌ /. This is due to the fact that Kiswahili has no centering diphthongs and long vowels, hence pupils tried to pronounce words by transferring Kiswahili phonological patterns into English.

Most of the pupils pronounced /blɔ:d/ instead of /blʌd/ for the word blood , /dɑ:z/ instead of /dʌz/ for the word does, /slip/ instead of /sli:p/ for the word sleep, /gɒ/ instead of /goʊ/ for the word go, /soʊ/or /s**o**ʊɪ/ instead of /sɔ:/ for the word saw. The substitution of / ɔ: / with / ʌ /, / ɑ: / with /ʌ/, /i/ with / i:/ and /ɒ/ with /oʊ/ in the above words is based on the fact that in Kiswahili language there is one –to- one relationship between letters and sounds also one letter can’t be represented by two vowel sounds as it is in English language the pupils pronounced them by looking at the spelling of the word and by doing so, they found themselves exporting phonological structures from Kiswahili into English. Most of the respondents pronounced /vɪtamin/ instead of /’vɪtəmin/ fo the word vitamin , /bɒde/ instead of /bəʊd/ for the word bode, and /f**e**s/ instead of /f**e**ɪs/ for word face .This is due to the absence of diphthongs /eɪ, əʊ/, triphthongs and **Schwa - /ə/** sound in Kiswahili language.

## 4.3 The Influence of the Knowledge Background of Kiswahili Consonant Sounds in the Teaching of English Pronunciation

The second specific objective and its research questions addressed the background knowledge of Kiswahili consonants and their influence on the teaching of pronunciation of English consonants. The data to investigate this factor were gathered from both teachers and learners of English so as to examine experiences from both the teaching and the learning side, hence draw a logical conclusion from well balanced findings. Table 4.3 presents the findings extracted from teachers’ questionnaire which intended to address the second specific objective which was to investigate the influence of Kiswahili consonant sounds on teaching of pronunciation in English and to answer the second research question.

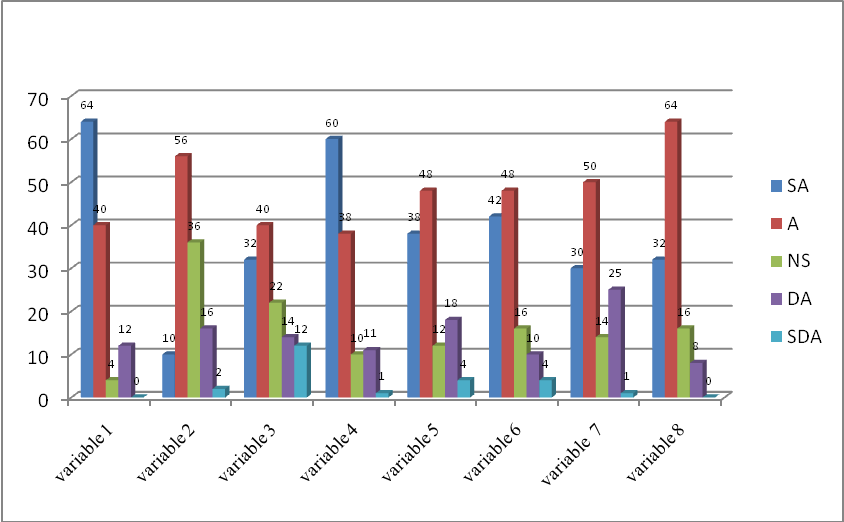
# Table 4.3: Descriptive Statistics on the Influence of Knowledge Background of Kiswahili Consonant Sounds on Teaching of English Pronunciation

|  | **Variables** | **SA** | **A** | **NS** | **DA** | **SDA** |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | The absence of some English consonants in Kiswahili alphabet causes difficulties in my teaching of pronunciation of English consonant sounds. | 64  (53.3%) | 40  (33.3%) | 4  (3.3%) | 12  (10%) | 0  (0%) |
| 2 | The fact that Kiswahili has opened syllabic consonants, affects my teaching of English pronunciation which is almost built with closed syllable. | 10  (8.3%) | 56  (46.7%) | 36  (30%) | 16  (13.3%) | 2  (1.7%) |
| 3 | Kiswahili has no silent consonants; this gives me difficulties in teaching pronunciation of English words with silent consonant sounds. | 32  (26.7%) | 40  (33.3%) | 22  (18.3%) | 14  (11.7%) | 12  (10%) |
| 4 | Lack of one to one relationship between English spellings and pronunciation as it is in Kiswahili affects my teaching of English pronunciation. | 60(50%) | 38  (31.7%) | 10  (8.3%) | 11  (9.2%) | 1  (0.8%) |
| 5 | Kiswahili has different and fewer words with consonant clusters compared to English, this state of affairs cause difficulties in my teaching of pronunciation in English. | 38  (31.7%) | 48  (40%) | 12  (10%) | 18  (15%) | 4  (3.3%) |
| 6 | Kiswahili has one letter, one sound system while English has two or more letters representing one sound. These cause difficulties in my teaching of English pronunciation. | 42(35%) | 48(40%) | 16  (13.3%) | 10  (8.3%) | 4  (3.3%) |
| 7 | In Kiswahili one consonant sound is represented by one letter but in English one letter can represent two or more consonant sounds, hence cause difficulties in my teaching of English pronunciation. | 30  (25%) | 50  (41.7%) | 14  (11.7%) | 25  (20.8%) | 1  (0.8%) |
| 8 | The Kiswahili consonant sound pronunciation is systematically predictable, this is not the case with English consonants sounds, hence affects my teaching of English pronunciation. | 32  (26.7%) | 64  (53.3%) | 16  (13.3%) | 8(6.7%) | 0  (0.0%) |

**Source**: Field Data (2016) n=120

SA = Strongly Agree, A = Agree, NS = Not Sure, DA = Disagree, SDA= Strongly Disagree

Table 4.3 shows that the total number of teacher-participants who responded to the statements that intended to address the second specific objective of the study was 120. The data further revealed that the participants had different opinions over the same issue as their variations in responses to the same statement demonstrated. The above findings can be graphically presented as shown in Figure 4.2. In analyzing the data for responses on the first variable related to research question one, the findings show that, 64 (53.3%) teachers strongly agreed that, the lack of some English consonants in Kiswahili sounds causes difficulties in the teaching of pronunciation of English consonant sounds to primary school pupils in Tanzania primary schools. On the other hand only 12 (10%) teachers disagreed that the differences do not cause any difficulty to them in teaching the English consonants to these pupils.



# Figure 4.2: Influence of Kiswahili Consonant Sounds on Teaching of English Pronunciation

**Source**: Field Data (2016)

These findings revealed that the differences mentioned above caused difficulties to majority of teachers in the teaching of English consonants to primary school pupils. Therefore the findings imply that if teachers failed to teach English consonant effectively, majority pupils also failed to acquire proper knowledge on English consonants. Therefore basing on the above presented argument, there is negative effect of Kiswahili language in the teaching of English consonants to primary school pupils in Tanzania.

In analyzing the data for responses on the second variable related to research question two, the findings show that , 56 (46.7%) teachers agreed to the fact that Kiswahili having open syllabic consonants could affect the teaching of English pronunciation which is almost built with closed syllable. On the other hand only 16 (13.3%) teachers strongly disagreed and 36 (30%) teachers were not sure if the syllabic differences of Kiswahili and English could cause any difficulty to them in teaching the English consonants to these pupils. The interview results indicate that, most of the pupils failed to pronounce words such as bang, singing and king because these are closed syllabic words. They mispronounced words such as /baŋɪ/ instead of /bæŋ/, /sɪŋɪ**ŋɪ** / instead of /sɪŋɪ**ŋ**/, /kɪ**ŋɪ**/ instead of /kɪ**ŋ**/. The insertion of a /i/ in the above example is based on the fact that many Kiswahili words usually end with a vowel; hence pupils insert /i/ in order to allow ease of articulations. This indicates that, majority of English language teacher face difficult in teaching English pronunciation because most of Kiswahili words are opened syllabic consonants compared to English where by only 43% of all syllables are open.

These findings revealed that the syllabic differences mentioned above cause difficulties to majority teachers in the teaching of English consonants to primary school pupils. Therefore the findings imply that if teachers failed to teach English consonants effectively, majority pupils also failed to acquire proper knowledge on English consonants. Therefore basing on the above presented argument, there is negative effect of Kiswahili language in the teaching of English consonants to primary school pupils in Tanzania.

In analyzing the data for responses on the third variable related to research question two, the findings show that , 40 (33.3%) teachers responded agreed that the absence of silent consonants in Kiswahili and their presence in English causes difficulties in teaching pronunciation of English words containing silent consonant sounds to primary school pupils. On the other hand only 22 (18.3%) teachers were not sure and 14 (11.7%) teachers disagreed that the absence of silent consonants in Kiswahili and their presence in English did not cause any difficulty to them in teaching the English consonants to these pupils.

The interview result showed most of pupils failed to pronounce words such as foreign /’fɒreɪjn/ instead of /’fɒrən/, Wednesday /’wednezdeɪ/ instead of /’wenzdeɪ/, island /aɪsland/ instead of /’ aɪlənd/ and column /kɒlʌmnɪ / instead of /’kɒləm/ due to presence of silent consonants /g/, /d/, /s/and /n/. The insertion and pronunciation of silent consonants /g/, /d/, /s/and /n/ in the above words is based on the fact that pupils just guess the pronunciation by looking at the spelling of the word. According to the results above, it could then be said that most of the teachers face difficult in teaching English pronunciation due to presence of silent consonants that do not exist in Kiswahili language.

These findings revealed that the absence of silent consonants in Kiswahili language cause difficulties to majority teachers in the teaching of English consonants to primary school pupils. Therefore the findings imply that if teachers failed to teach English consonants effectively, majority of pupils also failed to acquire proper knowledge on English consonants. Therefore basing on the above presented argument, there is a negative effect of Kiswahili language in the teaching of English vowels to primary school pupils in Tanzania. These findings support Easton (2005) who showed that there are some words with silent letters which cause problems for non native speakers of English for instance, silent /g/ and pronounced /g/ e.g. campaign, reign, and sign. In these words the /g/ is silent, but most of the students pronounce it. On the other hand, words like signal, signature, resignation the /g/ here is pronounced; unless the learner has a good knowledge of pronunciation of /g/ in such words, he will confuse its pronunciation.

In analyzing the data for responses on the fourth variable related to research question two, the findings show that , 60 (50%) teachers strongly agreed that lack of one to one relationship between English spellings and pronunciation as it is in Kiswahili consonants causes difficulties in the teaching of English consonants pronunciation to primary school pupils. On the other hand only 11 (9.2%) teachers disagreed that the disparity between English spelling system and pronunciation do not causes any difficulties to them in the teaching of English consonants pronunciation to these pupils.

The interview results indicate, most of the pupils failed to mispronounce words such as /jaɪənt/ instead of /’ dʒaɪənt/, /present/ instead of /’preznt/. This is due to the reason that, there is no one-to-one correspondence between phonemes (sounds) and letters. English alphabet letters have very ambiguous sound value; hence most of the pupils mispronounce words by just looking at their spellings without focusing on the relationship between sound and spellings. These findings revealed that lack of one to one relationship between English spellings and pronunciation as it is mentioned above cause difficulties to majority of teachers in the teaching of English consonants to primary school pupils. Therefore the findings imply that if major teachers failed to teach English consonants effectively, majority of pupils also failed to acquire proper knowledge on English consonants.

Therefore basing on the above presented argument, there is negative effect of Kiswahili language in the teaching of English vowels to primary school pupils in Tanzania. These findings are in line with Carter; Nunan (2001) who enlighten that teachers should be aware of the correspondences between orthography and phonology since it enables the students to predict the pronunciation of words from their spelling. So if the learner doesn’t know such relationship between sound and spelling, he mispronounce words by just looking at their spellings e.g. before the ‘n’ the ‘k’ is silent; knee, know, knot, knight a student who didn’t learn their pronunciation correctly, pronounces them with the /k/ sound.

In analyzing the data for responses on the fifth variable related to research question two, the findings show that , 48 (40%) teachers strongly agreed that the differences in the structure of consonant clusters in Kiswahili and English cause difficulties in the teaching of pronunciation of English consonants to primary school pupils. On the other hand only18 (15%) teachers disagreed and 12 (10%)teachers were not sure if the differences in the structure of consonant clusters in Kiswahili and English can cause difficulties to them in the teaching of pronunciation of English consonants to these pupils.

The interview result indicate that, pupils pronounced /sɪplaʃ/ instead of /splæʃ/ for the word splash, /s**ɪ**tr**ɪ**t/ instead of /str**i:**t/ for the word street, /tʃildiren/ instead of /tʃildrən/ for the word children, and /ɑ:skid/ instead of /ɑ:skd/ for the word asked. The pupils mispronounced those words by unintentionally insertion a vowel sound /**ɪ/** in the onset as well as in the coda of English syllables to declusterize the words. Therefore in those evidences above, the pupils seem to have difficulties in pronouncing English syllable-initial, syllable-medial and syllable-final consonant clusters, particularly the three consonant in the syllable-initial. According to the results above, it could then be said that most of the teachers face difficult in teaching English pronunciation due to the fact that Kiswahili has different and fewer words with consonant clusters compared to English.

These findings revealed that the variation in the structure of consonant clusters in Kiswahili and English language as it is mentioned above caused difficulties to majority of teachers in the teaching of English consonants to primary school pupils. Therefore the findings imply that if teachers failed to teach English consonants effectively, majority of pupils also failed to acquire proper knowledge on English consonants. Therefore basing on the above presented argument, there is negative effect of Kiswahili language in the teaching of English consonants to primary school pupils in Tanzania.

In analyzing the data for responses on the sixth variable related to research question two, the findings show that , 48 (40%) teachers agreed that Kiswahili having one letter, one sound system causes difficulties in the teaching of pronunciation of English consonant sounds because English can have two or more letters representing one sound. On the other hand only 10 (8.3%) teachers disagreed with the claim and other 16 (13.3%) teachers were not sure if the differences could cause any difficulty to them in teaching the English consonants to these pupils. Also the findings indicate that 80 (66.7%) participants agreed to the seventh statement which said that, In Kiswahili one consonant sound is represented by one letter but in English one letter can represent two or more consonant sounds, hence cause difficulties in the teaching of English pronunciation, 26 (21.6%) respondents disagreed to the statement and 14 (11.7%) were not sure.

The interview results shows pupils pronounced /læmb/ instead of /læm/, /gɜʳm/ instead of /dʒɜ:m/ , /wʰɒt/ instead of /wɒt/, /gʰetɒ / instead of / ‘getəʊ / , According to the result above, it could then be said that, the fact of one letter to be represented by one consonant sound in Kiswahili language cause difficulties to most of the teachers in teaching of English pronunciation where by two or more letter can be represented by one sound or one letter can represent two consonant sounds. These findings revealed that having one letter, one sound system in Kiswahili language as cause difficulties to majority of teachers in the teaching of English consonants to primary school pupils. Therefore the findings imply that if teachers failed to teach English consonants effectively, majority of pupils also failed to acquire proper knowledge on English consonants. Therefore basing on the above presented argument, there is negative effect of Kiswahili language in the teaching of English consonants to primary school pupils in Tanzania.

These findings revealed that lack of consonant predictability in English cause difficulties to majority teachers in the teaching of English consonants to primary school pupils. Therefore the findings imply that if teachers fail to teach English consonants effectively, majority of pupils also failed to acquire proper knowledge on English consonants. Therefore basing on the above presented argument, there is negative effect of Kiswahili language in the teaching of English consonants to primary school pupils in Tanzania.

These findings support Easton (2005) who noted that in silent /gh/ the learners may face problem because written /gh/ has no sound of its own, so it is never pronounced as it is written e.g. /gh/, but it is pronounced as /g/ in some words as, Afghanistan, Ghana, ghost, and in other words pronounced as /f/ e.g. cough, trough, enough and silent in some other words such as light, night, high, weigh, weight, thorough, bough, plough. Any time the student meets such words he will be confused to pronounce them correctly he just guesses the pronunciation by looking at the spelling of the word unless he has previous background.

Furthermore, the interview data which focused on learners’ ability to recognize and pronounce correctly English consonant sounds revealed that there was a notable variation among the majority of Kiswahili speakers who learned English consonant pronunciation. This variation was considered by the majority of these learners difficulties in mastering English sounds. Since the interview guide consisted of 45 written words made of consonants involving silent consonants and consonant clusters; each participant had to read the words aloud and the results were as summarized in Table 4.4.

# Table 4.4: Pronunciation of Consonants Sounds Related to Phonemic Differences in Kiswahili and English

| **No** | **Words** | **Kiswahili Speakers’ Pronunciation** | **Correct English Pronunciation** | **Cause of variation in pronunciation** |
| --- | --- | --- | --- | --- |
| 1 | exhaust | /ɪg’zɔ:st/ | /ɪg’zɔ:st/ | Mismatch between English orthographic systems and pronunciation |
| unique | /ju’ni:k/ | /ju’ni:k/ |
| 2 | bang | /baŋɪ/ | /bæŋ/ | Most of Kiswahili words are opened syllabic consonants compared to English where by 43% of all syllables are open syllabi |
| singing | /sɪŋɪ**ŋɪ** / | /sɪŋɪ**ŋ**/ |
| King | /kɪ**ŋɪ**/ | /kɪ**ŋ**/ |
| 3 | doubt | /daʊt/ | /daʊt/ | Absence of silent consonants in Kiswahili language |
| school | /sku:l/ | /sku:l/ |
| foreign | /’f ɒreɪjn/ | /’f ɒrən/ |
| Wednesday | /’wednezdeɪ/ | /’wenzdeɪ/ |
| column | /kɒlʌmnɪ / | /’kɒləm/ |
| Choir | / tʃɒɪ(r)/ | /’kwaɪə(r)/ |
| island | /aɪsland/ | /’ aɪlənd/ |
| psychology | /psaɪkɒlɒdʒi/ | /saɪ’kɒlədʒi/ |
| 4 | Giant | / jaɪənt/ | /’ dʒaɪənt/ | Lack of one to one relationship between English spellings and pronunciation as it is in Kiswahili |
| Get | /get/ | /get/ |
| cause | /kɔ:z/ | /kɔ:z/ |
| present | /present/ | /’preznt/ |
| Send | /send/ | /send/ |
| Chair | /tʃeəʳ/ | /tʃeəʳ/ |
| 5 | children | /tʃildirin/ | /tʃildrən/ | Different and fewer words with consonant clusters between Kiswahili and English |
| splash | /sɪplaʃ/ | /splæʃ/ |
| asked | /ɑ:skid/ | /ɑ:skd/ |
| instruct | /ɪn’strʌkt/ | /ɪn’strʌkɪt/ |
| strange | /streɪndʒ/ | /streɪndʒ/ |
| street | /s**ɪ**tr**ɪ**t/ | /str**i:**t/ |
| 6 | bridge | /brɪdʒ/ | /brɪdʒ/ | Presence of one to one relationship between letters and sounds in Kiswahili language |
| What | /wɒt/ | /wɒt/ |
| Think | /θɪŋk/ | /θɪŋk/ |
| This | /ðɪs/ | /ðɪs/ |
| whom | /hu:m/ | /hu:m/ |
| Lamb | /læmb/ | /læm/ |
| Germ | /gɜʳm/ | /dʒɜ:m/ |
| 7 | centre | /’sentəI/ | /’sentəI/ | The fact of one letter being represented by two consonant sounds in English language |
| come | /kʌm/ | /kʌm/ |
| game | /geɪm/ | /geɪm/ |
| general | /’dʒenralɪ/ | /’dʒenrəl/ |
| mirage | /’maɪre:ʒ/ | /’mɪrɑ:ʒ/ |

**Source**: Field Data (2016)

In analyzing the data from the Table 4.2 the following were revealed; most of the pupils failed to pronounce words such as bang, singing and king because these are closed syllabic words. They mispronounced words such as /baŋɪ/ instead of /bæŋ/, /sɪŋɪŋɪ / instead of /sɪŋɪŋ/, /kɪŋɪ/ instead of /kɪŋ/. The insertion of a /i/ in the above example is based on the fact that many Kiswahili words usually end with a vowel; hence pupils insert /i/ in order to allow ease of articulations.

Most of pupils failed to pronounce words such as foreign /’fɒreɪjn/ instead of /’fɒrən/, Wednesday /’wednezdeɪ/ instead of /’wenzdeɪ/, island /aɪsland/ instead of /’ aɪlənd/ and column /kɒlʌmnɪ / instead of /’kɒləm/ due to presence of silent consonants /g/, /d/, /s/and /n/. The insertion and pronunciation of silent consonants /g/, /d/,/s/and/n/ in the above words is based on the fact that pupils just guess the pronunciation by looking at the spelling of the word. Most of the pupils failed to mispronounce words such as /jaɪənt/ instead of /’ dʒaɪənt/, /present/ instead of /’preznt/. This is due to the reason that, there is no one-to-one correspondence between phonemes (sounds) and letters. English alphabet letters have very ambiguous sound value; hence most of the pupils mispronounce words by just looking at their spellings without focusing on the relationship between sound and spellings.

Most of pupils pronounced /sɪplaʃ/ instead of /splæʃ/ for the word splash, /sɪtrɪt/ instead of /stri:t/ for the word street, /tʃildiren/ instead of /tʃildrən/ for the word children, and /ɑ:skid/ instead of /ɑ:skd/ for the word asked. The pupils mispronounced those words by unintentionally insertion a vowel sound /ɪ/ in the onset as well as in the coda of English syllables to declusterize the words. Therefore in those evidences above, the pupils seem to have difficulties in pronouncing English syllable-initial, syllable-medial and syllable-final consonant clusters, particularly the three consonant in the syllable-initial.

Most of the pupils pronounced /læmb/ instead of /læm/, /gɜʳm/ instead of /dʒɜ:m/ , /wʰɒt/ instead of /wɒt/, /gʰetɒ / instead of / ‘getəʊ / , According to the result above, it could then be said that, the fact of one letter to be represented by one consonant sound in Kiswahili language cause difficulties to most of the teachers in teaching of English pronunciation where by two or more letter can be represented by one sound or one letter can represent two consonant sounds.

## 

## 4.4 The Influence of the Knowledge Background of Kiswahili Intonation and Stress in the Teaching of Pronunciation of English

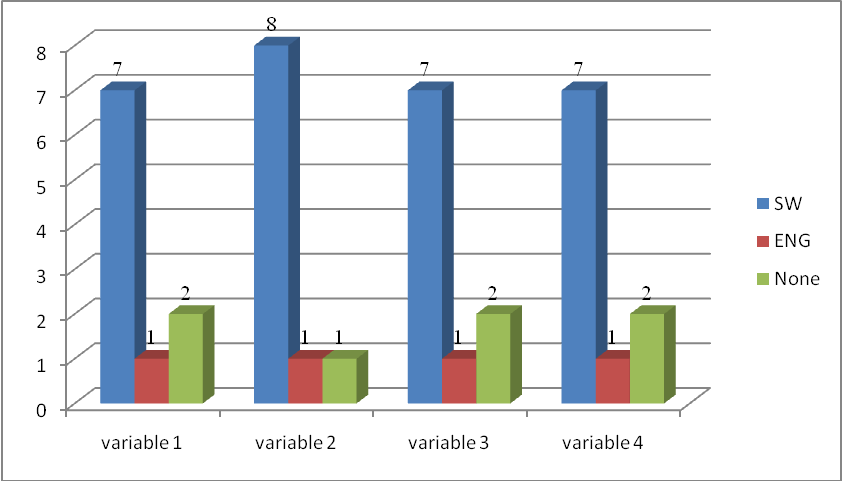
Through classroom observation, the investigation on teachers and pupils stress and intonation patterns was done. The intention was to examine whether background knowledge of stress and intonation patterns of Kiswahili are among the causes of difficulties in the teaching and learning of pronunciation in English learning classroom. The main focus was on positioning of stress and intonation in English; stress and intonation in asking questions and statements (i.e. was it in Kiswahili or English intonation pattern or none of them?). The data in Table 4.5 show teachers’ positioning of stress and intonation and the pattern they are more influenced to, between English and Kiswahili.

# Table 4.5: Descriptive Statistics on the Teachers’ Positioning of Stress and Intonation

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Area of observation** | **SW** | **ENG** | **None** |
| 1 | Does the teachers’ stress in statements sound more Kiswahili than English? | 7(70%) | 1(10%) | 2(20%) |
| 2 | Does the teachers’ intonation in statements sound English ­? | 8(80%) | 1(10%) | 1(10%) |
| 3 | Does the teachers’ stress pattern in questioning sound English? | 7(70%) | 1(10%) | 2(20%) |
| 4 | Does the teachers’ intonation in questions sound English? | 7(70%) | 1(10%) | 2(20%) |

**Source**: Field Data (2016) N=10 SW = Swahili ENG = English

Table 4.5 shows the teachers’ classroom observation result from ten different primary schools that intended to investigate whether intonation and stress pattern in Kiswahili cause difficulties in the teaching of pronunciation in English language. These data can be graphically presented as shown Figure 4.3.



# Figure 4.3: The Status of English Teachers’ Stress and intonation Patterns

**Source**: Field Data (2016)

In analyzing the data for responses on the first variable concerning teachers’ stress and intonation patterns related to research question three, the findings show that, 7 (70%)teachers’ stressing of sound in statements was more of Kiswahili pattern. On the other hand only 1 teacher (10%) stressing of sounds was more of English pattern and the other 2 teachers (20%) stressing of sounds was neither of Kiswahili nor English pattern as illustrated in the following English data:

(1a) I listened to the REcord. (English stress patterns)

(1b) I listened to the reCORd. (Kiswahili stress patterns)

In (1b) the speaker’s stress falls in the second syllable due to the influence of Kiswahili where by the stress usually falls in the second syllable. This is contrary to (1a) whereby the stress falls in the first syllable. The improper insertion of stress and mastery of English intonation patterns results in word and sentence formations that contravene the rules of Standard English pronunciation system. These findings revealed that the Kiswahili stress patterns caused difficulties to majority of teachers in the teaching of English pronunciation to primary school pupils. Therefore the findings imply that if teachers fail to teach English pronunciation effectively, majority of pupils also fail to acquire proper knowledge on English pronunciation.

The findings suggest that since many teachers stressing patterns in statements seem to be more Swahili than English; there must be difficulties for them to teach English pronunciation; hence many pupils would not acquire the correct English pronunciation and stress patterns. Therefore basing on the above presented argument, there is negative effect of Kiswahili language in the teaching of English pronunciation to primary school pupils in Tanzania. These findings concur with Avery and Ehrlich (1992) who claim that the sound pattern of the speaker’s first language is transferred into the second language and is likely to cause foreign accents. The mispronunciations of words by nonnative speakers reflect the influence of the sounds, rules, stress, and intonation of their native language.

In analyzing the data for responses on the second variable concerning teachers’ stress and intonation patterns related to research question three, the findings show that, 8 (80%) teachers’ intonation patterns were more Kiswahili. On the other hand only 1 (10%) teacher’s intonation pattern in statements was more English and 1 teacher (10%) intonation pattern was neither Kiswahili nor English as illustrated in the following English data:

(2a) ‘THEY LEFT for Dar es Salaam `yesterday. (English intonation patterns)

(2b) They left for Dar es Salaam ‘yestERDAY. (Kiswahili intonation patterns)

In example (2b) intonation is raised at the end of the statement compared to example (2a) where the intonation is raised at the beginning of the statement. This is due to the fact that, in Kiswahili the intonation is raised at the end of statements and questions while in English intonation is raised at the beginning in general questions. The improper insertion and mastery of English intonation patterns results in word and sentence formations that contravene the rules of Standard English pronunciation system.

These findings revealed that the Kiswahili intonation patterns cause difficulties to majority teachers in the teaching of English pronunciation to primary school pupils. Therefore the findings imply that if majority teachers fail to teach English pronunciation effectively, majority pupils also fail to acquire proper knowledge on English pronunciation. The findings suggest that, since many teachers’ intonation patterns in statements seem to be more Swahili than English; there must be difficulties for them to teach English pronunciation; hence many pupils would not acquire the correct English pronunciation and stressing patterns, hence many pupils should not acquire the knowledge on English pronunciation. Therefore basing on the above presented argument, there is negative effect of Kiswahili language in the teaching of English pronunciation to primary school pupils in Tanzania.

These findings are in line with Avery and Ehrlich (1992) who points out that the sound system of the native language can influence the learners’ pronunciation of a target language in ways that, the rhythm and melody of a language determine its patterns of stress and intonation; learners may transfer these patterns into the target language. In analyzing the data for responses on the third variable concerning teachers’ stress and intonation patterns related to research question three, the findings show that, 7 (70%) teachers’ stressing patterns in questions were more Kiswahili. On the other hand only 2 (20%) teachers’ stressing patterns in questions were more English and 1 (10%) teacher stressing pattern is questions was neither Kiswahili nor English.

These findings revealed that the Kiswahili stressing patterns in asking questions caused difficulties to majority of teachers in the teaching of English pronunciation to primary school pupils. Therefore the findings imply that if teachers failed to teach English pronunciation effectively, majority of pupils also failed to acquire proper knowledge on English pronunciation. The findings suggest that, if many teachers stressing patterns in asking questions seem to be more Swahili than English; there must be difficulties for them to teach English pronunciation; hence many pupils would not acquire the correct English pronunciation and stressing patterns, hence many pupils should not acquire the knowledge on English pronunciation.

Therefore basing on the above presented argument, there is negative effect of Kiswahili language in the teaching of English pronunciation to primary school pupils in Tanzania. These findings concur with Avery and Ehrlich (1992) who claim that the sound pattern of the learner’s first language is transferred into the second language and is likely to cause foreign accents. The mispronunciations of words by nonnative speakers reflect the influence of the sounds, rules, stress, and intonation of their native language. In analyzing the data for responses on the fourth variable concerning teachers’ intonation patterns related to research question three, the findings show that, 7 (70%) teachers’ intonation patterns in questions were more Kiswahili. On the other hand only 1 (10%) teacher’s stressing patterns in questions were more English and 1 (20%) teachers’ intonation pattern is questions was neither Kiswahili nor English as illustrated in the following English data:

(3a) ‘WHAt's your `name? (English intonation patterns)

(3b)` What’s your ‘NAME? (Kiswahili intonation patterns)

In example (3b) intonation is raised at the end of questions compared to example (3b) where the intonation is raised at the beginning and falls at the end of the question. This is due to the fact that, in Kiswahili the intonation is raised at the end of statements and questions while in English rising intonation is used in general questions. The improper insertion of stress and mastery of English intonation patterns results in word and sentence formations that contravene the rules of Standard English pronunciation system.

These findings revealed that the Kiswahili intonation patterns in asking questions cause difficulties to majority teachers in the teaching of English pronunciation to primary school pupils. Therefore the findings imply that if teachers failed to teach English pronunciation effectively, majority of pupils also fail to acquire proper knowledge on English pronunciation. Therefore basing on the above presented argument, there is negative effect of Kiswahili language in the teaching of English pronunciation to primary school pupils in Tanzania. These findings are in line with Avery and Ehrlich (1992) who points out that the sound system of the native language can influence the learners’ pronunciation of a target language in ways that,the rhythm and melody of a language determine its patterns of stress and intonation; learners may transfer these patterns into the target language. Since the observation in the classroom involved teachers and learners, the findings on stressing and intonation patterns in both statements and questions as observed among the pupils were as summarized in Table 4.6.

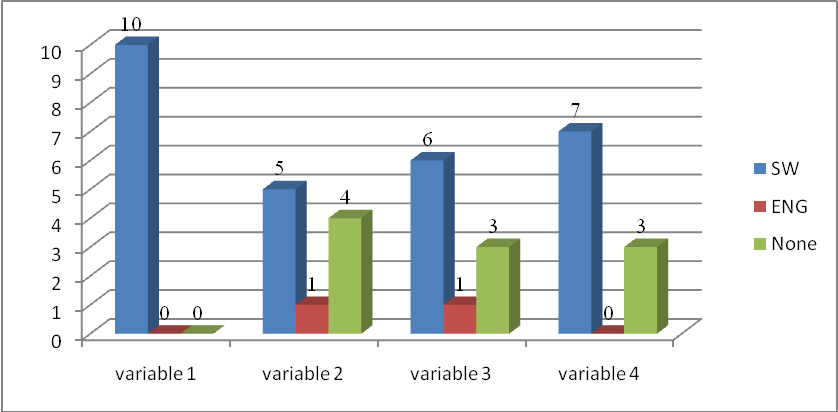
# Table 4.6: Descriptive Statistics on the Pupils’ Positioning of Stress and Intonation

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No: | Area of observation | SW | ENG | None |
| 1 | Does the pupils’ stressing in statements sound more Kiswahili than English? | 10(100%) | 0(0%) | 0(0%) |
| 2 | Does the pupils’ intonation pattern in statements sound English ­? | 5(50%) | 1(10%) | 4(40%) |
| 3 | Does the pupils’ stress pattern in questions sound English? | 6(60%) | 1(10%) | 3(30%) |
| 4 | Does the pupils’ intonation pattern in questions sound English? | 7(70%) | 0(0%) | 3(30%) |

**Source**: Field Data (2016)

N=10 SW = Swahili ENG = English

Table 4.8 shows the pupils’ classroom observation result from ten different primary schools that intended to investigate whether the background knowledge of intonation and stress pattern in Kiswahili caused difficulties in the teaching of pronunciation in English language. These data can be graphically presented as shown Figure 4.4.



# Figure 4.4: The Status of Pupils’ Stressing and intonation Patterns

**Source**: Field Data (2016)

In analyzing the data for responses on the first variable concerning pupils’ stress and intonation patterns related to research question three, the findings show that 10 (100%) pupils’ stressed sounds were more Kiswahili. These findings revealed that the Kiswahili stress patterns caused difficulties to teachers in the teaching of English pronunciation to primary school pupils. Therefore the findings imply that if teachers failed to teach English pronunciation effectively, majority of pupils also fail to acquire proper knowledge of English pronunciation. Therefore basing on the above presented argument, there is negative effect of Kiswahili language in the teaching of English pronunciation to primary school pupils in Tanzania.

These findings concur with Avery and Ehrlich (1992) who claim that the sound pattern of the speaker’s first language is transferred into the second language and is likely to cause foreign accents. The mispronunciations of words by nonnative speakers reflect the influence of the sounds, rules, stress, and intonation of their native language. In analyzing the data for responses on the second variable concerning pupils’ stress and intonation patterns related to research question three, the findings show that, 5 (50%) pupils’ intonation patterns in statements were more Kiswahili. On the other hand only 1 pupil (10%) intonation patterns were more English and 4 pupils (40%) intonation patterns were neither Kiswahili nor English.

These findings revealed that the Kiswahili intonation patterns cause difficulties to majority of teachers in the teaching of English pronunciation to primary school pupils. Therefore the findings imply that if teachers failed to teach English pronunciation effectively, majority of pupils also failed to acquire proper knowledge on English pronunciation. Therefore basing on the above presented argument, there is negative effect of Kiswahili language in the teaching of English pronunciation to primary school pupils in Tanzania. These findings are in line with Avery and Ehrlich (1992) who points out that the sound system of the native language can influence the learners’ pronunciation of a target language in ways that, the rhythm and melody of a language determine its patterns of stress and intonation; learners may transfer these patterns into the target language.

In analyzing the data for responses on the third variable concerning teachers’ stress and intonation patterns related to research question three, the findings show that, 6 (60%) pupils’ stress patterns in questions were more Kiswahili. On the other hand only 1 (10%) pupil’s stress patterns in questions were more English and 3 pupils (30%) stress patterns were neither Kiswahili nor English. These findings revealed that the Kiswahili stressing patterns in asking questions caused difficulties to majority teachers in the teaching of English pronunciation to primary school pupils. Therefore the findings imply that if teachers failed to teach English pronunciation effectively, majority of pupils also failed to acquire proper knowledge on English pronunciation. Therefore basing on the above presented argument, there is negative effect of Kiswahili language in the teaching of English pronunciation to primary school pupils in Tanzania

In analyzing the data for responses on the fourth variable concerning pupils’ stress and intonation patterns related to research question three, the findings show that, 7 (70%) teachers’ intonation patterns in questions were more Kiswahili. On the other hand only 3 pupils (30%) intonation patterns were neither Kiswahili nor English. These findings revealed that the Kiswahili intonation patterns in asking questions caused difficulties to majority of teachers in the teaching of English pronunciation to primary school pupils. Therefore the findings imply that if teachers failed to teach English pronunciation effectively, majority of pupils also fail to acquire proper knowledge on English pronunciation. Therefore basing on the above presented argument, there is negative effect of Kiswahili language in the teaching of English pronunciation to primary school pupils in Tanzania.

These findings are in line with Avery and Ehrlich (1992) who points out that the sound system of the native language can influence the learners’ pronunciation of a target language in ways that, the rhythm and melody of a language determine its patterns of stress and intonation; learners may transfer these patterns into the target language. Since the study allowed triangulation of data and triangulation of methods, focus group discussion was applied to lower primary English language teachers in order to explore how intonation and stress in Kiswahili affect their teaching of pronunciation in English language. The topic of discussion was set and teachers were allowed to discuss and give their opinion in both languages (Kiswahili and English). The topic of discussion was as follows:

‘‘How does Kiswahili intonation affect your learners’ pronunciation of English sounds”

(*Ni kwa namna gani lafudhi ya Kiswahili inaathiri matamshi ya Kiingereza*).

The following are the findings from the discussion: Firstly, positioning of stress in English is different from Kiswahili. The respondents claimed that in Kiswahili language it is always the penultimate (last but one) syllable in a word that receives stress while in English word stress is neither entirely free nor fixed. Since in English word stress is a property of each content (or lexical) word, it is referred to as lexicalstress which means that stress can be on any syllable of a word and cannot be predicted by rules. Furthermore, English content words consisting of three or more syllables usually have more than one stressed syllable while in Kiswahili only penultimate (last but one) syllable in a word is stressed no matter how long the word is.

Secondly, the participants argued that in Kiswahili the intonation is raised at the end of statements and questions while in English rising intonation is used in general questions, in introductory phrases (at the beginning of the sentence), in the first part of alternative questions (before “or”), and in the second part of tag questions. Focusing on data from classroom observation and focus group discussion, it is revealed that both teachers and learners (pupils) of English experienced significant problems on the mastery of stress and intonation patterns of English; consequently on mastery of English pronunciation. These are shown to be dominant in both, formation of statements and questions. As such, the observed state of affairs suggest that difficulties experienced by learners of English could have originated from their teachers who also experienced the same difficulties which resulted to learners having no role models.

# CHAPTER FIVE

# 5.0 SUMMARY, CONCLUSIONS AND RECOMENDATIONS

## 5.1 Introduction

This chapter consists of three major sections. The first section presents the summary of the study; the second section draws the conclusion and the third and last section gives recommendations.

## 5.2 Summary

This work has looked at the influences the sound patterns of Kiswahili and somehow other language learned first on the teaching of English pronunciation. It has been demonstrated that Kiswahili speakers export phonological structures from Kiswahili into English. Two phonological processes have been discussed. These are insertion and phoneme substitutions. These processes occur as speakers seek to ease the pronunciation of English language by using Kiswahili language structures. This results in word formations that contravene the rules of Standard English pronunciation system.

The findings of the study have also revealed that difficulties in the mastering of English pronunciation seem to be passed from the teaching generation to the learning generation and the cycle continues, since the majority teachers and learners experience similar difficulties when it comes to sounds recognition, correct articulation, proper insertion of stress and mastery of English intonation patterns. However, some accents are tolerable, hence variations in speech and pronunciation should not be a factor both teachers and learners not trying at all.

## 6.3 Conclusion

With regard to variations between the number and nature of vowel sounds in English as compared to those of Kiswahili, it has been observed that that since some vowels do not exist at all in Kiswahili, they normally cause significant difficulties in the teaching of English pronunciation. These are shown to have been estimated or confused with common Kiswahili vowel sounds or completely articulated in a strange way that does not make them recognized. So, the fact that these two languages use different phonetic inventory has emerged as a factor for difficulties in the teaching of English pronunciation.

As far as consonant sounds are concerned, the question of lack of correspondence between English spelling systems and pronunciation has widely been addressed as the cause of difficulties in the teaching of English pronunciation to Kiswahili speakers who are used to pronouncing words the way they spell them. With stress and intonation patterns, the findings have revealed that the majority of English teachers and learners use intonation patterns of the languages they are used to such as Kiswahili and their ethnic languages when they produce speech in English. Stress and intonation patterns are revealed to be major obstacles in the mastery of English pronunciation though both teacher and learners of English do not treat them as serious problems to be addressed soon.

Most of the second language teaching and learning theories advocates that, the competence in the first language influence positively (facilitate) the teaching and learning of the target language . This is contrary to Kiswahili where by the mastery of Kiswahili vowels, consonants, stress and intonation has shown a negative effect in the teaching of English pronunciation to primary school pupils in Tanzania.

## 6.4 Recommendations

As with any other aspect of English phonetics and phonology, the teaching of English pronunciation is not impossible - even for late learners who begin learning English after their early childhood. Some learners are taught and acquire the rules of English pronunciation perfectly and are indistinguishable from native speakers. The following are the suggestions of the study for teaching and learning better English pronunciation. In order to help the learners improve their pronunciation, teachers should know their weaknesses and strengths with regard to English pronunciation and they should serve as role models for the learners.

It is advised that the teachers in pre-primary stages should have good knowledge of English sounds because this will provide a basis for teachers to pronounce a word correctly and identify the physical reasons for inaccurate approximations of foreign language sounds; enable them to give precise instructions which help Tanzanian pupils’ correct, faulty pronunciation. Fraser (2000) stated that ESL/EFL teachers need to be provided with courses and materials to help them improve their effectiveness in teaching pronunciation. Teaching should focus on both recognition and production i.e. teachers should recognize the pronunciation errors and correct them and teach the pupils how to pronounce these sounds correctly.

The study suggests that there should be pronunciation lessons ranking the same as lessons in other skills e.g. Grammar, and vocabulary and sentence structure to draw the attention of the pupils to the importance of pronunciation in learning English. For improving pronunciation reading aloud, sound drillings and imitation should be there at all level of educational so that the learners may learn the basic sounds of English. The use of phonetic alphabet and teaching of Phonetic transcription is very useful at primary level as is in vogue now days. It will pave the way for better pronunciation. Pupils should be encouraged to make use of different dictionaries (including digital dictionary) to learn English sounds and for checking the correct pronunciation of words.

A very practical way is to draw the mouth diagrams while articulating different sounds. It will show the students particularly the place and manner of articulation as how and where different sounds are produced. Pronunciation teaching methods, according to Jones (2002), should address the issues of motivation and exposure by creating awareness and stressing the importance of sound pronunciation and providing more exposure to input from native speakers. This study is contrasted with Morley (1991) who opined that the methodologies of teaching must change from emphasizing segmental elements of pronunciation to supra-segmental elements of pronunciation and from linguistic competence to communicative competence while the present study stresses on the segmental elements to be taught.

# 

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# APPENDICES

# APPENDIX 1: Teachers’ Questionnaires

Dear teachers, all thank you for doing this questionnaire for me, it will help a great deal with my study to identify the relationship between the influence of Kiswahili phonological features in teaching pronunciation in English language and the performance of students in spoken English in primary schools.

Kindly read careful the propositions below then fill in the brackets provided by writing the number of your correct reasoning ranging from statements 1 to 5 as written bellow.

1. Strongly agree 2. Agree 3. Not sure 4. Disagree 5. Strongly disagree **The influences of Kiswahili vowel sounds in the teaching of pronunciation in English language.**

1. The small number of Swahili vowels causes difficulties in my teaching of pronunciation of English vowel sounds which are among the five Swahili vowels. []

2. The fact that Swahili has no long vowels affects my teaching English of pronunciation. [ ]

3. Swahili has no diphthongs and triphthongs; these give me difficulties in my teaching of pronunciation of English vowel sounds. [ ]

4. Lack of one to one relationship between English spellings and pronunciation as it is in Swahili affects my teaching of English pronunciation. [ ]

5. Swahili has just front and back vowels, this state of affairs cause difficult in my teaching of centering vowels in English. [ ]

6. Swahili has one letter, one sound system while English on have two or more letters representing one sound. These cause difficulties in my teaching of English pronunciation. [ ]

7. In Swahili one vowel sound is represented by one letter but in English one letter canrepresent two vowel sounds, hence cause difficulties in my teaching of English pronunciation. [ ]

8. The Swahili vowel sound pronunciation is systematically predictable, this is not the case with English vowels sounds, hence affects my teaching of English pronunciation. [ ]

**The influences of Kiswahili consonant sounds in the teaching of pronunciation in English language**

1. The absence of some English consonants in Kiswahili alphabet causes difficulties in my teaching of pronunciation of English consonant sounds. [ ]

2. The fact that Swahili has opened syllabic consonants, affects my teaching of English pronunciation which is almost built with closed syllable. [ ]

3. Swahili has no silent consonants; this gives me difficulties in teaching pronunciation of English words with silent consonant sounds. [ ]

4. Lack of one to one relationship between English spellings and pronunciation as it is in Swahili affects my teaching of English pronunciation. [ ]

5. Swahili has different and fewer words with consonant clusters compared to English, this state of affairs cause difficulties in my teaching of pronunciation in English. [ ]

6. Swahili has one letter, one sound system while English has two or more letters representing one sound. These cause difficulties in my teaching of English pronunciation. [ ]

7. In Swahili one consonant sound is represented by one letter but in English one letter can represent two or more consonant sounds, hence cause difficulties in my teaching of English pronunciation. [ ]

8. The Swahili consonant sound pronunciation is systematically predictable, this is not the case with English consonants sounds, hence affects my teaching of English pronunciation. [ ]

**THANK YOU FOR YOUR COOPERATION**

# 

# APPENDIX 2: Interview guide

This interview will be directly used to pupils to check if they can recognize and pronounce English vowel and consonant sounds.

1. **Vowels**

a e i o u

**Words**

Beat mean bird fern card half boards torn food soon men yes bat man but some pot gone put pull Vitamin fierce scarce tour

1. **consonants**

b c d f g h j k l m n p q r s t v w x y z

**Words**

Bee pen tea dog cat gap jam chain fat shoe van thing those son zip measure hat map now sing hang leg yes wet

**Words with consonant clusters**

Splash strange split extra instruct sightscreen attempt twelfths thousandths

**Words with silent consonant**

Bomb doubt ascend scene scissors assign campaign champagne design Handkerchief sandwich Wednesday archeology choir scheme echo knew knight knowledge mnemonic autumn column damn psychology pneumonia receipt exhaust island listen guest guilt.

# APPENDIX 3: Observation check list

This will be used during classroom observation to check how teachers and pupils use stress and intonation when talking. The main focus will be on positioning of stress in English, intonation in asking questions and statements (is it Swahili or English intonation system or none of them?) also to check whether stress and intonation patterns of Kiswahili is applied in teaching English or not.

1. Teachers’ stress and intonation patterns

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No: | **Area of observation** | **More Swahili** | **More English** | **None** |
| 1 | Does the teachers’ stressing sound in statement more Swahili than English? |  |  |  |
| 2 | Does the teachers’ intonation in statements sound English ­? |  |  |  |
| 3 | Does the teachers’ stress pattern sound English? |  |  |  |
| 4 | Does the teachers’ intonation in questions sound English? |  |  |  |

1. Pupils’ stress and intonation patterns

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No: | **Area of observation** | **More Swahili** | **More English** | **None** |
| 1 | Does the pupils’ stressing sound in statement more Swahili than English? |  |  |  |
| 2 | Does the pupils’ intonation in statements sound English ­? |  |  |  |
| 3 | Does the pupils’ stress pattern sound English? |  |  |  |
| 4 | Does the pupils’ intonation in questions sound English? |  |  |  |

# 

# APPENDIX 4: Research Permit

**THE OPEN UNIVERSITY OF TANZANIA**

***DIRECTORATE OF RESEARCH, PUBLICATIONS***, ***AND POSTGRADUATE STUDIES***



|  |  |  |
| --- | --- | --- |
| P.O. Box 23409 Fax: 255-22-2668759 | Tel: 255-22-2666752/2668445 ext.2101 |  |
| Dar es Salaam, Tanzania, | Fax: 255-22-2668759, |  |
|  |  |
| <http://www.out.ac.t>z | E-mail:  [drpc@out.ac.t](mailto:drpc@out.ac.tz)z |  |
|  |  |
|  | **14/06/2016.** |  |
| Municipal Director,  Songea Municipal Council, |  |  |
| Box 14, |  |  |
| **Songea** |  |  |
| **RE: RESEARCH CLEARANCE** |  |  |

The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act became operational on the 1st March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line the university act of 2005. The charter became operational on 1st January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason staff and students undertake research activities from time to time.

To facilitate the research function, the vice chancellor of the Open University of Tanzania was empowered to issue a research clearance to both staff and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology.

The purpose of this letter is to introduce to you **Mr. Jumanne A. Msabaha;** whos is a Master student at the Open University of Tanzania. By this letter, **Mr. Jumanne A. Msabaha Reg No PG 201506613** has been granted clearance to conduct research in the country. The title of his research is *“The Effect of Kiswahili on Teaching English Pronunciation at Primary Schools”.* The research will be conducted at **Songea Municipality**

The period which this permission has been granted is from 14/06/ 2016 to 14/08/2016.

In case you need any further information, please contact:

The Deputy Vice Chancellor (Academic); The Open University of Tanzania; P.O. Box 23409; Dar Es Salaam. Tel: 022-2-2668820

We thank you in advance for your cooperation and facilitation of this research activity.

Yours sincerely,



**Prof. Hossea Rwegoshora**

**For: VICE CHANCELLOR**

**THE OPEN UNIVERSITY OF TANZANIA**