A GENDER- BASED STUDY OF INFLUENCE OF LUTSOTSO CONSONANTS ON PRONUNCIATION OF SELECTED ENGLISH CONSONANTS AMONG FORM ONE STUDENTS IN LURAMBI SUB-COUNTY, KENYA

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DECLARATION

Declaration by Candidate

This thesis is my original work prepared with no other than the indicated sources and support and has not been presented elsewhere for a degree or any other award.

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Declaration by Supervisors

The undersigned certify that they have read and hereby recommend for acceptance of Masinde Muliro University of Science and Technology a thesis entitled "A Gender-Based Study of Influence of Lutsotso Consonants on Pronunciation of Selected English Consonants among Form One Students in Lurambi Sub-County, Kenya."

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DEDICATION

This thesis is dedicated to my dear husband, Wilson Musungu and children Michelle, Melvin, Ashley and Wesley for their patience and mutual support during my study.

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ABSTRACT

The aim of this study was to investigate the influence of Lutsotso consonants on pronunciation of selected English consonants among Form One Students, learning English as a second language (ESL), in Lurambi Sub-County, Kakamega County, Kenya. The selected English language consonant sounds were: plosives /p/, /b/, /t/, /d/, /k/, /g/, fricatives /f/, /v/, /θ/, /ð/ and affricates /tʃ/, /dʒ/ only. The objectives of the study were to examine the influence of the Lutsotso consonants on pronunciation of selected English consonants, establish the impact of home environment on pronunciation of selected English consonants and establish the effect of gender on pronunciation of selected English consonants. The study was anchored on Larry Selinkers' Transfer theory which states that: the learner's first language will positively or negatively affect second language acquisition (SLA). A correlation research design was adopted to establish and describe the nature of the relationship that exists between independent variables and dependent variable. The study purposively sampled out nine mixed gender, public day secondary schools out of the thirteen schools in the Sub-County. The target population was seven hundred and twenty respondents, with a sample size of seventy two respondents' selected using simple random sampling. For gender equality, a proportionate number of males and females were selected using proportionate stratified sampling using a proportionate of ten percent of the population of each school. The study collected data using dictation, an oral task and a questionnaire for the respondents. Qualitative data was analyzed descriptively whereas quantitative data was analyzed using inferential statistics where Analysis of Variance (ANOVA) was used. Data was presented in tables and charts, followed by an explanation. The findings were that Lutsotso consonant sounds affect the pronunciation of the selected English language plosives /p/, /b/, /t/, /d/, /k/, /g/, fricatives /f/, /v/, /θ/, /ð/ and affricates/tʃ/, /dʒ/. The sounds that exist in Lutsotso were simpler to articulate whereas those sounds that do not exist were quite difficult. The female gender was better than the male gender in oral task and dictation, however in general there is no significant difference. Respondents in rich literacy home environment performed better than those in low literacy home environment in oral task and dictation. The study would benefit teachers of English, learners, linguists and would add valuable knowledge to the field of African Phonology.

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LIST OF ABBREVIATIONS AND ACRONYNMS

ANOVA	Analysis of Variance
CA	Contrastive Analysis
ESL	English as Second Language
EIL	English as International Language
IPA	International Phonetic Association
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KICD	Kenya Institute of Curriculum Development
KNBS	Kenya National Bureau of Statistics
KNEC	Kenya National Examination Council
MMUST	Masinde Muliro University of Science and Technology
NNS	Non Native Speaker
NS	Native Speaker
RP	Received Pronunciation
SBE	Standard British English
SKEA	Standard Kenyan English Accent
SLA	Second Language Acquisition of target Language
UNESCO	United Nations Education Scientific and Cultural Organization

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Pronunciation of sounds of English language is an important aspect of language and it needs special attention for both teachers who teach it and learners who try to learn English as a second language. Pronunciation is the production of sounds that are used to make meaning. It is considered as an integrated and integral component of second language learning, as it influences learners' communicative competence and performance (Tahereen, 2015). According to him, the teaching of pronunciation in the curriculum for effective communicative skills is important, though it is less practiced inside and outside the classroom in many countries thus, neglected.

Pronunciation is one of the difficulties that learners of English as second language (ESL) find in ESL programs and also in their communications. Mispronunciation of English language sounds causes misunderstanding and distortion of what is being communicated. Therefore, pronunciation teaching is a prominent factor in English language teaching since sounds play an important role in communication. English language teachers must attribute proper importance to teaching pronunciation in their classes. However, teaching pronunciation is very much neglected by many teachers of English language (Njoroge, 2008). An efficient executive secretary, teacher, news broad caster and preacher need to devote special attention to communication skills and intelligible pronunciation which are essential for communicating effectively. According to Van den Doel, (2007), it is 'accurate

pronunciation for efficient communication'. Emphasizes is on the prominence of pronunciation as a key for gaining full communicative competence.

Despite the fact that, teaching of pronunciation is obligatory for achieving intelligible and comprehensible speech production and for developing better communicative skills. According to Fraser (2000), the negligence is prominently observed in second language context because of a number of reasons. Firstly, there is lower possibility of achieving native like pronunciation. Secondly, second language learners have less opportunity of interacting with native speakers. Thirdly, second language teachers have very little chance in classrooms to teach pronunciation because of a wide English curriculum and yet non-native speakers of English are expected to communicate appropriately by producing comprehensible and intelligible pronunciation sounds (Howlader, 2011).

Knowledge in the use of English has a great demand in the competitive job market. However, among the four English language skills, which are: speaking, listening, writing and reading, speaking skills is the most neglected area in Kenya (Njoroge, 2008). This is because English language testing policy in Kenyan syllabus tests very little on pronunciation. The Kenya National Examination Council (KNEC) tests English language in three papers. The examination paper format is as shown: English (101/1) Paper One consists of three (3) compulsory questions covering functional skills as follows: Functional writing which is allocated twenty marks, cloze test is allocated ten marks and Oral skills is allocated thirty marks out of sixty marks. That amounts to fifty percent (50%) of Paper One. The English (101/2) Paper Two, which tests grammar, literary appreciation and comprehension is marked

out of eighty marks. English (101/3) Paper three that tests composition based on set texts is marked out of sixty marks. This means that, thirty (30) out of two hundred (200) which is fifteen percent (15%) is the mark allocated to Oral skills. The rest eighty five percent (85%) have been allocated to other sections. This implies that, a second language learner can still do well in English without doing well in Oral skills, since it has been allocated the lowest percentage.

The phoneme that exists in the learners first language (mother tongue interference) (Odlin 1989; Njoroge 2000), also affects pronunciation of English language sounds. This is because in the English language, sounds blend between words in a way which is quite distinctive from that of other languages, and the features of connected speech (voice quality and segmental aspects of pronunciation) help to manage the patterns of stress, unstressed syllables and pitch change (Jenkins, 2000). Second language learners find a problem when linking words the same way English language does. Training ESL learners to become more aware of bringing sounds forward may impact on a number of different sounds. This is because many speakers of ESL may have difficulty with particular sounds, sound combinations or sound positions in words or sentences (Kerr, 2000). Minimal pairs are contrastive units where a set of utterances which are different in meaning and minimally different from each other phonetically are used side by side. For example, the minimal pair 'bear' and 'pear' differ in the initial consonant contrast such as bear /beə/ and pear /peə/. These words differ in initial consonant sound /b/ and /p/. The phonetic and orthographic representation of consonants is not the same. A consonant sound is described using: the place of articulation, manner of articulation and phonation type. For instance, /b/ is a voiced bilabial stop whereas the English

word ‘the’/ði/, has a voiced dental fricative. The phonological system of a language is limited to the sounds that are perceived by the speakers as distinct and capable of indicating some difference in pronunciation. Sounds which meet these criteria are called phonemes. That is why speakers of the language often have trouble distinguishing the two sounds when speaking English as a second language (Itumo, 2006).

1.1.1 Language and Gender

The study of gender is important to the study of language. The current study is out to explore the difference between males and females in pronunciation of selected English language consonant sounds. Eckert and McConnel-Ginet (2006) points out that a language is a highly structured system or combinations of forms and meaning. Gender is embedded in these signs and in their use in communicative practice in a variety of ways. Since the seventeenth century, the difference between the language of male and female was studied by many scholars. It is believed that one gender may prefer to use a certain linguistic form more than the other gender (Bradley, 1988). Lakoff (1975) argued that women have a different way of speaking from men. Women’s speech renders women tentative, powerless and trivial. Men on the other hand, their language renders them powerful and superior thus, male dominance. Bradley (1988) argues that females produce accurate and clear consonant sounds than males. To him, females are superior in pronunciation accuracy.

1.1.2 Language and Home Environment

Literacy skills among Form One students in secondary schools are important in the current study with special attention on the role of home literacy environment. Language is first learnt in the environment one lives (Ngorosho, 2011). According to Lanter (2006), home environment is regarded as a setting which contains social and cultural knowledge and skills that are important for children's growth and development in literacy skill. The social knowledge and skills provide children with education and life skills that enable them to interact actively with other people in the community. The cultural knowledge and skills provide them with language, technology and strategies which enable them to participate in social experiences and activities (Miller, 2002). Variables used to define home environment is conceptualized differently among social contexts (Barnett and Casper, 2001). As a result, variables used to define home environment in one society might not be valid for another society.

According to this study, home environment is the home reading materials and experiences such as exposure to reading story books and newspapers, listening to radio and watching television while at home. Children develop language and learn about it through active participation and interaction with other people in and around the home environment. For example, children learn about sounds of a language, sound structure and how to organize speech sounds according to the pattern characteristic of their native language. This is as a predisposition to acquiring spoken language (Gillon, 2004; Lundberg, 2009). The patterns of the sound structure enable them to form words and understand how to use them (Adams, 1990; Antony and Lonigan, 2004).

1.1.3 Lutsotso Language

Languages preserve and develop a people's heritage. Different people of the world are identified by their culture (Wardhaugh, 1986). Culture gives people identity, a sense of belonging, a feeling of independent existence, prestige and self-esteem (Murasi, 2000). Lutsotso is a language that belongs to a Northern Bantu group called Luhya. According to Guthrie (2010), Bantu languages are classified into twenty zones which are further sub- divided into groups depending on peculiar features. According to Osore (2009), Luhya is amalgam of people with various origins made up of sixteen dialects which are: LuBukusu, LuTachoni, LuIdakho, LuNyala of Kakamega and Busia, LuKabras, LuMarama, LuIsukha, LuWanga, LuTiriki, LuKisa, LuNyore, LuLoogoli, LuMarachi, LuSamia, LuKhayo and Lutsotso. Available studies differ on the exact number of dialects of Luhya. (Angogo 1980, Kebeya 1997, Kabaji 2005, Onyango 2006, Marlo 2009) estimate sixteen dialects of Luhya language as named above. Osogo (1965) argues that they are eighteen dialects because he adds Lukangala and Lubakhekhe.

Osore (2009) categorizes Luhya dialects into four groups as Northern dialects, Southern, Eastern and Central dialects. This categorization depended on the direction from which they came from. Lutsotso belongs to the Central dialects of Luhya language Lewis (2009:26). Luhya has been reclassified as a 'macro language,' and the various 'dialects' are now 'languages.' The estimated sixteen (16) Luhya languages have varying degrees of mutual intelligibility (Lewis, 2009). Since they have degrees of mutual unintelligibility, in the context of this study, Lutsotso is regarded as a language, and not a dialect of the same language. Batsotso

refers to the speakers of Lutsotso language. Lutsotso which is the main focus of this study is spoken in Western Kenya, Kakamega County, Kakamega Central and Lurambi Sub-Counties (Murasi, 2000).

First language affects how one speaks a second language that is acquired later (Mutonya, 2005). Mutonya assumed in his study that those who speak English as a second language, in Africa would demonstrate unique characteristics based on their previous language experience. Ogechi (2009) indicate that the majority of children in Kenya start school without any English competence. As a result, the learners during the first years of learning, all the instructions are in one of the indigenous languages. Lutsotso as a language serves as an L1 to Lutsotso ESL speakers who must have internalized the Lutsotso sounds. Their speech organs have been conditioned for the production of the Lutsotso sounds whose phonological system differ from that of English language that serves as an L2 to them. Therefore, learning a second language entails acquiring a new set of linguistic habits. Although English shares some similarities in some respects with some of the Bantu languages; its phonological system differs quite considerably from those of the indigenous African languages (Tahereen, 2015). With this situation, speaking English intelligibly and proficiently becomes a problem as there is the tendency to transfer the sounds of their language to English.

Language should be spoken effectively both internationally and nationally (Crystal, 2012). In Lutsotso, English is a second language and proficiency in English is acquired through formal education. Since the two languages Lutsotso and English are dissimilar. Lutsotso is a Bantu language whereas English is a West Germanic

language. According to Ochieng' (2013), Bantu words are written the way they are pronounced, for example the word /papa/ meaning ''father'' is pronounced as /papa/. This presents a problem to Bantu speakers (of which Luhya is one of them where Lutsotso belongs) learning ESL because Lutsotso is phonetic and orthography (spelling) conforms to pronunciation. Learning of L2 is greatly influenced by the learners L1 in which, the speech habits in the L1 are transferred to the learning of L2 (Gatavi, 2013). L1 habits are firmly fixed in the brain. Therefore, it is from this perspective that a gender based study was carried out to investigate the influence of the Lutsotso consonants on pronunciation of selected English language consonant sounds among Form One students in Lurambi Sub-County, Kakamega County, Kenya.

1.2 Statement of the Problem

The formidable problem currently facing nonnative speakers of English is the need to attain intelligible pronunciation which is essential for communicating effectively. Pronunciation is useful and its usefulness ranges from social, aesthetic and communication. Almost the entire English language course in Kenya is designed to enable the learners to acquire attitudes and knowledge that will be relevant to students' life after school. Oral skills are taught in English syllabus to enhance pronunciation. In addition, one of the major television stations, Kenya Television Network (KTN) airs pronunciation program on weekly basis on commonly used words in English language. The program *Word Master* is aired at nine post meridian (p.m) every Friday by Dr. Willis Ochieng' and Ms. Betty Kyallo. However, even with such efforts, pronunciation of English language sounds remains problematic. The learners' ability to speak fluent English remains a challenge. Students of

higher learning institutions, in spite of them being in higher institutions, they still feel shy to speak in English because of their mispronunciation of some sounds of English.

This implies that the general public has problems with pronunciation of English language sounds. This poses challenges to the teachers, curriculum developers, the second language learner and calls for an investigation on the role of gender and influence of indigenous consonant sounds on pronunciation of selected English sounds which have been captured in this study. Therefore, it is in consideration of the uniqueness of the current study that an investigation was carried out to examine a gender based study on Lutsotso consonant sounds on pronunciation of selected English language consonant sounds among Form One students in Lurambi Sub-County, Kakamega County, Kenya.

1.3 Objectives of the Study

The specific objectives that guided the study were to:

i. Examine the influence of the Lutsotso consonant sounds on pronunciation of selected English consonants among Form One students in Lurambi Sub-County.
ii. Establish the impact of selected aspects of home environment on pronunciation of selected English consonants among Form One students in Lurambi Sub-County.
iii. Establish the effect of gender on the pronunciation of selected English consonants among Form One students in Lurambi Sub-County.

1.4 Research Hypotheses

The study was guided by the following hypotheses that**:**

i. There is no correlation between articulation of English language sounds and their existence or lack of it in Lutsotso among Form One students in Lurambi Sub-County.

ii. There is no correlation between the selected aspects of home environment and pronunciation of English language sounds in an ESL context among Form One students in Lurambi Sub-County.

iii. There is no correlation between gender and articulation of English language sounds in ESL context among Form One students in Lurambi Sub-County.

1.5 Justification for the Study

The study focused on investigating the influence of Lutsotso Consonants on pronunciation of selected English consonant sounds. The study focused on form one students learning English as a second language. The selected English language consonants were plosives /p/, /b/, /t/, /d/, /k/, /g/, fricatives /f/, /v/, /θ/, /ð/ and affricates /tʃ/, /dʒ/ only. The study is important in view of the fact that it has attempted to fill the gap in the existing body of knowledge with regard to how Lutsotso second language learners use the similarities and differences in the selected consonant sounds as a strategy to acquire English as a second language pronunciation. A good command of English Language will help one to express oneself effectively in all life situations. Above all, English Language connects learners of ESL to a vast community of billions of world's people who use it as a medium of communication. Proficiency in pronunciation plays a major role because peple speak more than they read and write.

1.6 Significance of the Study

The study is important because it would help teachers of English to develop and emphasize the teaching of specific speech production. They would emphasize to the learners the phonological knowledge of English, and give extensive practice to acquire proper and good comprehensible pronunciation. The study would benefit curriculum developers and authors of English books to come up with appropriate instructional designs that would help the learners of ESL. Finally, the study would contribute valuable knowledge to the field of African Phonology as useful materials for reference to researchers and linguists.

1.7 Scope of the Study

There are different levels of English language analysis. There is morphology, syntax, semantics, phonetics and phonology, (Njoroge, Mucha and Bukenya, 2014). To start with, this study was confined within phonology. This is because phonology deals with sound system of a given language (Massamba, 2010).

Secondly, all languages have two major classifications of speech sounds: consonant sounds and vowel sounds (Massamba, 2010). This study was delimited to the consonant sounds only since some are voiced and others are voiceless (Roach, 2009). This is unlike the vowels that are all voiced. English language consonant sounds include: plosives /p/, /b/, /t/, /d/, /k/, /g/, nasals /m/, /n/, /ŋ/, fricatives /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /h/ affricates /tʃ/, /dʒ/, lateral /l/ and Approximant /r ˌ (Hughes and Trudgill, 1996). This study was confined on selected plosives /p/, /b/, /t/, /d/, /k/,

/g/, fricatives /f/, /v/, /θ/, /ð/ and affricates /tʃ/, /dʒ/ only. This is because different languages have some differences in their consonants and the pronunciation of these sounds among ESL learners is problematic, since these sounds have essentially different characteristics which derive from general articulatory habits or settings of the languages (Keshavarz, 2006).

Thirdly, there are different types of schools such as girls only, boys only and mixed gender schools. Some schools are day schools while others are boarding schools. There are also private and public schools. This study was conducted in mixed gender, public day secondary schools, because the study was out to examine the effect of gender on pronunciation of the selected English language consonant sounds. In public secondary schools, the respondents have a free interactive environment with speakers of Lutsotso when the return home after school. The study was carried out in Lurambi Sub-County, Kakamega County, Kenya, because speakers of Lutsotso language are dominant in this locality.

Fourthly, the researcher chose to study Lutsotso because she understands and speaks Lutsotso language. According to Blount's (1969), it is important for the researcher to understand the language under investigation because his study of Luo speaking children was hampered by his inability to understand the language.

The study used transfer theory because it was considered as the most appropriate. Finally, the target population was the Form One students since they had completed their standard eight and sat for their Kenya Certificate of Primary Education (KCPE). These students are likely to be influenced by their L1- Lutsotso-

when they speak ESL. Language learning and acquisition continuum indicates that learners of a second language are likely to transfer errors at initial stages and eliminate them as they progress on the language continuum (Krashen, 1988). Therefore, a gender based study was carried out to investigate the influence of Lutsotso consonants on pronunciation of selected English language consonant sounds among Form One students in Lurambi Sub-County, Kenya.

1.8 Operationalized Definition of Terms

Acquisition The learning of another language (English) after first language (Lutsotso) has been learnt.

Home Environment In the study is the home reading materials and experiences such as exposure to reading story book and newspapers, listening to radio and watching television while at home.

Interference It is the imperfections in the use of one language as a result of the influence of another language, such as a 'Lutsotso' in speaking English language.

L1 In the study the first language is Lutsotso.

L2 In the study it refers to English language.

Lutsotso Is one of the Luhya dialects spoken in Western Kenya.

Minimal Pairs Two or more English language words that differ in only one sound segment and when this sound is distorted, it leads to difference in their meanings.

Public Schools	These are schools owned and managed by the government of Kenya.
Received Pronunciation	Refers to the accent used as standard for describing British English pronunciation for the most of the 20th Century and still in use.
Second Language	Refers to English language.
Target Language	The language that is being learnt (spoken English language).
Transfer	Interference of using elements of L1 sounds and structures in L2.

1.9 Chapter Summary

The chapter introduced the background of the study, the statement of the problem, the objectives of the study, hypotheses, significance and research assumptions, scope and limitations, and definitions of the terms as used. The next chapter reviews literature based on the objectives of the study. It establishes the gap in knowledge and then discusses the theoretical framework that underpins the study.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This chapter reviews selected literature alongside the objectives of the study and discusses the theoretical framework that underpins the study.

2.2 Literature Review

Literature was reviewed according to the objectives of the study. The first objective deals with the specific consonant sounds of English language and Lutsotso, the English language situation in Kenya and the L1 phonological transfer to L2. The second objective covers literature on aspects of home environment and the third objective covers literature on gender and pronunciation. The literature reviewed established the gap in knowledge.

2.2.1 English Consonant Sounds

A number of major works such as Cruttenden (2001), Gimson (2014) Wells (2000) and Roach (2009) have described Received Pronunciation (RP) extensively. There are twenty four (24) consonant sounds in the RP (Hannisdal, 2007; Roach, 2009; Wells, 2000; Cruttenden, 2001). Although this RP accent has its variants, Hannisdal (2007) has noted that, there is a general consensus on what constitutes the sounds of English language. According to him, most of the English accents have similar consonant

sounds. The Received Pronunciation (RP) is the standard reference accent for both native speakers and non-native speakers of English. It is the variety that is used as standard in English language pronunciation and in dictionaries (Roach, 2009). It is estimated that three percent (3%) of people in Britain are RP speakers. This implies that the Standard English may be pronounced with a regional accent. According to (Wells, 2000) the RP is shunned by residents of Scotland and Northern Ireland. They believe that it is the South-Eastern accent rather than a non-regional accent and it is a symbol of the South-East's political power in Britain. It is the pronunciation of those in power and more typically the working classes.

The RP is an accent often taught to non-native speakers learning British English. The non-natives may modify their pronunciation to something closer to RP to be better understood by people unfamiliar with the diversity of British accents. The RP is relevant to the current study since speakers of Lutsotso language are also likely to modify their pronunciation of consonant sounds to be closer to the sounds of RP. Phonemes are identified by use of minimal pairs. The English language consonant sounds are as presented in the Table 2.1.

Table 2. 1: English Consonant Sounds

Place	Bilabial	Labiodental	Dental	Alveolar	Palato-Alveolar	Velar	glottal
Manner							
Plosives	p b			t d		k g	
Nasals	m			n		ŋ	
Fricatives		f v	θ ð	s z	ʃ ʒ		h
Affricates					tʃ dʒ		
Laterals				l			
approximant					r		

Source: Hughes and Trudgill (1996, pp. 38)

An article by Yavas (2006), argues that all languages have two major classifications of speech sounds: consonants and vowels. Vowels are produced when there is an obstruction in the way of the flow of the air when it passes from the lungs up to the mouth. It is the main part of a syllable (obligatory), so it can be produced alone. Also there is a classification for vowels and it is according to the height of the tongue (high, mid, low) and different parts of the tongue (front, back, central) and shapes of the lips (spread, rounded, neutral) and muscles of vocal tract(tense and lax). In contrast with vowels, consonants are produced with an obstruction in articulators as Celce-Murcia (2005) and Keshavarz (2006) argue. There are some general features for consonants: Place of articulations, manner of articulation and voicing. In all the consonants, the phonetic and orthographic representation is not the same, such as: /tʃ/ as in church, /Ɵ/ as in thin, /ŋ/ as in thing, /ʒ/ as in division. Different languages have some differences in their consonants and it is natural that when a speaker of a specific language face

with different consonants in another languages, then he/she causes serious confusions for his/her listeners.

The selected English language consonant sounds are presented in Table 2.2.

Table 2. 2: Selected English Consonant Sounds

	Bilabial	Labiodentals	Dental	Palato Alveolar	Velar
Plosives	p b				t d k g
Fricative		f v	θ ð		
Affricates					tʃ dʒ

Source: Hughes and Trudgill (1996)

In Table 2.2, where symbols appear in pairs, the one on the right represents a voiced consonant sound while the sound on the left represents voiceless sounds. In the phonology of English, the three voiceless plosives /p/, /t/, /k/ are usually aspirated if they are followed by a vowel. If they appear in word terminally, they are usually unreleased (Hughes and Trudgill 1996). The most difficult phonemes to produce are in particular fricatives /s/, /z/, /f/, /v/, /θ/, /ð/ especially if they are not in the learner's L1. These phonemes take a longer time to acquire (Paradis, 2011). The sounds in Table 2.2 relate to the current study in that they are the sounds under investigation whether their pronunciation is influenced by Lutsotso consonant sounds, gender and selected aspects of home environment.

2.2.2 Sounds of Kenyan English

Sounds of Kenyan English are unique because of the different indigenous languages (Itumo, 2006). They have their 'Standard' Kenyan English Accent (SKEA). In current study, this is not the motivation to why there are variations in spoken English by non-native speakers of English. The accent arises from the way each indigenous speakers of a language have adapted to speak their original language. Just like in many varieties of English, there is little variation at the consonants. Schmied (2006) also observes that much of the variation in consonants in East African English marks regional varieties of Kenyan English. He also notes that the sets of voiced and voiceless fricatives and affricates around the alveolar ridge: /s/ and /z/, /tʃ/ and /dʒ/, the post alveolar fricatives /ʃ/ and /ʒ/ are not distinguished clearly in some speech communities. For example, the sound /ʒ/ is however, uncommon and is often replaced by its voiced counterpart /ʃ/ as in pleasure /pleʒə(r)/ which they pronounce as /pleʃə(r)/ (Itumo, 2006). In the sounds of Kenyan English, the two inter- dental fricatives /θ/ as in thin /θin/ and /ð/ as in mother /mʌðə(r)/ are largely indistinguishable and they are used interchangeably (Itumo, 2006). Unlike the RP and several other native speaker accents, Kenyan speakers of English do not aspirate the voiceless plosives /p/, /t/ and /k/ when they occur at syllable initial positions followed by vowels (Itumo, 2006). The sounds of Kenyan English are related to the current study because some sounds of English do not exist in sounds of Lutsotso, such as the voiced plosives /b/, /d/, /g/, /dʒ/, the voiceless fricative /θ/ and the voiced fricative /ð/. Speakers of Lutsotso are likely to devoice at utterance

boundaries or use a sound that is closer to their sounds and thus coming up with Kenyan sounds.

2.2.3 Lutsotso Consonant Sounds

Lutsotso is one of the sixteen dialects of Luhya, a Bantu language spoken by people in Western Kenya (Osore, 2009). Murasi (2000) aimed at analyzing Lutsotso consonants and came up with the following Lutsotso sounds as presented in the Table 2.3.

Table 2.3: Lutsotso Consonant Sounds

Manner	Bilabial	Labio-dental	Alveolar	Alveolar Palatal	Palatal	Velar	Glottal
Stops							
Voiceless	p		t			k	
Fricatives							
Voiceless		f	s	ʃ		x	h
Voiced	β						
Affricates							
Voiceless			ts	tʃ		ŋ	
Nasals	m		n				
Liquids			l	r			
Glides					j	w	

Source: Adapted from Murasi (2000)

Table 2.3, clearly shows that the Lutsotso speakers use the voiceless consonant sounds mostly. This implies that the speakers of Lutsotso are likely to have problems in pronunciation of voiced consonant sounds. The

voiced sounds are likely to be devoiced because each indigenous community is adapted to the way of speaking their language.

2.2.4 Comparison of English and Lutsotso Consonant Sounds

The English and Lutsotso consonant sounds are comparable (Murasi, 2000). They have differences and similarities as indicated in the Table 2.4.

Table 2. 4: Comparison of English and Lutsotso Consonant Sounds

Sounds	**Interdentals**		**Plosives**		**Fricatives**		**Affricates**	
	Voiceless	Voiced	Voiceles	Voiced	voiceless	Voiced	voiceless	Voiced
English	θ	ð	p t k	b d g	f s ʃ	v z ž	tʃ	-j-
Lutsotso	-	-	p t k	-	f s ʃ x	-	tʃ tŝ	-

Source: Adapted from Murasi, (2000).

The table 2.4 above shows that English has more consonant sounds some of which do not exist in Lutsotso. For instance the voiceless dental fricative sound /θ/ as in thin /ϴin/ and voiced dental fricative and /ð/ as in /ðɪ/. Lutsotso on the other hand, has fewer consonant sounds some of which do not exist in English such as /tŝ/ which is a voiceless alveolar affricate and /β/ voiced bilabial fricative. This implies that speakers of Lutsotso learning English as a second language will substitute the English sounds for their indigenous Lutsotso sounds. They will ‘’carry over’’ the sounds in their mother tongue in English. These will impede intelligibility.

2.2.5 L1 Phonological Transfer to L2

Jarvis and Pavlenko (2007) define phonological transfer as the way in which a person's knowledge of the sound system of one language can affect that person's perception and production of speech sounds in another language. A study by Luik (2011) researched on L1 German phonological transfer to L2 Finnish on immigrants to investigate proper pronunciation and fluency for survival in the new society. The respondents were seven adult German speaking missionaries who were to acquire L2 Finnish. They read a book loudly in Finnish and in turns for five minutes each. They had teaching sessions lasting ten minutes and recorded for four weeks using recording schedules.

The study used Contrastive Analysis Hypothesis by Lado's (1957) to predict difficulties in the pronunciation focusing on errors stemming from L1 to L2. Transfer was observed in reading and speaking. Data was analyzed by listening to the recordings several times and an excel spreadsheet was created to mark the pronunciation errors, in terms of phonological transfer. The findings were that: there were no observed pronunciation differences between the reading and speaking tasks, except in producing the short and long sounds. The common error was the diphthong /ei/ as in /meil/ which was switched to be /ie/ as in /miel/ which is meaningless. It was concluded that aspirated stops in Finnish were problematic to all respondents.

This study was closely related to the current study because both studies are dealing with phonological transfer from L1 to L2. The current study is not a

replica of Luik's (2011) study since the respondents under the study are different in age, race and time. Whereas the respondents used in this study were Finnish immigrants, the current study used Form One students speaking Lutsotso as their first language. The study was restricted to all sounds whereas the current study restricted itself to plosives /p/, /b/, /t/, /d/, /k/, /g/, fricatives /f/, /v/, /θ/, /ð/ and affricates /tʃ/, /ʤ/ only. They read a book loudly in Finnish and recorded using recording schedules. The current study on the other hand used dictation, an oral task and a questionnaire for the respondents. The study used Contrastive Analysis hypothesis to predict difficulties in the pronunciation focusing on errors stemming from L1 to L2. The current study used Transfer theory to determine the sounds that are transferred from L1 to L2. Data was analyzed by listening to the recordings severally and an excel spreadsheet was created to mark the pronunciation errors, in terms of phonological transfer. The current study analyzed its data using descriptive statistics and analysis of variance (ANOVA). Data was presented in tables and graphs showing frequency of occurrence, means, standard deviation and the level of statistical significance. The methodology is different because the current study is not a replication of the same study. The differences in methodology can be accounted for in that Luik's study studied on diphthongs whereas the current study dealt with consonant sounds.

Binturki (2008) analyzed the pronunciation errors experienced by five Saudi learners of English as a second language. He investigated the difficulties in producing the voiceless bilabial stop /p/, the voiced labiodental fricative /v/, and the alveolar approximant /ɹ/, focusing on word environments. The

findings were that the respondents had the greatest difficulty with consonant /v/. The difficulty depended on the word positions, the easier being the word initial and the most difficult being the final position. Binturki's (2008) study was closely related to the current study within phonological transfer of L1 to L2 (English) and the effect of L1 on pronunciation of English language sounds. It investigated pronunciation errors and the current study also investigated pronunciation interference of L1 (Lutsotso) on L2 (English). He analyzed the pronunciation errors experienced by five Saudi learners of English as a second language; he investigated the difficulties in producing the voiceless bilabial stop /p/, the voiced labiodental fricative /v/, and the alveolar approximant focusing on word environments. For example, pat- /p/ word initial, topple- /p/ medial position and loop - /p/ final position. The voiced labiodental fricative /v/ has the following word environments, as in vine, (word initial) shivering (medial position) and sieve, (word final). However, the current study investigated the sounds of English language plosives /p/, /b/, /k/, /g/, /t/, /d/, fricatives /f/, and /v/, /θ/, /ð/ and affricates/tʃ/, /ʤ/.

Masinde (2005) researched on First Language Transfer and its implication on the learning of English. The study used Inter-language theory that is credited to Selinkers and Error analysis theory by Stephen Pit Corder (1990), to establish the extent to which the L1 is transferred onto English and its implication on learning among the Kalenjin speakers. A case study was used to describe the errors the Kalenjin speaking English as a second language make with a focus on the degree of L1 related errors and their implication. Purposive sampling was used to sample out the respondents. Data was

collected using interview schedule for the teachers, a writing task and a questionnaire for the respondents. Qualitative research design was adopted. The findings were that the likely causes of L1 transfer is the learning environment dominated by L1 speakers, the semblance of L1 grammar with L2 grammar, lack of English speaking role model and inability of the learners to communicate.

Masinde's (2005) study was closely related to the current study since both were focusing on the first language interference. Both studies used purposive sampling. However, he focused on Nilotic speakers of ESL whereas the current study's main focus was Bantu, Lutsotso speakers of ESL. Data was collected using interview schedule for the teachers, a writing task and a questionnaire for the respondents. The current study on the other hand used dictation, an oral task and a questionnaire for the respondents. Transfer theory was used to underpin the current study.

Karlsson (2015) studied English as a second language for Kenyan children in primary schools. This was a screening tool for the assessment of ESL in Sub-Saharan Africa. He used the spoken language assessment profile developed by Sara Hartley in 1984 and revised by Astrid Kramer in 2012. The purpose of that instrument was to fill the gap of suitable speech and language assessment tools that can be used for all those involved in setting up clinics, schools or speech and language assessment tools (Hartley and Kramer, 2013).

The study aimed at assessing English as a second language for Kenyan children in primary schools based on their results from the tools. The study consisted of sixty eight respondents with reported typically developed language and hearing that attended first and second grade in public schools in Western Kenya. All respondents were between the age of six and nine years and had a Bantu language as their first language. They had been exposed to English for less than one year up to eight years. They had also attended pre-school at their current school. The independent variables were grade, age, exposure to English. The tools consisted of six sub tests that tested expressive and receptive phonology, semantics and grammar. There were ultimate expressive skills that consisted of picture sequences where the respondents would tell a story of what was happening in the pictures. The results were that the dental fricatives /θ/ and /ð/ were replaced with /d/ and /z/ respectively.

In Karlsson's study, the Inter-dependent theory by Kelly et al., (2003) was used. It proposes that those aspects of linguistic knowledge that are acquired for learning will transfer automatically from the L1 to L2. It is generally thought that the direction of transfer is from the L1 to L2, but the theory does not allow bidirectional transfer of Meta linguistic skills. The results were that, grade had the largest effect on respondents' performance in English as a second language. Respondents in Grade 2 had significantly higher results regarding receptive phonology as well as expressive and receptive semantics and grammar than respondents in grade 1.

Karlsson (2015) study was closely related to the current study since they both dealt with Bantu languages as their first language. In the current study the respondents under the study are different in age and time. All his respondents were between the age of six and nine years, exposed to English for less than one year up to eight years. The current study had its respondents as Form one students who had attended primary school in the same locality. These respondents had their primary education in Butsotso where Lutsotso was a medium of instruction as a catchment language as stipulated in the language policy in Kenya (Barasa, 2005). He used the spoken language assessment profile while the current study was confined on selected English language consonant sounds. In the current study, data was collected using dictation, an oral task and a questionnaire for the respondents. Data was analyzed using descriptive statistics and analysis of variance (ANOVA). The study used transfer theory and its data was presented in tables and graphs showing frequency of occurrence, means, standard deviation and the level of statistical significance. Karlsson (2015) study did not concern itself with public secondary schools and gender comparisons. He did not use transfer theory. This is why the study sought to investigate the influence of Lutsotso consonant sounds on pronunciation of English language consonant sounds among Form One students in Lurambi Sub-County since it is crucial.

2.2.6 Home Environment

According to this study, home environment is the home reading materials and experiences such as exposure to reading story books and newspapers, listening

to radio and watching television while at home. Children develop language and learn about it through active participation and interaction with other people in and around the home environment. For example, children learn about sounds of a language, sound structure and how to organize speech sounds according to the pattern characteristic of their native language. This is as a predisposition to acquiring spoken language (Adams, 1990). The patterns of the sound structure enable them to form words and understand how to use them (Adams, 1990; Antony and Lonigan, 2004).

English is widely used in media than other languages (Mutonya 2008). Most newspapers, magazines and books are published in English. A great amount of televised media and advertising billboards are in English. Various studies have shown that most children who are successful in reading and writing come from families with literacy rich environment (Teale and Sulzby, 1986; and Lonigan, 1998). Kumburu, (2011) researched on the role of home environment aiming at creating an intervention programme to Tanzania grade one children from low – income area who were at risk of reading and writing difficulties. Random sampling was used with one experimental and two control groups of ninety six children (forty six girls and fifty boys) from two schools from a low income urban area of Dar-es-salaam. A third of the respondents, the experimental group participated in an intervention programme in literacy skills for five weeks, six hours per week and aimed at promoting reading and writing ability while the children control groups had Mathematics and Art sessions.

A follow up was performed five months after intervention and the findings were that: the experimental group had significantly improved than the control group during intervention and no differences were observed between the control groups. Data was analyzed using analysis of variance (ANOVA). The effect was significant on all measures of phonological awareness, reading skills and overall literacy skills. A transfer effect was noted in school marks in English.

The current study was to find out the impact of home environment on pronunciation of selected English language consonant sounds among Form One students in Lurambi Sub-County.

2.2.7 Gender and Pronunciation

Since seventeenth century, the differences between the language of the men and the women have been discussed by many scholars. According to Bradley (1988),' linguistic variation associated exclusively with gender found today involves gender-preferential rather than gender exclusive differences'. It means that one gender may prefer to use a certain linguistic form more. Accuracy in pronunciation does not mean to pronounce like natives, but it is a subcategory of intelligibility and we can say that it is a kind of mastery in speech production. Another significance of accuracy is in EIL (English as an International Language), that it is related to distinct and fluent pronunciation of different consonants and vowels. Van den Doel (2007), in his article explains that an efficient EIL is the one that speakers attempt to make themselves understood to non-native and even native speakers.

A speech perception research by Trudgill (2005) that non-natives find it harder than natives to understand other speakers of English-especially non-native speech containing far less of the crucial phonological information. 'Native speakers are better able to use contextual information, whereas non-native speakers of English find it difficult to process another speaker merging minimal pairs. When Dutch businessmen talk about their earning -their *celery /*seləri/ rather than their *salary* /sæləri/, this may be harder for Japanese non-natives than for Americans, whereas it's more difficult to deal with the confusion of *pork /pɔ:k/* and *fork /*fɔ:k/ in Korean English (Trudgill, 2005).

Hassan (2011), researched on how an extrovert or introvert can be noticeable. The studied the relationship between both extroverts and introverts and gender in pronunciation accuracy through an experimental research in Egypt and among the learners of secondary schools. In this study, it was found that: Extroverts and introverts positively correlated with English pronunciation accuracy among Arabic speaking Egyptian college students; as he also resulted in another study that it is more useful to use a combination of deductive and inductive approaches for teaching grammar to secondary school students. He also found out that the male students' outperformed female students in their performance of the pronunciation accuracy test. The extroverted students were more accurate in their English language, pronunciation than the introverted ones' (Hassan, 2011).

Simpson (2003), in a study to find a number of articulatory parameters in production of tokens of a sample word *light* /laɪt/ included of twenty two (22) male and twenty six (26) female. In this attempt he tried to investigate the relation between peak velocity, movement duration and diphthong duration. Finally, they analyzed downward tongue tip movement and diphthong slide according to the upward attempt to reduce the vowels and consonants, according to the results, males produced shorter sentences than women and women tried to understand speech segments more completely and they wanted to pronounce words more clearly.

A study by Hariri (2012) on Pronunciation Accuracy aimed to investigate the role of gender and clear production of consonant and vowel sounds, for non-native speakers who intend to learn English language and speak fluently. A checklist of twenty variables on pronunciation accuracy was used and it included gender, attitude towards pronunciation, personality, natural ability, amount of conversation among the natives. True predictions of high level were only four that included: mother tongue, conversation with the native speakers, attitude towards pronunciation and natural ability to imitate sounds, stress and intonation patterns. The findings were that there was no significant difference in pronunciation accuracy of vowels for both genders. The female outperformed the male in consonant pronunciation accuracy and that both learners had difficulty with the sounds that do not exist in their L1.

Hariri's (2012) study was closely related to the current study and was not a replica, as he investigated the role of gender on pronunciation accuracy for

non-native speakers, on consonants and vowel sounds. However, the current study investigated the effect of gender on pronunciation of consonant sounds among Form One students. The respondents under the current study were different in age, race, and time. Data of the current study was collected using dictation, an oral task and a questionnaire for the respondents. The correlation research design was used. Data was analyzed using descriptive statistics and ANOVA. It was presented in tables and graphs showing frequency of occurrence, means, standard deviation and the level of statistical significance.

Shuy (1969) studied differences in pronunciation of –ing ending between male and female respondents. He found out that sixty two point two percent of the male pronunciation was wrong while only twenty eight percent of the female pronounced wrongly. He concluded that, female gender had better pronunciation than male gender and that was why many women choose to learn languages as their major subject. Generally girls exhibited better ability in language. Shuy's (1969) study was closely related to the current study because both studies had gender comparison in pronunciation. While Shuy's study dealt with the pronunciation of the suffix -ing, the current study concerned with the pronunciation of selected English language plosives /p/, /b/, /t/, /d/, /k/, /g/, fricatives /f/, /v/, /θ/, /ð/ and affricates /tʃ/, /ʤ/ only.

2.3 Theoretical Framework

This section presents Larry Selinkers Transfer theory that underpinned the study.

2.3.1 Transfer Theory

This study used Selinkers (1972) Transfer theory. It is assumed that learners of a second language rely extensively on their native language when learning a second language. According to transfer theory, learners of L2 tend to transfer forms and meanings of their native language and culture to forms and meanings of their L2. This transfer is productive if the learner attempts to speak the language and receptive when the learner attempts to grasp the language and culture as practiced by native speakers. Transfer theory states that: those elements that are similar to the learner's native language would be simpler when learning a foreign language and those that are different would be difficult.

Language transfer refers to 'the psychological process whereby prior learning is carried over into a new learning situation and that the learning of task A affects the subsequent learning of task B,' Therefore; any difference between the L1 and the L2 creates difficulties in L2 learning. The learner's L1 will negatively or positively affect the learner's second language acquisition. When there are similarities between L1 and L2, transfer functions positively, and when there are differences, it functions negatively.

Second language learners do come to the classroom with a great deal of experience of how language is communicated (Corder, 1971). Njeru, (2013) put it that, the personal ethnic and language of the community plays a significant role in determining the degree and access to language used by the dominant group, therefore creating a barrier to acquiring L2. It is in light of

that, that language transfer is considered a major communicative strategy utilized by L2 learners in order to achieve communicative competency. Therefore, transfer theory was relevant to investigate a gender based study on the influence of Lutsotso consonants on the pronunciation of the selected English language consonants.

2.4 Summary of the Chapter

This chapter reviewed literature based on the objectives of the study. The first objective covered literature on the English language consonants and Lutsotso consonants, the L1 phonological transfer to L2. The second objective covered literature on the home environment and the third objective covered literature on gender and pronunciation. It established the gap in knowledge and then discussed the theoretical framework that underpinned the study. Chapter three presents a description of research methodology, which includes research design, area of study, target population, sample size and sampling techniques, data collection instruments, their validity and reliability, pilot testing, data collection procedures, data analysis and finally ethical considerations.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents a description of research methodology, which includes the research design, area of study, target population, sample size and sampling techniques, data collection instruments, their validity and reliability, pilot testing, data collection procedures, data analysis techniques and the ethical considerations.

3.2 Research Design

The study used a correlation research design. It aims to examine and describe the associations and relationships between two variables. The independent variables are Lutsotso, home environment and gender whereas the dependent variables are the selected English consonant sounds. Its main purpose is to establish whether a relationship exists between variables and describes the nature of the relationship (Guthrie, 2010). This was the most suitable research design for predicting the presence or absence of the relationship between the dependent variable and independent variable.

3.3 Area of Study

The study was conducted in Kenya, Kakamega County, whose headquarters is Kakamega (Independent Electoral and Boundaries Commission, 2008). Kakamega County has twelve Sub-Counties: Butere, Mumias, Matungu, Lukuyani, Khwisero, Shinyalu, Ikolomani, Lugari, Malava, Navakholo, Kakamega Central and Lurambi.

The study was conducted in Lurambi Sub-County. According to Independent Electoral and Boundaries Commission (IEBC 2008), Lurambi Sub-County has a population size of 160,229 people and covers 161.80 square kilometers. The Sub-County is predominantly settled by Lutsotso speakers. It has six wards namely: Butsotso East, Butsotso South, Butsotso Central, Shieywe, Mahiakalo, and Shirere. The study was confined in Butsotso East, South and Central, that make up Lurambi Sub-County.

3.4 Target Population

The target population refers to that population, which the researcher wants to generalize the result of the study. The population in the study comprised of seven hundred and twenty respondents (720) as per the latest enrolment in Teacher Service Commission (2013) Return Form A. The public day secondary schools were purposively selected from the thirteen public secondary schools in Lurambi Sub-County. These respondents are from rural areas and spoke Lutsotso as their first language.

In Kenya, most people from rural areas speak their first language. These respondents come in contact with English language while at school and at home, they lack adequate exposure and mostly use their first language (Lutsotso) when communicating. The Form One students are the targeted population. Having been born, brought up and learnt in primary day schools within Butsotso, they have just come from an environment that has L1 interference. These respondents had their primary education in Butsotso where Lutsotso was a medium of instruction as from class one to three as per the language policy in Kenya, (Kenya Constitution, 2010).

It is in the upper primary that English language is taught. At Form One the level of English Language learning is heavily influenced with errors. According to Krashen, (1988) errors in a language reduce as learners learn the language structures. Form One is the lowest level of learning in Secondary School Education. Table 3.1, shows the target population of the study.

Table 3. 1: Table showing Target Population

School	Boys	Girls	Total
A	21	27	48
B	91	28	119
C	35	30	65
D	35	44	79
E	15	17	32
F	100	83	183
G	24	28	52
H	30	31	61
I	49	32	81
Total	**400**	**320**	**720**

Source: Adapted from Teacher Service Commission (2016)

3.5 Sample Size

There are thirteen (13) public secondary schools in Lurambi Sub- County. Ten schools were selected using purposive sampling out of thirteen schools, because the ten schools were day schools and the study was interested with the day scholars who were in contact with the Lutsotso language most of the time. Day scholars have more freedom than boarders to use a language of choice (mother tongue) while at home and they interact with speakers of L1 every day outside the school environment. One school was used for pilot study. This particular school was not

included in the study. Boarding and private schools not considered because they would yield different results since language policy in such schools is adhered to as learners are restricted not to use mother tongue. Similarly, the learners are with the teachers who supervise them and even drill them to speak English language effectively. Where a school had more than one stream, simple random sampling was used to select the participating stream through lottery method. According to Mugenda and Mugenda (2003) a sample size of ten percent of the target population was large enough as long as it allowed for reliable data analysis and provided desired level of accuracy. The nine schools had a population of seven hundred and twenty. Out of the total population of seven hundred and twenty, the sample size was ten percent of seven hundred and twenty was seventy two. For gender equality, a proportionate number of boys and girls were selected using ten percent of the total number of respondents in each school. The sample size is shown in Table 3.2.

Table 3. 2: Table showing Sample Size

School	School Population	10% of Population
A	48	5
B	119	12
C	65	7
D	79	8
E	32	3
F	183	18
G	52	5
H	61	6
I	81	8
Total	**720**	**72**

Source: Adapted from Teacher Service Commission (2016)

Table 3.2 above shows that, an equal percentage of ten percent of the target population was sampled out from all the nine (9) schools, which equaled to seventy two to represent the target population on the study of influence of the Lutsotso consonants on pronunciation of selected English language consonants among Form One students in Lurambi Sub-County.

3.6 Sampling Techniques

The study purposively sampled out nine mixed gender, public day secondary schools out of the thirteen schools in the Lurambi Sub-County. The schools needed to be from rural areas when L1 is dominantly used. Simple random sampling through the lottery method was used to obtain a sample size of seventy two respondents from a target population of seven hundred and twenty respondents. For gender equality, an equal number of boys and girls were selected using simple random sampling. Proportionate stratified sampling was used to ensure the sample included respondents from different strata in a population. Each school was treated as strata with a sample fraction of ten percent. A proportionate of ten percent of each population in each school was selected using proportionate stratified sampling as shown in Table 3.2. The selected consonant sounds were selected purposively because the researcher was interested with sounds that are in pairs since the one on the right represents a voiced consonant sound while the sound on the left represents voiceless sounds. The other reason was that the Lutsotso speakers use voiceless sounds mostly and are likely to face a challenge with voiced sounds.

3.7 Data Collection Instruments

The tools for data collection were dictation, an oral task and a questionnaire for the respondents. The selection of the tools had been guided by the nature of the data to be collected and the objectives of the study. The study was mainly concerned with specific consonant sounds in English language and sounds could best be collected through the use of a spoken task, (Ladefoged and John, 2010). The respondents were expected to write down the pronunciation since the Kenya National Examination Council (KNEC) tests oral skills in English paper one in writing and not speaking. This is according to the Kenya Institute of Curriculum Development (KICD, 2000) syllabus. The researcher was keen on the English language selected plosives /p/, /b/, /k/, /g/, /t/, /d/, fricatives /f/, /v/, /θ/, /ð/ and affricates /tʃ/, ʤ/ only. Each day was dedicated to each school to collect data daily and record in note books. In the evening, the findings were compiled.

3.7.1 Dictation

Adams (1990) suggests that tasks to measure syllable and phoneme awareness are deletion type such as word/sound deletion. The dictation exercise had ten sentences with part (i) and (ii). Each sentence had minimal pairs in context thus resulting to twenty items. The researcher recorded the dictation exercise using a tape recorder by an expert in a quiet room. The researcher requested for a quiet room where data on dictation was collected. The respondents while in a quiet room were expected to listen keenly on how the sentences were pronounced and write them down on a provided sheet of paper immediately after listening. Every sentence was repeated for the purpose of confirmation. The researcher then marked the sentences with special considerations to distinguish pairs of English language selected

plosives / plosives /p/, /b/, /k/, /g/, /t/, /d/, fricatives /f/, /v/, /θ/, /ð/ and affricates /tʃ/, /ʤ/ only. The maximum score for the dictation exercise was twenty. The sounds in question were either right or wrong. Quantitative data was collected after marking. The words in dictation were:

- Pound /pɑʊnd/ and Bound /bɑʊnd/
- Pet /pet/ and Bet /bet/
- Dill /dil/ and Till /til/
- Dye /dal/ and Tie /tal/
- Church /tʃʌtʃ/ and Judge /ʤʌʤ/
- Char /tʃa:(r)/ and Jar /ʤa:(r)/
- Cut /kʌt/ and Gut /gʌt/
- Coat /kəʊt/ and Goat /gəʊt/
- Thigh /ðal/ and Thy /ϴal/

3.7.2 Oral Task

Minimal pairs are two or more English language words with identical sounds except in one sound segment (Cruttenden, 2001). According to Njoroge (2008), the phonemes can be identified by use of minimal pairs. The study used an oral task with minimal pairs to test the ability of the respondents to identify and distinguish the English language selected plosives /p/, /b/, /k/, /g/, /t/, /d/, fricatives /f/, /v/, /θ/, /ð/ and affricates /tʃ/, /ʤ/. The respondents were asked to read a jumbled up list of twenty words that contained the selected English language consonant sounds relevant to the study. Each respondent was issued with the following list of the jumbled up words to pair them so that there is contrast in only one segment of sound, especially the initial position of the sounds.

This is the list of the words used: (*Pail, jeer, file, ghee, till, choke, bail, key, coal, pill, vile, cheer, joke, kill, goal, gill, thigh, thy, bill and dill).*

The respondents then wrote words containing the contrast in one segment of sound. The minimal pairs were then scored as either right or wrong with a maximum score of ten. This was after transcription and analysis to identify the variants of each sound. Variation in the pairing of the minimal pairs was identified by use of Hornby, (2006) Oxford Advanced dictionary in determining the correct description. Marks were counted by counting the frequency followed by calculations of percentages, mean, standard deviations. There was need for linguistic data to be analyzed statistically to establish whether there was any correlation between the variations observed. The study used analysis of variance ANOVA to establish a relationship between the two variables.

3.7.3 A Questionnaire for the Respondents

The study also used a self-administered questionnaire for the respondents, designed by the researcher to collect data from the respondents since home environment could not be directly observed. The questionnaire collected data that could be analyzed quantitatively. The questionnaires were structured so as to capture an area on the background of the respondents, and then the main areas of concern were marked as whether the respondents read story books while at home, whether they read daily newspapers while at home and whether they watched television and listened to the radio while at home. The respondents were expected to give appropriate responses and prove by specifying what audio and print media they accessed while at home. The questionnaires were then collected, coded and scored. The responses of all the respondents were compared to establish the effect of home environment on

pronunciation of selected English consonant sounds. There was analysis of both genders in the rich literacy home environment and low literacy home environments to establish whether home environment affects pronunciation.

3.8 Pilot Testing of the Instruments

Pilot testing refers to field-testing to provide rationale for the design (Mugenda and Mugenda, 2003). The instruments for data collection were dictation, an oral task (pairing jumbled up minimal pairs) and a questionnaire for the respondents. The pilot study was conducted on Form One students of one school from Lurambi Sub-County, similar to the actual sample to be used in the study through purposive sampling. These respondents used for piloting were not used in the final study. Procedures used in pre-testing the instruments were similar to those that were used during the actual data collection. Pre-testing was done to determine and establish content validity, construct validity and face validity. The study used a test-retest method to test for reliability where the instruments were given to identical respondents not included in the study sample but were part of the target population. The tools were given to the same respondents after a period of two weeks. The tools were again scored and analyzed. The pilot study created unity in design and elicitation strategies that was used in the current study. Changes were made to the dictation exercise as initially the exercise consisted of words only, which later on changed to minimal pairs in context. Changes were also made on the oral task and the questionnaire for the respondents. The sound /s/ and /z/ were omitted. The pilot study was important because it helped in reshaping of the instruments and determining a more appropriate and efficient plan for analysis. The procedures used in pre- testing the instruments were similar to those that were used during the actual data collection.

3.9 Validity of the Instruments

Validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under investigation (Oso and Onen, 2008). The researcher ensured that the dictation, the oral task and the questionnaire that were used in data collection had content validity, face validity and construct validity. Instruments were developed basing on the objectives as well as the transfer theory. To attain content validity (the situation where items measure the content they are intended to measure) were checked and judged by senior experts from the School of Languages and Social Sciences, Masinde Muliro University of Science and Technology and experienced teachers of English to tell how well the measuring instruments met the standards (Kothari, 2004). Construct validity (the situation where items are structured in the correct manner) and face validity (the situation where items appear to measure what the instrument purports to measure) were also assessed.

Construct validity refers to a measure of the degree to which data obtained from an instrument meaningfully and accurately reflects or represents a theoretical concept (Orodho 2003). The study was interested in finding out the extent to which Lutsotso consonants influence the pronunciation of selected English language consonants among Form One students. To ensure construct validity, the researcher used three instruments to collect data. There was dictation, an oral task and use of a questionnaire for the respondents. Orodho (2003) refers to it as triangulation, which is the use of different techniques to study the same issue from varied angles, to avoid contradictions in the findings and for greater credibility since it had come from

different sources. The items included in the instruments were based on the study's objectives as well as the principles of the transfer theory.

3.10 Reliability of the Instruments

For reliability, the researcher used the test re-test method that involved the administration of the same tasks to the same group of students of similar Form and environment after an interval of two weeks (Walingo and Ngaira, 2008). The pilot study was done on the Form One students whose L1 is Lutsotso and respondents did not take part in the main study but were part of the target population. The items which were found not reliable were deleted from the test and substituted with more appropriate items. This enabled the reshaping of dictation of minimal pairs. In the oral task, the sounds that were found simpler (not problematic) were left out. Reliability for the questionnaire was checked by re administering the questionnaire at one week interval. Again, the questions that were identified not to yield the expected answers were deleted and others were modified to capture the expected response.

3.11 Data Collection Procedures

Before proceeding to Lurambi Sub-County to conduct the study, the researcher obtained an authority letter from the School of Graduate Studies, Masinde Muliro University of Science and Technology. The researcher then applied for a research permit from National Commission of Science Technology and Innovation (see Appendix v). Letters of notification to carry out research in the selected schools in the Sub-County were availed to the principals and heads of

English department. The researcher met each subject teacher of English or head of department to discuss on the strategy and time appropriate for data collection. Having done the pre-test, the nine schools were visited each daily. The students who were born in Butsotso, spoke Lutsotso as a first language and were learning in Butsotso were identified. The researcher requested for a quiet room from the administration, from where the tasks were to be done. The data collected was organized for analysis.

3.12 Data Analysis Techniques

The data collected in the study was analyzed using both quantitative and qualitative approaches. Descriptive statistics consisted of frequencies, percentages, means and standard deviation while inferential statistics was ANOVA. Textual data was sorted and then coded accurately using numerical data to reflect the requirements of the measurement scales. The study used the Oxford Advanced Learner's Dictionary in determining the standard description of the specific sounds of English. The total marks for each sound were determined by counting frequency occurrences of the specific sound. This was followed by the calculations of the percentages, mean and standard deviations for each sound. It was important to analyze the sounds statistically to establish whether there was any correlation between the independent variable and dependent variable. Analysis of variance (ANOVA) was used to confirm whether the observed differences between the two sample means were significant or not. When applying ANOVA, the study was out to establish variability in the independent and dependent variables. If the statistical significant was at $p<0$, then it would be concluded that the means were different.

Data collected using questionnaires was sorted according to gender, rich and low home environment. Then they were coded accurately to reflect the requirements of the measurement. Data was analyzed using descriptive analysis and ANOVA. Data was made up of individual score and compared the differences between the means of the male and the female in all aspects of home environments (story books, newspapers, television and radio). The questionnaires also were analyzed according to respondents in the rich literacy home environment verses low literacy home environment. The results were then presented in tables to show frequency of occurrences, means, standard deviations and levels of statistical significance. Respondents who accessed aspects of home environments were considered to have a rich literacy home environment whereas those that did not were considered to have low literacy home environments.

3.13 Ethical Consideration

The researcher sought permission from each school's principal who gave consent to approve the respondents' participation in the study. The participation was voluntarily to Lutsotso speakers among the Form One students. Before administering the dictation, an oral task and the questionnaire to the respondents, the researcher understood the respondents' background by requesting the school administration to allow only Lutsotso speakers to take part in the study. The researcher confirmed their background by asking them to write their home area and the indigenous language spoken at home. The respondents were adequately and fully informed about the procedures and benefits involved in the research. The researcher answered the respondents questions about the research, respected their right to privacy, withdrawal at any stage, and confidentiality of their responses. To preserve

anonymity, every school and respondents were assigned an individual code that was noted on the score sheet. The results are presented as males' and females'.

3.14 Chapter Summary

This chapter has presented a description of research methodology, which included the research design, area of study, target population, sample size and sampling techniques, data collection instruments, their validity and reliability, pilot testing, data collection procedures, data analysis techniques and the ethical considerations.

The next chapter deals with data analysis, presentation, interpretation and discussion of results based on characteristics of the respondents and the objectives of the study namely:- influence of the Lutsotso consonants on pronunciation of the selected English language consonant sounds; establishment of the impact of home environment and the effect of gender on pronunciation of selected English language consonant sounds among Form One students in Lurambi Sub-County.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter entails data presentation, interpretation and discussion of results based on the three objectives of the study. The objectives are to: examine the influence of the Lutsotso consonant sounds on pronunciation of selected English language consonant sounds; establish the impact of home environment on the pronunciation of the selected English language consonant sounds and effect of gender on pronunciation of the selected English language consonants among Form One students in Lurambi Sub-County.

4.2 Lutsotso Consonants and Pronunciation of Selected English Consonants

When discussing the first objective, dictation and oral task were used and the data collected was presented as shown below.

4.2.1 Dictation

The study used the Oxford Advanced Learner's Dictionary in determining the standard description of the specific sounds of English. The total marks for each sound were determined by counting frequency occurrences of the specific sound. The results were as in Table 4.1.

Table 4.1: Results from Dictation

Score $\frac{x}{20}$	*0*	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*	*12*	*13*	*14*	*15*	*16*	*17*	*18*	*19*	*20*
male	*5*	*0*	*2*	*2*	*1*	*1*	*0*	*0*	*0*	*1*	*0*	*1*	*1*	*1*	*2*	*2*	*1*	*2*	*5*	*5*	*4*
female	*0*	*0*	*2*	*1*	*0*	*0*	*2*	*1*	*1*	*1*	*2*	*2*	*1*	*1*	*0*	*1*	*1*	*2*	*2*	*8*	*8*

Table 4.1 shows that twenty four males scored above ten out of twenty while twenty eight females scored above ten out of twenty. This implied that more female than male did better in dictation. This was followed by the calculations of the mean and standard deviations for each sound as shown in Table 4.2.

Table 4.2: Mean and Standard Deviation of Dictation Exercise

	Number	Mean	Standard deviation
Male	36	12.14	7.42
Female	36	14.53	5.93

The results from Table 4.2 indicate that the mean the male was 12.14 while the mean for the female was 14.53. This implies that the females outperformed the male in dictation.

The standard deviation for the male was 7.42 while that of female was 5.93. This implies that the difference of male scores from the mean was higher than that of female. This means that the female scores were closer to the mean. Thus they were better than the male in the dictation exercise.

A further analysis was done on the level of difficulty in pronunciation of sounds in dictation and the results were as shown in Table 4.3.

Table 4.3: Level of Difficulty in Pronunciation of Sounds in Dictation

Sounds	/d/	/g/	/v/	/θ/	/ ʤ /	/b/	/ð/	/tʃ/	/k/	/f/	/p/	/t/
Male	30	30	25	21	23	17	14	23	0	0	0	0
% male	83.33	83.33	69.44	58.3	63.9	47.2	38.9	63.9	0	0	0	0
Female	27	21	24	18	10	9	8	10	0	0	0	0
% female	75	58.33	66.7	50	27.8	25	22.2	27.8	0	0	0	0

The result suggests that the voiced alveolar plosive sound /d/ was the most difficult in pronunciation with 83.33% of the male respondents and 75% of the female

respondents. It was followed by the voiced velar plosive sound /g/ with 83.33% of the male respondents and 58.33% of the female respondents. The voiced labiodentals fricative sound /v/ had 69.44% for the male and 66.7% for the female. The voiceless dental fricative sound /θ/ had 58.3% of male having difficulty in pronunciation against 50% of female. These sounds were interchanged with voiceless velar fricative sound /k/, voiceless labiodentals fricative sound /f/ and voiced dental fricative sound /ð/ respectively. The voiceless sounds that were not problematic were: voiceless velar fricative sound /k/, voiceless labiodentals fricative sound /f/ and voiceless alveolar plosive sound /t/. These sounds may not have been problematic because they exist in Lutsotso language and therefore the respondents are familiar with the sounds.

In the dictation exercise, the voiced sounds, voiced bilabial plosive sounds /b/, voiced alveolar plosive sound /d/, voiced velar plosive sound /g/, voiced labiodentals fricative sound /v/ and voiced palate-alveolar affricate sound /ʤ/ were interchanged with the voiceless sounds. The interchanging might have occurred because the sounds do not exist in Lutsotso. The other reason of interchanging sounds could be because the English spelling system according to Kenworthy (1991) is the alphabetic one. There is no specific convention for spelling. At one hand, it maintains sound letter correspondence. On the other hand, it does not follow one to one correspondence between sound and letters. Unlike some other indigenous languages such as Lutsotso which have one sound value. In English, one sound has different sound realizations. For example, sound /c/ can be pronounced as /k/ and also as /s/. These different realizations' of sounds create confusion to speakers of Lutsotso. They find it difficult to pronounce unfamiliar words such as coal and goal.

The following examples were drawn from the respondents' data and they show how the sounds were interchanged. The transcriptions were based on how the respondent wrote the word to show how he or she would have articulated it when spoken as illustrated below.

1 (i) The book is well *bound* /bɑʊnd/.

Became: The book is well *pount* /pɑʊnt/.

(ii) The children *pound* /pɑʊnd/ the door hard.

Became: The children *bount* /bɑʊnt/ the door hard.

(iii) He wanted to *bet* /bet/.

Became: He wanted to pet.

(iv) See my *pet* /pet/.

Became: See my *bet* /bet/.

Firstly, where voiced bilabial plosive /b/ was expected, voiceless bilabial plosive /p/ was used as shown. This distorted the meaning of the word in context and interfered with good pronunciation of sounds that are minimally different in one unit. The final consonant, voiced alveolar plosive /d/ was interchanged with voiceless alveolar plosive /t/.

Secondly, interchanging of sounds was also noted in voiced labiodental fricative /d/ and voiceless labiodental fricative /t/.

2 i) Tie /tal/ the rope well.

Became:*Die* /dal/ the rope well.

ii) She lost her dill /dil/.

Became: She lost her *till* /til/.

Another change in the sound was detected in the use of voiceless alveolar fricative /tʃ/ and voiced alveolar fricative /ʤ/ as seen in the following examples.

3 i) The *judge* /ʤʌʤ/ is my father.

Became: The *church* /tʃʌtʃ/ is my father.

ii) The *jar* /ʤa:(r)/ had milk.

Became: The *char* /tʃa:(r)/ had milk.

The final voiced consonant /ʤ/ was replaced with /tʃ/ a voiceless consonant as illustrated above. Similarly, other sounds that were interchanged were the voiceless velar plosive /k/ and voiced velar plosive /g/ as illustrated in the examples.

4 i) The *goat* /gəʊt/ ate grass.

Became: The *coat* /kəʊt/ ate grass.

ii) Buy a coat /kəʊt/.

Became: Buy a coat /gəʊt/.

A voiceless sound was replaced with a voiced sound as seen in the given examples above. Lastly, voiceless dental fricative /θ/ as in thigh was interchanged with voiced dental fricative /ð/.

5 i) Honour *thy* /ϴal/ parents.

Became: Honour *die* /dal/ parents.

ii) I hurt my *thigh* /ðal/.

Became:I hurt my *die* /dal/.

This shows that second language learners make predictable pronunciation errors while learning a second language. This is the context voicing and the word final devoicing. The respondents interchanged the voiced bilabial plosive /b/ as in bound with the voiceless bilabial plosive /p/ as in pound. Voiced labiodentals

fricative /d/ as in doll was interchanged with voiceless labiodental fricative /t/ as in toll.

Voiceless palate-alveolar affricate sound /tʃ/ as in church was interchanged with voiced palate-alveolar affricate sound /ʤ/ as in judge. Voiceless velar plosive /k/ as in cut was interchanged with voiced velar plosive /g/ as in gut. Lastly, voiceless dental fricative/ θ / as in thigh was interchanged with voiced dental fricative /ð/ as in thy. This implies that the sounds of Lutsotso influence the English plosives, fricatives and affricates.

4.2.2 Oral Task

The first objective was also tested using an oral task where minimal pairs were used to test the oral skills. According to Hornby (2006) minimal pairs are pairs of two English language words that differ in only one sound segment and when this sound is interchanged, it leads to difference in their meanings. In the Oral task the respondents were to identify minimal pairs according to the correct pronunciation of the initial sound contrast in terms of voicing. The minimal pairs were: (*Pail, jeer, file, fail, ghee, till, vail, choke, bail, key, coal, pill, vile, cheer, joke, kill, goal, gill, bill and dill).*

Data from the Oral task was also analyzed descriptively and the results were as shown in Table 4.4.

Table 4.4: Results from Oral Task

%Score	0	10	20	30	40	50	60	70	80	90	100	T
Male a	5	0	2	2	1	1	0	2	6	7	10	36
% male b	13.9	0	5.6	5.6	2.8	2.8	0	5.6	16.7	19.4	27.8	
Female l	0	0	2	1	0	0	2	1	4	6	20	36
% Female e	0	0	5.6	2.8	0	0	5.6	2.8	11.1	16.7	55.6	

Table 4.4 shows that twenty six males scored above fifty percent out of one hundred while thirty one females scored above fifty percent. This implied that the female were excellent in oral task as compared to the male because only three females scored below fifty percent.

This was followed by the calculations of the mean and standard deviations for each sound. The sounds are as shown in Table 4.5.

Table 4.5: Mean and Standard Deviation for Oral Task

Gender	Number	Mean	Standard Deviation
Male	36	67.8	3.6
Female	36	86.7	9.1

The results from Table 4.5 indicate that the mean the male was 67.8 while the mean for the female is 86.7. This implies that the females outperformed the male in Oral Task. The standard deviation for the male was 3.6 while that of female was 9.1. This implies that the difference of male scores from the mean was lower than that of female. This means that the male scores were closer to the mean. Thus the female were better than the male in the Oral Task.

A further analysis was done on the level of pronunciation of sounds in Oral Task and the results were as shown in Table 4.6.

Table 4.6: Level of Pronunciation of Sounds in Oral Task

Sounds	Males	%Male	Females	%Female
Sound /p/	10	27.78	20	55.56
Sound /t/	07	19.44	06	16.67
Sound /f/	06	16.67	04	11.11
Sound /k/	02	5.56	01	2.78
sound /b/	0	0	02	5.56
Sound /ʤ/	01	2.78	0	0
Sound /v/	01	2.78	0	0
Sound /g/	02	5.56	01	2.78
Sound /θ /and /ð/	01	2.78	02	5.56
All sounds problematic	05	13.9	0	0

Table 4.6 shows that five males experienced problems with the pronunciation of all sounds whereas no female had problem. At least a male respondent had problems with sounds /ʤ/, /v/, /θ/ and /ð/ with two point seven eight percent whereas no female had problems with the same sounds except sound /g/, /θ/ and /ð/ with five point five six percent. The sound /p/ was the easiest in pronunciation followed by sound /t/, /f/, /k/. Whereas ten males found it easier to pronounce sound /p/ with 27.78%, twenty females of 55.56% found sound /p/ easiest. Sound /t/ had seven males and six females, which was19.44% and 16.67% respectively. Sound /f/ had xix males and four females, which was 16.67% and 11.11% respectively.

The following examples were drawn from the respondents' data and they show how the minimal pairs were wrongly paired.

Most of the respondents were pairing pail with pill instead of bail

Jeer with ghee instead of cheer

File with vail instead of vile

They failed to pair the minimal pairs as shown below.

a. Ghee with guild inst Pail /peɪl/ and bail /beɪl/

b. Jeer /ʤɪə(r) and cheer /ʧɪə(r)/

c. File /faɪl/ and vile /vaɪl/

d. Fail /feɪl/ and vail /veɪl/

e. Ghee /gi:/ and key /ki:/

f. Till /tɪll/ and dill/dɪl/

g. Choke /ʧəʊk/ and joke /ʤəʊk/

h. Coal /kəʊl/ and goal /gəʊl/

i. Pill /pɪl/ and bill /bɪl/

j. Kill /kɪl/ and gill /gɪl/

k. Thy /ðaɪ/ and thigh /Θaɪ/

The non-target English sounds that vary show instances of pronunciation deviations when compared with those of Roach (2000). This can be concluded that there is substitution of voiced sounds with voiceless sounds. Thus, little communicative intelligibility due to the socio cultural contexts that led to transfer of sounds from L1 to L2. From the improper pairing that have been indicated, it was concluded that Lutsotso consonant sounds influences the pronunciation of selected English consonant sounds. In support of my findings is Masinde (2005) who concluded that causes of L1 transfer is the learning dominated by L1 speakers, lack of speaking role model and inability of the learners to communicate.

4.3 Home Environment on Pronunciation of Selected English Consonants Sounds

Data from the questionnaires were marked by whether the respondents read story books while at home, whether they read Daily Newspapers while at home and whether they watched television and listened to the radio while at home. Data was presented as shown in Table 4.7.

Table 4.7: Questionnaire on Home Environment

Gender Comparison on Home Environment		
Home Environment	**Gender**	**Percentages**
Reading story books	Male	36.00
	Female	64.00
Reading newspapers	Male	58.50
	Female	41.50
Watched television	Male	55.00
	Female	45.00
Listened to radio	Male	60.00
	Female	40.00

The results in Table 4.7 indicate that more female respondents read story books as compared to male respondents with female 64% and male 36%. Those who read story books were reading those recommended to them by the teachers especially the school set texts for Form Three and Four syllabuses. These are: *The River and the Source* by Margret Ogolla, *The Caucasian Chalk Circle* by Bertolt Brecht, *Betrayal in the City* by Francis Imbuga and Short Stories- *When the Sun Goes Down* and other stories. This showed that the respondents did not access any supplementary story books such as *Death Trap* by Bill Rutto, *Taming Isoyo* by Leonard Kibera.

Respondents who read newspapers while at home were: male 48.5% and female 41.50%. These newspapers were: The Standard, Daily Nation and Taifa Leo. This means that more male read the newspapers as compared to the female. On confirming what they actually read in the newspapers, most respondents pointed out the sports

column especially the males and the female pointed out the fashion design and leisure column. A few of them said that they read emerging issues and children's corner. This means that what they read is relevant to pronunciation because it has sounds that were being investigated. It implies that the respondents exercise very limited use of second language while at home.

More male respondents watched television while at home as compared to the female gender: 55% male and 45% of the female gender. The respondents who watched television while at home watched football, comedies and soap opera films. This implies that those who watched television had an opportunity to listen to good speakers of English language. For example, football commentators speak intelligible English and even characters in most soap operas use the recommended British English. Those respondents who listened to the radio were male 60% and 40% female.

Those who listened to the radio indicated that they listened to news, music and other programs aired in other Kenyan languages. Radio stations that air in other languages include: Mulembe FM which is broadcasts in Luhya languages and Radio Jambo that airs in Kiswahili and Sheng. Generally, more male listen to radio as compared to female gender.

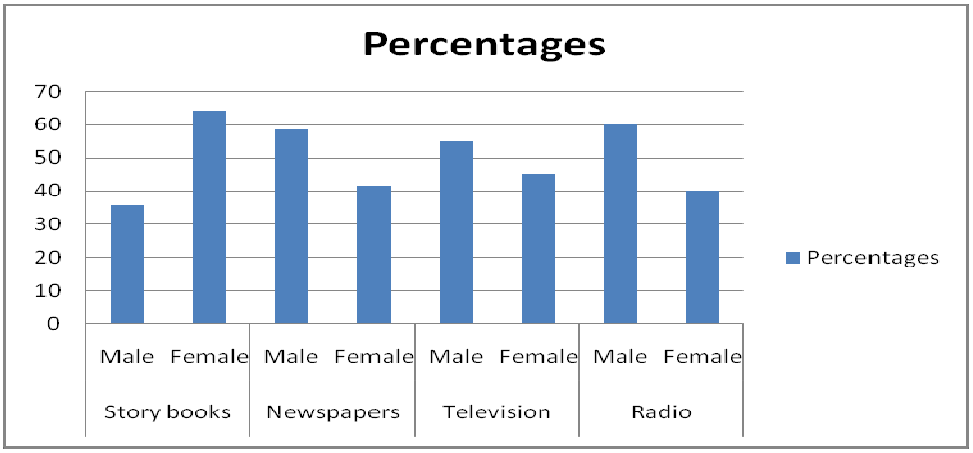

Figure 4. 1: Home Environment

The home environment was further analyzed to calculate the mean and the standard deviation. The results were as shown in the Table 4.8.

Table 4.8: Mean and Standard Deviation of Home Environment

Gender	Number	Mean	Standard deviation
Male	36	52.375	3.2
Female	36	47.625	9.0

Table 4.8 shows that the male gender is exposed to home environment that is rich with language materials such as television, radio, newspapers and story books. This is because the mean for the male on home environment is 52.375. The females' exposure to home environment materials is lower with a mean of 47.625. This means that the male gender was better than the female gender in all the home literacy environments.

However, it was necessary to establish if there was any difference on pronunciation between male and female in rich literacy home environments and low literacy home environments. ANOVA of the same results was calculated at 0.05 level of

significance and the results obtained were as shown and discussed. The results obtained were as shown in Table 4.9 ANOVA on story books.

Table 4.9: ANOVA on Story Books

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Rich home environment	Between Groups	118.766	1	118.766	190.882	.000
	Within Groups	43.554	70	.622		
	Total	162.319	71			
Low home environment	Between Groups	97.813	1	97.813	291.803	.000
	Within Groups	23.464	70	.335		
	Total	121.278	71			

For the males and females that were exposed to rich literacy home environment on reading story books while at home, the F-value (190.882) of the results is greater than 0.05 at significance 0.000 whereas the males and females that were less exposed in low home literacy environment, the F- value (291.803) is also greater than 0.05. Therefore, the null hypothesis that stated there is no correlation between home environment and pronunciation of the selected English consonant sounds is therefore rejected because the calculated values are greater than the significant values. This means that the reading of story books by respondents affects pronunciation of the selected English consonant sounds. Those respondents, who read story while at home, had rich literacy home environment and their pronunciation was good and comprehensible. On the other hand, those respondents in a low literacy home environment had problems with pronunciation. In both cases they differed in pronunciation. Table 4.10 shows ANOVA on Newspapers between males and females in rich literacy home environment and low literacy home environment.

Table 4. 10: ANOVA on Newspapers

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Rich home environment	Between Groups	103.361	1	103.361	122.718	.000
	Within Groups	58.958	70	.842		
	Total	162.319	71			
Low home environment	Between Groups	37.007	1	37.007	30.740	.000
	Within Groups	84.271	70	1.204		
	Total	121.278	71			

For the males and females that were exposed to rich literacy home environment on reading newspapers while at home, the F-value (122.718) of the results is greater than 0.05 at 0.000 whereas the gender that were less exposed to low literacy home environment, the F-value 30.740 is also greater than 0.05 at 0.000. Therefore, the null hypothesis that stated there is no correlation between home environment and pronunciation of the selected English consonant sounds is therefore rejected because the calculated values are greater than the significant values. This means that the reading of newspapers by respondents affects pronunciation of the selected English consonant sounds.

Table 4.11 shows ANOVA on Television between rich literacy home environment and low literacy home environment.

Table 4.11: ANOVA on Television

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Rich home environment	Between Groups	90.000	1	90.000	87.114	.000
	Within Groups	72.319	70	1.033		
	Total	162.319	71			
Low home environment	Between Groups	30.855	1	30.855	23.886	.000
	Within Groups	90.423	70	1.292		
	Total	121.278	71			

For the males and females that were exposed to rich home environment watching and listening to television while at home, the F-value (87.114) of the results is greater than 0.05 at 0.000 whereas the genders that had low literacy home environment, the F-value 23.886 is also greater than 0.05 at 0.000. Therefore, the null hypothesis that stated there is no correlation between home environment and pronunciation of the selected English consonant sounds is therefore rejected because the calculated values are greater than the significant values. This means that watching and listening to television by respondents affects pronunciation of the selected English consonant sounds. Table 4.12 shows ANOVA on radio between rich literacy home environment and low literacy home environment.

Table 4.12: ANOVA on Radio

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Rich home environment	Between Groups	109.459	1	109.459	144.950	.000
	Within Groups	52.860	70	.755		
	Total	162.319	71			
Low home environment	Between Groups	41.213	1	41.213	36.032	.000
	Within Groups	80.065	70	1.144		
	Total	121.278	71			

For the males and females that had rich literacy home environment on listening to radio while at home, the F-value (144.950) of the results is greater than 0.05 at 0.000 whereas the genders that had low literacy home environment, the F-value 36.032 is also greater than 0.05 at 0.000. Therefore, the null hypothesis that stated there is no correlation between home environment and pronunciation of the selected English consonant sounds is therefore rejected because the calculated values are greater than the significant values. This means that listening to radio by respondents affects pronunciation of the selected English consonant sounds.

The second hypothesis was again tested using Kruskal Wallis ANOVA for the significance difference between rich literacy home environment and low literacy home environment.

Table 4.13: Hypothesis Test Summary on Home Environment

Null Hypothesis	Test	Significance	Decision
The distribution of scores is the same across categories of Home Language Environment	Independent samples Kruskal Wallis	.000	Reject the null hypothesis
The distribution of scores is the same across categories of Home Language Environment	Independent samples Kruskal Wallis	.000	Reject the null hypothesis

The results above indicate that the hypothesis that stated that, there is no correlation between home environment and pronunciation of English language sounds in ESL context was rejected at alpha level of 0.05. The results indicated that there is a relationship between home environment and articulation of the selected English consonant sounds. Those respondents who accessed the selected home environment, their pronunciation was good and comprehensible.

In support of these findings is Ngorosho (2011) who found out that the home environment in literacy skills have significant indicators in rural Tanzania to reading. Kensworthy (1991) also supports the findings of this study. He argues that, if learners have continuous access to English and enough intakes in English, this would create a positive impact on the learners' pronunciation. Adams (1990) also supports the findings of the current study. He argues that without direct instructional support, phonemic awareness eludes roughly as twenty five percent of middle class first graders came from less literacy rich backgrounds and had serious difficulty in learning to read.

4.4: Effect of gender on Pronunciation of the selected English language consonants

The last objective was out to establish the effect of gender on the pronunciation of selected English consonants and the hypothesis stated that: there is no correlation between gender and articulation of English language sounds in ESL context.

Table 4.14 shows a comparison of mean and standard deviation for dictation and oral task for both male and female.

Table 4.14: Mean and Standard Deviation for Dictation and Oral Task

Group Statistics				
Task	**Gender**	**N**	**Mean**	**Std. Deviation**
Dictation	Male	36	12.14	7.42
	Female	36	14.53	5.93
Oral Task	Male	36	6.78	3.6
	Female	36	8.67	9.1

The result in Table 4.13 indicated that the mean for the female gender is higher than that of male gender. The female had 14.53 in dictation and the male had a mean of 12.14. In oral task, the female had a mean of 8.67 whereas the male had 6.78. The standard deviation for the female is 5.93 while that of the male is 7.42 in dictation. The standard deviation for the male in oral task is higher than that of the female. The male had standard deviation of 3.6 whereas the female had 9.1 in oral task. This implies that, the female gender did better than the male gender in dictation and in oral task. Thus the female gender is better than the male gender in pronunciation of the selected English consonant sounds.

However, it was necessary to establish if there was any difference in the mean scores. ANOVA of the same results was calculated at 0.05 level of significance and the results obtained were as shown in Table 4.15 for dictation.

Table 4.15: ANOVA for Dictation

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.681	1	1.681	.732	.395
Within Groups	160.639	70	2.295		
Total	162.319	71			

The results in Table 4.15 indicated that the mean squares between groups were 1.681 while within groups was 2.295. The significance level was 0.395. Since the F ratio is greater than the level of significant (0.732>0.395) at alpha level 0.05. The hypothesis stated that: there is no correlation between gender and articulation of English language sounds in ESL context was rejected. The respondents did not have similar pronunciation problems in the dictation. Therefore, gender affects pronunciation as female did better than the male in dictation.

One way ANOVA was performed on oral task and results recorded in Table 4.16.

Table 4. 16: ANOVA for Oral Task

	Sum of Squares	df	Mean Square	F	Critical value
Between Groups	6546.67	1	6546.67	0.943	3.97
Within Groups	493053.33	71	6944.4		
Total					

Since the F-ratio (0.943) is less than the critical value (3.97) at an alpha level of 0.05, the hypothesis that stated that there is no correlation between gender and articulation of English language sounds in ESL context was accepted. Thus gender does not affect pronunciation of the selected English consonant sounds.

Both Hariri (2012) and Shuy (1969) disagreed with findings of this research. Hariri said that female outperformed the male in consonant pronunciation accuracy and

they both had difficulty with sounds that do not exist in their L1. Shuy said concluded that girls exhibited a better ability in language.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a summary of the findings of the study, conclusions, recommendations and further areas for research. The aim of this study was to investigate the influence of Lutsotso consonant sounds on pronunciation of selected English consonant sounds among Form One students, learning English as a Second Language (ESL), in Lurambi Sub-County, Kakamega County. The selected English language consonant sounds were: plosives /p/, /b/, /k/, /g/, /t/, /d/, fricatives /f/, /v/, /θ/, and /ð/, and affricates/tʃ/, /ʤ/.

The objectives of the study were to:

i. Examine the influence of the Lutsotso consonants on pronunciation of selected English consonants among Form One students in Lurambi Sub-County.
ii. Establish the impact of selected home environment on pronunciation of selected English consonants among Form One students in Lurambi Sub-County.
iii. Establish the effect of gender on pronunciation of selected English consonant among Form One students in Lurambi Sub-County.

The hypotheses that guided the study were that**:**

i. There is no correlation between articulation of English language sounds and their existence or lack of it in Lutsotso.
ii. There is no correlation between home environment and pronunciation of English language sounds in ESL context.
iii. There is no correlation between gender and articulation of English language sounds in ESL context.

The study was anchored on Selinkers (1972) transfer theory which states that: the learner's first language will positively or negatively affect a Second Language Acquisition (SLA). A correlation research design was adopted to establish and describe the nature of the relationship that exists between Lutsotso consonants and the selected English consonant sounds.

The study collected data using dictation, an oral task and a questionnaire for the respondents. Qualitative data was analyzed using descriptive analysis whereas quantitative data was analyzed using inferential statistics where Analysis of Variance (ANOVA) was used. The results were presented as per the objectives and the hypotheses tested.

5.2 Summary of the Findings

The summary of the finding were discussed per the objective as shown below.

5.2.1 Lutsotso Consonants and Pronunciation of Selected English Consonants

The study when establishing whether Lutsotso consonants influence the pronunciation of selected English consonant sounds, it used dictation and oral task. This shows that second language learners make predictable pronunciation errors while learning a second language. This is the context sensitive voicing and the word final devoicing. It was found out that Lutsotso consonant sounds influences pronunciation of selected English plosives /p/, /b/, /k/, /g/, /t/, /d/, fricatives /f/, and /v/, /θ/, /ð/ and affricates/tʃ/, /dʒ/ consonant sounds.

5.2.2 Home Environment and Pronunciation of Selected English Consonants

The result obtained in this study showed that home environment affects pronunciation of selected English language consonant sounds in ESL context. It was also found out that

males and females in rich literacy home environments were better than those in low literacy home environments.

5.2.3 Gender and Pronunciation of Selected English Consonants

The results from calculated means indicated that gender affects pronunciation of the selected English consonant sounds. The female gender did better than the male gender in dictation and oral task. This implies that the female gender is keen on pronunciation of selected plosives /p/, /b/, /k/, /g/, /t/, /d/, fricatives /f/, /v/, /θ/, and /ð/, and affricates/tʃ/, /dʒ/. A further analysis using ANOVA indicated that there is no difference between the males' and females' pronunciation since the difference is not significantly noticeable. Therefore the null hypothesis that stated that there is no correlation between gender and articulation of English language sounds in ESL context was accepted at an alpha level 0.05.

5.3 Conclusion

The study concluded that Lutsotso consonants influence the pronunciation of the selected plosives /p/, /b/, /k/, /g/, /t/, /d/, fricatives /f/, /v/, /θ/, and /ð/, and affricates/tʃ/, /dʒ/ English consonant sounds. This is because there is the voicing and devoicing of significant English consonant sounds. Most sounds were interchanged especially the voiced with the voiceless ones. This pronunciation difficulty is related to features of their first language. Learners of English as second language have had difficulties with sounds that do not exist in their L1 especially English fricatives. Pronunciation of these sounds can be improved through practice.

Selected aspects of home environment affects pronunciation of the selected English plosives /p/, /b/, /k/, /g/, /t/, /d/, fricatives /f/, /v/, /θ/, and /ð/, and affricates/tʃ/, /dʒ/

consonant sounds. This is because the articles that the respondents read, watched and listened to were relevant to language and pronunciation acquisition. Pronunciation support at home was supported by reading story books and newspapers, watching television and listening to radio.

Gender does not affect pronunciation of the selected English language consonant sounds considerably. The female gender was better in pronunciation as compared to male gender, but the difference was not significantly noticeable to result in complete superiority of female over male gender.

The theory that the study was anchored on, Selinkers (1972) Transfer theory which states that: the learner's first language will positively or negatively affect a Second Language Acquisition (SLA). This theory guided the study in understanding the sounds that are difficult to pronounce. It is in relation to this theory that the L1 native language transfer in acquiring a second language is inevitable because of the difference in the sounds between the learners' L1 and the target language. Language transfer refers to 'the psychological process'' whereby prior learning is carried over into a new learning situation. Since English is learnt as a second language, features of the first language acquisition are transferred.

5.4 Recommendations

The study made the following recommendations that:

i. There is need for teachers of English to know that Lutsotso consonant sounds influence pronunciation of English language plosives, affricates and fricatives so that they may give extensive exercises and practice to Lutsotso ESL learners.

ii. There is need to carry out awareness to sensitize all stake holders on the importance of rich literacy environment for comprehensible pronunciation of English sounds. Language laboratories and audio visual materials such as television, radio, and tape recorders should serve as part of instructional materials to concretize learning. There is need for internet facilities in schools and time allocated for ICT to aid the teaching of pronunciation. Teachers of English may log on to a pronouncing dictionary online to listen to the accurate pronunciations.

iii. There is need to have separate pronunciation texts apart from dictionaries as we have grammar books, essay writing books rather than having pronunciation as negligible part of a an English text book. This is to help in improving pronunciation for proficiency in English. Pronunciation texts give references and guides for accuracy.

5.5 Suggestions for Further Research

It is important to understand more about English language pronunciation and L1 influence on pronunciation. This is because L1 can influence ones learning in terms of performance, attitude and acquisition of better communicative skills. As such, the areas that need further research include the following:

i. Research of the same kind with a large sample is recommended in the same area of Study (Lurambi Sub County)

ii. Research of the same kind with a large sample is recommended with some other instructional practices in English in a different area of study.

iii. Research of the same kind with a large sample is recommended in a different area of study.

iv. Research of the same kind in the same area with vowel sounds.

v. The study to be replicated in the same area to see if the same results stand.

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APPENDICES

Appendix 1: Dictation Exercise

Listen to the dictation over the radio and then write down the sentences you hear.

1. a) The book is well *bound* /bɑʊnd/.

b) The children *pound* /pɑʊnd/ the door hard.

2 a) *Tie* /taɪ/ the rope well. b) Dye /daɪ/ the cloth.

3 a) *Cut* /kʌt/ the tree.

b) Have you seen the gut /*gʌt*/ on him!

4 a) I went to church /tʃʌtʃ/.

b) The *judge* /dʒʌdʒ/ is my father.

5. a) I hurt my *thigh* /ðaI/.

b) Honour *thy* /Θaɪ/ parents.

6 a) He wanted to *bet* /bet/. b) See my *pet* /pet/.

7 a) She wanted to *till* /til/ *her land.*

b) She lost her dill /dil/. .

8. a) Buy a coat /kəʊt./

b) The *goat* /gəʊt/ ate grass.

9. a) Give me a cup of char /tʃa:(r)/.

b) The *jar* /dʒa:(r)/ had milk.

10. a) I feel no love in *thee /ði:/.*

b) *Thei*r /ðeə(r)/ dear friend is coming.

Appendix 2: Change of sounds in Dictation

Words in Dictation	Change in Sounds
bound /bɑʊnd/.	*pount* /pɑʊnt/.
pound /pɑʊnd/	*pount* /bɑʊnt/
Tie /tal/	*Die* /tal/
Dye /dal/	Tie /dal/
Cut /kʌt/	Gut /gʌt/
gut /*gʌt*/	/kʌt/
church /tʃʌtʃ/	judge /ʤʌʤ/
judge /ʤʌʤ/	church /tʃʌtʃ/
thy /ϴal/	*thigh* /ðaI/
bet /bet/	pet /pet./
pet /pet/	*bet* /bet/
till /til/	*dill* /dil/
coat /kəʊt/	*goat* /gəʊt/
char /tʃa:(r)/	ʤa:(r)/
jar /ʤa:(r)/	*char* /tʃa:(r)/
Thee /ði:/	Their /ðeə/

Appendix 3: An Oral Task

Instructions: Minimal pairs are two or more English language words that differ in only one sound segment and when this sound is distorted, it leads to difference in their meanings.

Read the following words and identify minimal pairs according to pronunciation.
(*Pail, jeer, file, ghee, till, choke, bail, key, coal, pill, vile, cheer, joke, kill, goal, gill, thigh, thy, bill and dill).*

The respondents were to pair the minimal pairs as shown below. a. Ghee with guild inst Pail /peɪl/ and bail /beɪl/

b. Jeer /ʤɪə(r) and cheer /tʃɪə(r)/
c. File /faɪl/ and vile /vaɪl/ d. Fail /feɪl/ and vail /veɪl/ e. Ghee /gi:/ and key /ki:/
f. Till /tɪll/ and dill/dɪl/
g. Choke /tʃəʊk/ and joke /ʤəʊk/
h. Coal /kəʊl/ and goal /gəʊl/
i. Pill /pɪl/ and bill /bɪl/
j. Kill /kɪl/ and gill /gɪl/
k. Thy /ðaɪ/ and thigh /Θaɪ/

Appendix 4: Questionnaire for Respondents

INSTRUCTIONS: This questionnaire is aimed at gathering information that is useful to a research in The Influence of Lutsotso Consonant sounds on the pronunciation of English language consonant sounds among Form One students in Lurambi Sub-County. Kindly fill the questionnaire correctly. Do not write your name anywhere on this questionnaire.

All the information you give will be confidential and will only be used for the purpose of research.

PERSONAL DETAILS

1. School: .....
2. Gender: Male ☐ female ☐
3. Home area/ Sub-Location.....
4. Local Language spoken in home area / Sub-Location:

.....

Information on Home Environment

1a) Do you read story books while at home? Yes ☐ No. ☐

b) If yes, write any two titles of the story books you have read.

1. Title……...
   Author……
2. Title…… Author……...

c) In two or three sentences, write a summary of one book you said you have read.

2a) Do you read Daily Newspapers while at home? Yes ☐ No ☐

b) If yes, name any three Daily Newspapers that you read.

……

……

……

c) Name any two stories apart from news that you read from the Daily Newspapers.

……

……

3a)Do you watch television while at home? Yes ☐ No. ☐

b) If yes, name two programmes presented in English.

(i)……..

(ii)…….

4a)Do you listen to the radio while at home? Yes ☐ No. ☐

b) If yes, name any two programmes presented in English.

(i)……

(ii)……

Appendix 5: Letter of Request

Maggy Rashid
Masinde Muliro University of
Science and Technology
P.O. Box 190-50100
KAKAMEGA

Mobile Number 0725666626

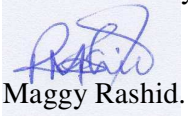
Email rashidmaggy@yahoo.com
February, 2016

Dear Sir/Madam,

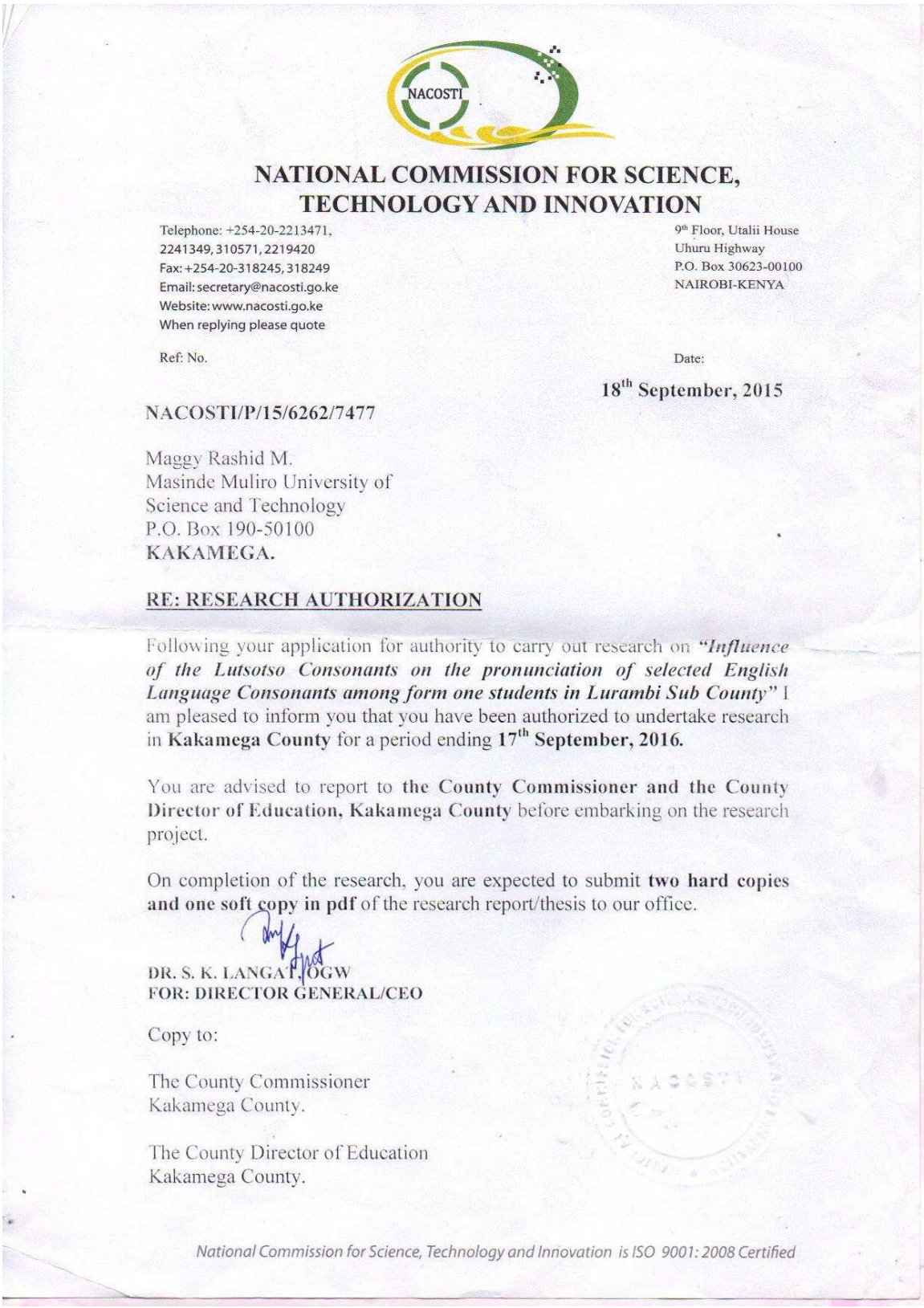
RE: MASTERS RESEARCH THESIS IN APPLIED LINGUISTICS

The Masinde Muliro University of Science and Technology (MMUST) have sent me to collect data in the field and compile a final proposal for the award of master's degree in Applied Linguistics. This study is an investigation of the Influence of Lutsotso Consonants on Pronunciation of English Language Consonant sounds among Form One Students in Lurambi Sub-County. The purpose of this letter is to request you to participate in ensuring the study succeeds. Any information provided will be treated with utmost confidentiality it deserves and it will not be used for any other purpose. Information given should be without bias and true as it will be used for academic purpose only.
Thank you.

Yours faithfully,


Maggy Rashid.

Appendix 6: Authorization Letter



NACOSTI

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

18th September, 2015

NACOSTI/P/15/6262/7477

Maggy Rashid M.
Masinde Muliro University of
Science and Technology
P.O. Box 190-50100
KAKAMEGA.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Influence of the Lutsotso Consonants on the pronunciation of selected English Language Consonants among form one students in Lurambi Sub County"*** I am pleased to inform you that you have been authorized to undertake research in **Kakamega County** for a period ending **17th September, 2016.**

You are advised to report to **the County Commissioner and the County Director of Education, Kakamega County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

DR. S. K. LANGAT, OGW
FOR: DIRECTOR GENERAL/CEO

Copy to:

The County Commissioner
Kakamega County.

The County Director of Education
Kakamega County.

National Commission for Science, Technology and Innovation is ISO 9001: 2008 Certified

Appendix 7: Research Permit

THIS IS TO CERTIFY THAT:
MS. MAGGY RASHID M
of MASINDE MULIRO UNIVERSITY,
1523-50100 KAKAMEGA,has been
permitted to conduct research in
Kakamega County

on the topic: *INFLUENCE OF THE LUTSOTSO CONSONANTS ON THE PRONUNCIATION OF SELECTED ENGLISH LANGUAGE CONSONANTS AMONG FORM ONE STUDENTS IN LURAMBI SUB COUNTY.*

for the period ending:
17th September,2016

.....
Applicant's Signature

Permit No : NACOSTI/P/15/6262/7477
Date Of Issue : 17th September,2015
Fee Recieved :Ksh 1,000

.....
Director General
National Commission for Science, Technology & Innovation

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice

REPUBLIC OF KENYA

NACOSTI

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A 6648

CONDITIONS: see back page

Appendix 8: Map of Lurambi Sub-County