

Second Language Learning for Sustainable Development: Barriers for Learners in Rural Communities

Amani G. Mwamakula¹ & Shingwa Magashi
The University of Dodoma
amanigmwamakula@gmail.com¹

ABSTRACT

Learning of second language for sustainable development is defined as learning language that changes skills, knowledge, values and attitudes to build more sustainable and just societies for all (UN 2015: UNESCO 2017). It would not be preposterous to opine that language and communication play a paramount role in the quest for development, be it human, social, political, technological and any other form of development. Looking in Tanzania as a country, the plurality of ethnic languages through information flows, undoubtedly constitutes a barrier to effective human development processes. It draws on data from students in rural communities in one of the ward secondary schools in Tanzania. The study specifically sought to find out the type of pronunciation errors that students frequently commit and teachers views on how pronunciation errors can be addressed. Transfer of Learning Theory by Thorndike (1923) and Contrastive Analysis Theory by Charles Fries (1945) informed the collection and analysis of the qualitative data. Thus, data were collected through interviews with teachers and students and pronunciation tests administered through a wordlist and analyzed qualitatively. Seven teachers in three ward secondary schools and 35 students were involved. The findings of the study revealed that mispronunciation of English words was due to the difference in sounds between student's mother tongue and English language. Moreover, the findings revealed that students lacked linguistic exposure as most of them meet English at school and constantly use Kiswahili and mother tongues at home. Therefore, teachers become the chief language input providers. The study recommends that teachers should take note of these differences in sounds and limited exposure to English language when designing and implementing lessons in classrooms since they are the main language input providers.

Keywords: Mother tongue, Second language, rural communities, Sustainable development.

INTRODUCTION

Pronunciation is an essential constituent of speech in that it affects comprehension of utterances produced. It is lightened by Cook (2010) citing Yule (2006) that good communication is determined by the ability to pronounce words correctly. This reason makes pronunciation a necessary component in teaching and learning of a second language. Learners make new habits and overcome the difficulties resulting from the first language when learning a second language. The differences between first language and second language have made pronunciation in a foreign language the most disturbing aspect of language learning. A considerable number of researchers have researched this and came up with an observation that mother tongue interferes with learning the second language (Yule, 2006). The discussions about pronunciation problems are centered in English language though other languages like French, Chinese, Korean and Japanese are being taught in a foreign language context. The language benefits from being the official language of the country but also the language of instruction in secondary and tertiary education. It is also taught as a subject in primary education.

Like other L2 learners, Tanzanian students struggle to pronounce English words. While the problems are common to all learners, the nature and intensity differ from community to community stemming from the variation in the languages they speak (Ishaya, 2014). Therefore, the mispronunciation of English words amongst students is a natural phenomenon. These variations amongst languages have encouraged research to understand the differences whose knowledge is significant in enhancing teaching and learning the languages. Research shows that learning of English sounds in Tanzania is compounded by the existence of a one-to-one relationship between spelling and pronunciation of most mother tongues. This relationship poses serious challenges when one is learning English language whose spelling and pronunciation is largely irregular. The irregularity between English and Bantu languages is illustrated by the following scenario. The English vowel sound system includes both monophthongs /i:/, /e/, /u:/, /a:/, /æ/, /ʊ/, /ʌ/, /ə/, /ɔ:/ and the diphthongs /iə/, /uə/, /ei/, /ai/, /au/, /əu/, /əi/, and /eiə/, /aiə/, /ɔiə/ (Crystal, 2016). Some vowel sounds in English do not exist in the systems of most mother tongues found in Tanzania. Also, the existence of many vowels in English compared to Bantu languages lead to problem of Tanzanian

students' face in pronouncing English words. This problem also is due to the absence of some English sounds in Bantu languages. English is not an indigenous language in Tanzania since Tanzanians have already possessed their mother tongues. Every Tanzanian, when learning English language, is usually faced with a complex language situation in the process of language development. Normally, human beings are characterized by the ability to communicate. This is a crucial characteristic that distinguishes them from animals. The process of acquiring mother tongues normally begins very early in human life (Bada, 2001). Right from early an adult attempts to communicate with a child by using all kinds of sounds and the child in turn responds to the communication through imitation. Therefore, student's proficiency in using mother tongue is always accelerated by their exposure to language. In Tanzania, errors in language learning are the flawed side of learners which are parts of conversation both in speech and writing that deviate from the target language. All learners make errors irrespective of the language they are learning.

Ismail (2007) points out that the regular punishment students get from their teachers when they commit errors in learning results in the pronunciation errors since punishment leads to fear amongst students. The teaching of English in Tanzania presents a problem partly because the learners have little chance of practicing and using the language outside the classroom (Masele, 2001). The linguistic environment outside the classroom is dominated by Kiswahili or other native languages whereby English is relegated to the classroom contexts. The problem is more apparent and acute among the Nyaturu children of Tanzania when learning English. The available research shows that Nyaturu has seven (7) vowel phonemes, i.e. both short and long vowels (Masele, 2001). This is assumed to be a prominent barrier to the learning of English but the extent and the manner to which it affects English learning needs research. Long vowels in Nyaturu language are always indicated by a doubling of the vowels in words like Mughuu (Foot) (Masele, 2001). Recent studies show that Nyaturu has 39 consonant phonemes (Masele, 2001). English, which is the target language, has 24 consonants (Yule, 2006). The extent to which these differences in the number of consonants affect the learning of English is yet to be established through

research, though it is well known that the effects are featured on the pronunciation of English words.

The Concept of English and Nyaturu Consonants

Crystal (2008) explained the consonant in terms of both phonetics and phonology. Phonetically, consonant it is a sound coming from closure or narrowing in the vocal tract. Therefore, airflow is either completely blocked or restricted that audible friction is produced. Human’s employ speech organs in producing consonants that the term articulation is used most to address consonant production (Daniel et al., 2014). Phonologically, consonants are those units that function at the margins of syllables in clusters. He argues that there are 24 consonants in English: /p/, /b/, /t/, /d/, /k/, /g/, /θ/, /z/, /f/, /dʒ/, /tʃ/, /ð/, /r/, /h/, /w/, /j/, /v/, /s/, /z/, /g/, /m/ and /n/. Nyaturu has thirty-nine consonants while according to Yule (2006) English has twenty-four consonants, but some consonants in Nyaturu are not found in the English language. The consonants of Nyaturu are as follows;

Table 1: Phonemic Inventory of Nyaturu Consonants

	Bilabial	Labio-dental	Alveolar	Palatal	Velar	Uvular	Glottal
Stops	p b		t d	c ɟ	k g	Q	
Fricatives	ɸ β	f v	S	ʃ(sh)	X ɣ	ʁ	H
Nasals		M		n(ny)	ŋ		
Pre-nasalized stops	mp mb		nt nd		ŋk ŋg (ng)		
Pre-nasalized fricatives		mf mv	Ns				
Lateral				l			
Fraps			R r				
Glides	W			j(y)			

Source: Adapted from Masele (2001, pp. 757-761)

The Concept of English and Nyaturu Vowels

A vowel is defined as a continuous voiced sound produced without obstruction in the mouth, and they are what may be called pure musical sounds unaccompanied by any friction noise (Smith, 2003). Basing on length, vowels are classified into two categories: short and long vowels (Roach,

2009). Examples of short vowels are /i/, /u/, /e/, /a/, /æ/, /ʌ/ and long vowels are /i:/, /ɜ:/, /a:/, /ɔ:/, /u:/. Masele (2001) explains the 7 vowels in Nyaturu which are /i/, /I/, /u/, /ʊ/, /ɛ (e)/, /ɔ (o)/, /a/.

Table 2: Words Illustrating the 7 Vowels in Nyaturu

Vowel	Nyaturu	Gloss
I	Ihányo	Affair
I	irIma	Agriculture
U	Máú	Ashes
ʊ	Ndʊʊ	Zebra
ɛ (e)	iRWé	Head
ɔ (o)	moxono	Arm
A	Ihányo	Affair

Source: Masele (2001)

The concept of Pronunciation Errors

Pronunciation errors as the main part of this study are regarded as the deviation of proper pronunciation of a word (Idris, 2016). Pronunciation errors in applied linguistics are associated with phonological processes which may be verified in assimilatory processes. Smith (2003:109) points out that those pronunciation errors are associated with phonological processes and he defines phonological errors as the patterns of sound errors that are the result of simplification of pronunciation of sound segments or complex words in connected speech. For instance, learners may reduce the consonant cluster or delete some like the word *that person* in connected speech can be pronounced as *thapen*, where /t/ has been reduced. Pronunciation errors of English words occur to lexical bias effect. The pronunciation errors that result in real words more often than would be predicted by chance. Idris (2016) point out that the lexical bias effects rule on a monitor mechanism that edits out non-words and is less likely to reject segments similar to the intended utterance rule on a monitor mechanism that edits out non-words and is less likely to reject segments similar to the intended utterance. Nayernia (2011) categorized errors basing on the language levels. For instances lexicon errors, grammar errors, discourse errors and phonological errors.

Theoretical Framework

Transfer of learning theories hypothesizes that the first language interferes with the learning of the second language (Shiva, 2019). The theory goes on explaining that the interference may be positive or negative transfer. According to Thorndike, when the second language shares a wide range of structures with the first language or mother tongue, a positive transfer takes place. For example, when French native speaker learns English, much positive transfer occurs because those languages are similar. On the other hand, when the second language does not share so many features with the first language, negative transfer takes place. For example, Thorndike further argues that, when Chinese learn English, less positive transfer occurs because they have difficulties in the use of articles and passive voice (Richards and Schmidt, 2002). Reading through Thorndike assumptions, it is clear that he believes in a positive contribution of the first language to learning the second language. Therefore, it is informed through the theory that first language contributes either positively or negatively, to the learning of a second language.

This theory suits the study because it clearly explains the way interference of languages can contribute to difficulties in learning second language particularly on pronunciation, using this theory lead to investigate the way mother tongue affect second language learning especially on pronunciation for sustainable development, a barrier for learners in rural communities and coming up with accurate and reliable findings. However, the theory is short of explanation on how the interferences occur to affect language learning especially on pronunciations. With this theory, it is difficult to explain or predict the features that are transferred by learners from the mother tongue to the target language. The weakness of this theory is addressed by contrastive analysis theory by Charles Fries (1945). Contrastive analysis theory was developed by Charles Fries (1945) as the component of the methodology of foreign language (Al-Kresheh, 2013). The theory points that in learning a second language, the learner tends to bring knowledge they have from their first language and put them in the second language for the subsequent learning. In fact, contrastive analysis theory can be viewed in terms of different approaches:

1. Contrastive analysis is capable of including the errors which occur in the second language learning.
2. Contrastive analysis has been relegated in the language learning, generally, contrastive analysis holds a legitimacy position in the general scheme of language teaching.

Contrastive analysis assumes that second language learners usually tend to transfer the features of their first language to the second language. This perspective is known as transfer. Transfer in contrastive theory is regarded as the carrying over the structure of mother tongue into the second language and this can be termed as the influence of learner's first language on the acquisition of the second language (Al-khresheh, 2016)

Methodology

This study was conducted in Ikungi District whereby four ward secondary schools were sampled. These ward secondary schools were sampled randomly. This is because Ikungi District is the area where Nyaturu is dominant. A case study research design was employed to generate an in-depth understanding of information. The study employed a qualitative approach to collect and analyze data. The researcher opted for this approach in order to get in-depth information. The target population for this study was all form one students of the sampled schools and English language teachers for form one classes. The researcher opted for all form one students because it is the intermediate class where English is encountered after completion of primary school. The researcher depended on the saturation point as a guiding tool to get the sample size for this study. The researcher, in this study, included 42 respondents: thirty-five form one students and seven form one English language teachers.

Table 3: Sample Size

School	Boys	Girls	Total
A	7	5	12
B	8	6	14
C	5	4	9
Total	20	15	35

Source: Field Data (2020)

From the table 3 above, researcher determined students' language one (L1) in each school. In rural areas two schools were visited and most students declared Nyaturu as their first language and in school C students mostly use Kiswahili because the school is located in urban. In reality, students L1 in this study is very important because L1 was identified as a factor for L2 learners' pronunciation errors.

Table 4: Students Language Variation

Student L1	Boys	Girls	Total
Nyaturu	8	9	17
Sukuma	3	3	6
Nyiramba	4	3	7
Gogo	2	3	5
Total	17	18	35

Source: Field Data, (2020)

Table 4 above shows language variation of students in Ikungi district whereby Nyaturu is the dominant language than Sukuma, Nyiramba and Gogo. A stratified sampling technique was used to sample form one students to be involved in the study. This is a probability technique which involves ordering the sampling frame into homogeneous groups; then, randomly selecting the items from the formed groups (Somekh & Lewin, 2004). The researcher used a non-randomly (purposive) sampling in getting seven English teachers. The methods for data collection in this study were interviews and wordlist. The researcher believes that the combination of these two methods enabled to collect in-depth information from the respondents. Semi-structured interviews were conducted to get more detailed information and clarification from the informants.

The interviews collected information related to teachers' view on the mispronunciation of English words. In this method, a list of guiding questions was prepared, and was used in the interview with teachers. The interview was done one to one in which the researcher was free to ask supplementary questions to collect in-depth information. Then it comes to Wordlist, the researcher prepared different English language words which aimed to test students' English pronunciation and asked students to pronounce all the words one after another while recording the students' voice. The researcher

provided words with consonants clusters and other words that contain sounds that seem problematic in a daily communication to students. All words were recorded by using quality tape recorder whereby the MP3 mode was used. Qualitative procedures were employed to analyse the data generated. In so doing, the researcher transcribed all the words pronounced by the students and get organized into related themes and subthemes which were described as the findings of this study. Students’ pronunciations were examined to identify the pronunciation challenges.

Findings and Discussions

The following findings from the study show the types of pronunciation errors that Nyaturu learners made.

Types of Pronunciation Errors

This study revealed that, due to the influence of Nyaturu language, Nyaturu learners of English commit errors of word stress, errors of assimilation, syllable structure, errors of consonant cluster and failure to distinguish between short and long words. These errors were obtained after the analysis of the student tests which was done through a wordlist in which students were given some words to pronounce to determine their weaknesses of pronouncing words of consonant cluster, words with long vowels and short vowels, words of different stress placement.

Table 5: Summary of the Findings on the Types of Pronunciations Errors

No.	Pronunciation errors	Frequency	%
1.	Errors in the words stress	30	85
2.	Errors in the consonant cluster	8	22
3.	Errors in the syllable structure	15	42
4.	Errors in assimilation	4	11
5.	Errors in the pronouncing vowel	13	46
6.	Sound differences between L1 and L2	33	94

Field Data (2022)

Word Stress

In checking stress errors committed by students, a pronunciation test was administered to students by providing a wordlist which was presented to students and the researcher listened to their pronunciations to note the errors they made from the words which were identified by the researcher which were

insult, perfect, contest and *contrast*. The researcher opted for these words to test students on marking the stress of the words. Therefore, students were called one after another to pronounce these words. The analysis showed that 30 students out of 35 failed to mark stress in most of the words given to test their competence. The students failed to distinguish between primary and secondary stress; thus, making the pronunciations generate meaning which is quite different from the intended meaning, or as would be pronounced by a competent speaker of the language (Table 5). This is similar to what was observed by Bada (2001) who reported that students in Japan failed to mark stress in words. Therefore, it is important for teachers not only to teach learners to know how to stress words but also practice to pronounce words appropriately for students to pick a generated input. Table below shows how students failed to mark stress correctly in different words.

Table 6: Errors in Stress

Stress mark	Correct mark and pronunciation	Stress and pronunciation	Students pronunciation
Contrast	<i>/ˈkɒntrɑːst/</i>		<i>[kɒntrəˈst]</i>
Perfect	<i>/ˈpɜːfɪkt/</i>		<i>[pəˈfekt]</i>
Insult	<i>/ˈɪn.sʌt/</i>		<i>[ɪnˈsʊt]</i>
Contest	<i>/ˈkɒn.test/</i>		<i>[kɒnteˈst]</i>

Source: Field data, (2022)

The examples provided in Table 6 above illustrate how Nyaturu students cause deviation of meaning by misplacement of stress in uttering words. Though these are just a few cited examples, they provide evidence teachers in this case —ought to prepare appropriate interventions to address the problem. While their first language could be the source of these challenges, the language input they receive from teachers and other community members who speak the language is also a source of the problem. Since students take from the more knowledgeable others. A general conclusion to make here, therefore, is that most Nyaturu learners of English language have a problem in placing stress in English words. The findings revealed that there is a problem with stress placement among the students in secondary schools. This

is because, in English language, stress in a word is marked depending on the nature of class of a word which is different from Nyaturu language. The findings on stress errors replicate what other scholars have done on the sources of mispronunciation of English words (Hassan, 2014; Mwambula, 2018; Ishaya, 2014). There is a lot that could be addressed from early at the primary level to make students aware of how to mark stress in a word (Carter & Nunan, 2001).

Consonant Clusters

The researcher also examined the errors of pronunciation in consonant clusters. During data collection, the result showed that 8 students out of 35 students experienced difficulties in pronouncing words that have more than one consonant. The words like *scream*, /skri:m/ *psychology* /sai'kɒlədʒi/, *Spray* /sprei/, *Recognize* /rɛkəgnaiz/, *Street* /stri:t/, *characteristics* /k'ærəktə'ristik/, *provide* /prəvaɪd/ were hard for Nyaturu children to pronounce. The difficulties which were observed were on pronouncing the consonants at once. During data collection in the class of form one, students were not able to utter these words correctly for instance *spray*, *characteristics*, *recognize*, *street* *scream*, were pronounced as [sprai] for *spray*, [ɸaraktaristik] for *characteristic*, [rɛkogniz] for *recognize*, [sitri:t] for *street* and [sikrim] for *scream*. However, the researcher identified that this problem is not only due to the influence of Nyaturu language, but also Swahili language which does not allow more than four consonant clusters like CCCC but it is common in English language.

This observation is similar to that of Hassan (2014) who came up with similar findings where he revealed that certain consonant clusters that are not in Arabic consonants have different pronunciations, such as /sp/, /gr/, /spl/ and /str/. These clusters were reported to be problematic for Arabic learners of English. Also, the insertion of short vowels in Arabic endeavors to facilitate the difficult pronunciation of initial consonant clusters. Nyaturu students uttered some sounds as they appeared in their spellings and the study revealed that students used the knowledge and experience from their mother tongue which has one to one correspondence between spelling and pronunciation. This means a word is pronounced directly from the way it appears which is quite different from English language. For example, words like *spray*, *characteristics* were pronounced [sprai] for *spray* and

[*f*arakta *ristik*] for characteristic. This implies that students apply the knowledge from their mother tongue to English language which resulted in mispronunciation of English words.

Assimilation Errors

From the field, assimilation errors were observed by four of the selected students when the researcher provided a pronunciation test. The analysis revealed words like *have to*, *that person*, *cupboard* was uttered [hæftu:], [ʒæppen], [kʌbɔd] respectively. A general observation to make here is that the sounds in the phrase *have to* /hæftu:/ indicates that when the sound *v*/ is simplified and finally uttered as /f/ while in the word *cupboard* [kʌbɔd] indicate that when the sound /p/ is followed by /b/ sound normally sound /p/ is deleted. Therefore, a common reason for this problem is the changes of the sounds especially the adjacent sounds may happen because the tongue cannot always move quickly to get from one position to another in order to articulate the next sound. Similar observations were made by Birjandi (2005) who revealed that assimilation occurs when one sound is influenced and changed by a neighboring sound. In partial assimilation, the targeted segment takes on the same but not all of the characteristics of the source segment.

Syllable Errors

During data collection, about 11 of the total students selected were identified to have syllable errors. From the field, the researcher used three words to test syllable errors which were *book*, *took* and *beat*. The findings showed that the word *book* was pronounced as [buku], *took* as [tuku] and *beat* as [biti] whereby the correct pronunciation of *book* is /buk/, *beat* is /bi:t/ and *took* is /tok/. This is because English is a closed syllable in the sense that it ends with a consonant after the nucleus and Nyaturu is an open syllable in the sense that it ends with vowels. The findings revealed that the variation of English structure was a problem for most of the form one students since English to them is a second and sometimes a third language. Similar findings were identified by Masele (2001) reported mispronunciation of English words among students due to the variation in syllable structure between English and Nyaturu. In Nyaturu, a word ends with a vowel while English ends with a consonant. Therefore, Nyaturu learners tend to pronounce English words by ending them with open syllables as they do in Nyaturu and other Bantu languages (Table 4).

Table 7: Differences in Syllables Structure between English and Nyaturu

Nyaturu word	Meaning	student's pronunciation	Standard English pronunciation	English syllable structure
Muntu (CVCCV)	(person)	[pasoni]	/pɜːsn/	CVCC
Mwana (CCVCV)	(child)	[chad]	/ʃaɪld/	CVVCC
Igwe (VCCV)	(stone)	[stoni]	/stəʊn/	CCVVC
Isumbi (VCVCCV)	(guitar)	[gutari]	/gi'tɑː/	CVCV
Ndaa (CCVV)	(stomach)	[stomachi]	/stɒmək/	CCVCVC

Source: Field data (2022)

In this study, the findings revealed that 15 (35%) students out of 35 faced difficulties when they pronounce some words like *persons* as [pasoni] instead of /pɜːsn/, child as [chad] instead of /ʃaɪld/, stone as [stoni] instead of /stəʊn/. Also, words with many phonemes on the onset, nucleus or coda created problems for students to pronounce them. Words like *participation* /paːtɪsɪpeɪʃən/ were pronounced [paːtɪsɪpeɪʃeni]. All students who participated in this study failed to correctly pronounce the word *psychology* and pronounced it as [pɪsɪfɒloji]. In these circumstances, it is clear that pronunciation errors were due to differences in syllable structure between Nyaturu and English languages. A /sɪ/ from *psychology* is pronounced as [psai] instead of /səi/ and [cho] from sound [tʃɔ] instead of /kɒ/.

Errors in Pronouncing Vowels

From the field, the study revealed that about 16 of the students who were selected had vowel errors. The findings revealed that both short and long vowels confronted students during pronunciation. For instance, the word *tough* has a short vowel and *bought* has a long vowel but both words have the same sound /ou/ tough- /tʌf/, bought /bɔːt/. This study revealed that the vowel /iː/ in the word *seat* and /i/ in the word *bit*, could not be differentiated by the students. Also, the sound /i/ was confused since they consider them as similar and contrasted in words like *bid* /bɪd/, *peace* /piːs/ and *brief* /briːf/. Similar findings were observed by Al-saidat (2010) who studied the English phonotactics of Arab learners of English. Al-saidat revealed that learners were unaware of the differences between the short and long vowels. As well, Dhillon (2016) came up with similar findings where he found that Arab learners of English unintentionally inserted an anaptyctic vowel at the onset

as well as in the coda of certain English words. Therefore, teachers are required to insist on how to differentiate long and short vowels to rectify the problem.

Teachers' Views on How to Address Pronunciation Errors

The study sought to get English teachers' views towards mispronunciation of English words amongst secondary school students in Ikungi Districts. Interviews were conducted with form one English teachers to collect the data for this objective. The interviews were designed to seek teachers' views about the techniques to rectify the mispronunciation errors.

Table 8: Techniques to be used to Reduce Mispronunciation

S/No.	Techniques to Reduce Mispronunciation	Number of Teachers Responded	%
1	The use of dictionary	5	71
2	Watching international English channels	5	71
3	Teachers Modelling	6	85
4	The use of different recorded English speeches	3	42
5	Organize competition	3	42
6	Treating the Problem of pronunciation earlier	4	57
7	Using appropriate methods and materials	4	57

Source: Field data (2022)

Discussions

The phonological differences between Nyaturu and English make it difficult or take longer for Nyaturu children to learn English language. This claim is supported by Ishaya (2014) who remarked that the problem existing in Nyaturu with regard to the pronunciation of English words is, however, not peculiar to Nyaturu. Research shows that children from other Bantu languages face pronunciation problems introduced by their first languages. The differences between these learners are seen in the vowels and consonants which do not exist in their first languages. For example, Mtavangu (2008) revealed that Hehe does not have a sound /r/ in their mother tongue; instead, they have /l/ sound hence they replace /l/ in words like a rock. The word rock /rok/ is often pronounced by Hehe children as lock [lok]. Mwambula (2018) conducted research in Nyakyusa and revealed that phonological speech

sounds that are similar to English were easily learned and pronounced but learners faced some difficulties in pronouncing utterances that are not found in Nyakyusa but exist in English. For example, the voiced alveolar trill sound /r/, was pronounced as voiced alveolar lateral sound lateral sound //, voiceless dental fricative sound /θ/ was pronounced as voiceless alveolar fricative sound /s/. Therefore, to avoid such meaning deviation, students should be taught how to articulate sounds at the very early stage before puberty. This could be achieved through the communicative approach which advocates mastering the four language skills (writing, speaking, listening, and reading). Researcher postulates that English teachers should guide students to pronounce some of the sounds, syllables or words that seem to be problematic to the level of students for meaningful communication (Kumar, 2011).

The mispronunciation of words creates multiple meanings. It is clear that if a speaker mispronounces these words automatically it will result in the creation of multiple meanings. For example, when a speaker pronounces [led] instead of red, /re:d/ the result is confusion since the listener gets a different meaning. A few things noted here were due to the transfer of knowledge from pronounce [sprai] instead of /sprei/. Brown (2000) once remarked that mispronunciation may affect learners even up to their adulthood since L1 and L2 rules conflict and errors are expected to be committed by foreign learners. Yule (2003), in his study, further maintained that mispronunciation of English words does not affect the listener only but both the listener as well as the speaker. Therefore, teachers should take responsibility as early as possible by correcting students whenever they commit errors in pronunciation L1 to L2 in which their L1 is Nyaturu in which words are pronounced as they appear in their orthography. The word *spray* was one of the examples where they mispronounced. Words from Nyaturu language make it difficult in learning of English language. This is similar to what was observed by Ishaya (2014) who argued that mispronunciation of words brings confusion in grasping meaning. Along with deviation of meaning, it is clear that students fail to learn the language when there is an extended mispronunciation of many words of the language. When students continue to mispronounce those words as they did, they will develop another language variety, and it will become difficult for them to learn and understand the language effectively. For instance, the researcher noted from student's pronunciation test that the

mispronounced words like street which some of them pronounced as [sitrit], provide as [providi], scream as [sikrem], and recognize, [rekognizi], future [future] and psychology as [pisikoloji] may lead to failure to learn English language.

Conclusion

The study was designed to examine all issues pertaining to pronunciation errors in Tanzanian secondary schools. The study aimed to analyze the types of pronunciation errors that students in secondary schools usually performed the teacher's views on pronunciation errors. Generally, the study used the transfer theory of learning to achieve the study objectives. Based on the pronunciation errors, the study has explained what happened when sound change in different contexts of word production. Under this part, issues about stress, syllables, vowel, consonant and assimilation were discussed. Furthermore, the study suggests that teaching pronunciation in classroom situations must be compulsory and not a request. Through this suggestion, teachers should check their pronunciation and that of their students and make some identification of sounds because a teacher's pronunciation to some extent may influence the variety of English spoken or other languages spoken by their students. Finally, teachers must know how English sounds are made, especially consonants and vowels and this will assist teachers to jot down and correct mispronunciation and differentiate sounds for students. Also, teachers should teach sounds clearly in classrooms. Sounds insertion is said to be more apparent when students are stretching out words to hear all the sounds or to write down the sounds they hear.

Recommendations

The study recommends in-service training and seminars for English language teachers in order to improve their teaching knowledge since most of teachers are just teaching through their experience rather than what they are supposed to teach due to the limited English input hence what they delivered to their students was inadequate. Moreover, the study recommends that teachers should create a conducive environment that will automatically make students feel proud and free to practice English. For instance, debating programme, English spelling program and dialogue of English should be part of the school

timetable. Furthermore, sustainable development could not be reached if second language learning is not emphasized seriously.

REFERENCES

- Al-khresheh, M. H. (2013). Interlingual in the English language word order structure of Jordanian EFL learners. *European Journal of Social Science*, 16(6), 106-113.
- Al-khresheh, M. H. (2016). An investigation of interlingual interference in the use of as a Syntactic coordinating structure by Jordanian EFL learners. *European Journal of Social Science*, 18(3), 426-433.
- Al-Saidat, E. M. (2010). *Phonological analysis of English phonotactics: A case study of Arab learners of English*. The Buckingham Journal of Language and Linguistics.
- Bada, E. (2001). Native language influence of the production of English sounds by Japanese learners. *An international online journal the Reading Matrix*, 1-15.
- Birjandi, P. (2005). *An Introduction to Phonetics*. Iran: Zabankadeh Publications.
- Brown, H. D. (2000). *Principles of language teaching and learning*. Retrieved from <http://www.csun.edu/~SB4310/How People Learn.pdf>
- Carter, R, & Nunan, D. (2001). *The Cambridge Guide to teaching English to Speakers of Other Languages*. Cambridge University Press.
- Cook, G. (2010). *Applied Linguistics*. Oxford University Press, Oxford.
- Crystal, P. (2008). *A dictionary of linguistics and phonetics*. New York: Blackwell Publishing Ink.
- Crystal, D. (2016). English as a global language. In *The palgrave handbook of Economics and Language* (2nd ed.).
- Daniels, R. (2014). *The effect of contextual consonants on voiced stops lenition*. *Language and Speech*, 59(1), 136-161. Retrieved from Sagepub.co.vk/ journal permission.navi
- Dhillon, B. P. (2016). Does mother tongue affect the English pronunciation? *International Conference on Language, Education, Humanities and Innovation* (pp. 121-132). Pematangsiantar: HKBP University.
- Fries, C. (1945). *Reaching and learning English as a foreign language*. Michigan: Ann Arbor.
- Hassan, E. (2014). Pronunciation problem: A case of English language students at Sudan University of science and technology. *English*

- Language and Literature Studies*, 4(4), <http://dx.doi.org/10.5539/ells.v4n4p31>
- Idris, S.A. (2016). *An investigation of EFL learners' pronunciation errors in spoken English*. [Unpublished doctoral Dissertation]. Shendi University.
- Ismail, M.J. (2007). English in Zanzibar: Triumphs, trials and tribulation. NAWA, *Journal of Language and Communication*, 1 (2) (1-13). Department of Communication and Polytechnic of Namibia, Namibia University of Science and Technology.
- Ishaya, Y. T. (2014). Pronunciation problem among Jukun (WAPAN) English speakers. *European Journal*, 15-175.
- Kumar, R. (2011). *Research methodology: A step-by-step guide for beginners* (3rdEd.). New Delhi: Sage publication. Retrieved from <http://www.sociology.kpi.ua/wp-content/uploads/2014/06>
- Masele, Balla F.Y.P. (2001). *The linguistic history of Sisuumbwa, Kisukuma and Kinyamwezi in Bantu zone F*. (PHD dissertation), Memorial University of Newfoundland, Newfoundland, Canada.
- Mtavangu, N. (2008). *Tense and aspect in Ikihehe*. Occassionsl paper in linguistics. 34-41.
- Mwambula, G. (2018). *Influence of mother tongue in pronunciation of English words*. Dar es Salaam: Unpublished MA dissertation, University of Dar es Salaam.
- Nayernia, A. (2011). *Writing errors, what they can tell a Teacher*, MJAL, 3,200-217
- Richards, J. C., & Schmidt, R. (2002). *Longman Dictionary of Language Teaching & Applied Linguistics* (3rd edition). Essex: Pearson Education Limited.
- Roach, P. J. (2009). *English phonetics and phonology: A practical course*. Cambridge: Cambridge University Press.
- Shiva Hajian. (2019). *Transfer of learning and teaching a review of transfer theories effective instructional practices*. Simon Fraser University, Canada.
- Smith, D. J (2003), *Speech errors, Speech production*, London: Routledge
- Somekh, B., & Lewin, C. (2004). Research methods in social sciences. In S. Bridget, & C. Lewin, *Innovation communities team working of key persons- a success factor in radical innovation*.

- Thorndike, E. L. (1923). The influence of first-year Latin to read English. *School and Society, XVII*, 165-168.
- Yule, G. (2006). *The study of language*. Retrieved January 2, 2020, from <https://doi.org/10.1017/cbo9780511819742>