

A Study of the Similarity between Student-Teacher Word Pronunciation and that of Pupils during Teaching Practice in Secondary Schools in Kericho West, Kenya

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Abstract

The purpose of this paper was to investigate the possible similarity between student-teacher word pronunciation errors and that of pupils in Kericho West Sub-County of Kericho County, Kenya. The objective of the study was to categorise and analyse the pronunciation errors student-teachers and English Second Language Learners (ESLLs) make at school. The study was guided by the following theories: Imitation theory of language acquisition by Crane, Yaeger and Whiteman, and the theory of Error Analysis by Corder. The study design was qualitative while a descriptive research design was used to provide a description of the state of affairs. The target population was 4000 learners and 150 teachers. The purposeful sampling technique was used to select the sample as the study focused on student-teachers and their Form one and Form two learners. Eight student-teachers teaching either English or History/C.R. E were chosen, as their subjects involve much talking and writing, while sixty-four Form One and Two learners were purposefully selected from four purposefully selected secondary schools, which usually receive student-teachers. The language of the participants was recorded to analyse the Interlanguage. The researcher used observation and recordings in class and group discussions to collect data. Content validity of the research instruments was enhanced through a pilot study from non-participating student-teachers and learners. The data were analysed using thematic analysis and a similarity was established between student-teachers and ESLLs. The study established that both student-teachers and their learners use poor pronunciation. The study recommended that student-teachers' language proficiency be emphasized, in-service courses be mandatory, and Continuous Professional Development (CPD) be enhanced. It also recommended that more research on how to handle pronunciation challenges by ESLLs should be done.

Key words: Interlanguage, Error Analysis, Continuous professional development.

Introduction

The ability to communicate well in English does not just occur but much has to be invested before any noteworthy mark is reached. The learning and mastery of a new language is a challenge to many, with spoken and written errors being the norm. Alhasnawi (2021) posits that the status of English as a language has continued to gain prominence in the world and that globalization factors have led to the rise of English as an academic lingua franca (ELFA).

English has a very critical role in Kenya as seen from it being one of the official languages. Secondly, it is the language of instruction from class four and an examinable subject at all levels of the Kenyan educational system (Mutai et al 2021). Nyarigoti (2013) underscored the importance of English in Kenya. It is expected that university students studying English be proficient in it, especially those who are to be future teachers. Nabwire et al (2021) posit that English is a core subject taught to all students in Kenya as most examinable subjects are taught in it. Poor pronunciation is quite common in the teaching and learning of English. Usually student-teachers are susceptible to poor pronunciation and the study is interested in whether their interaction with ESLLs has any influence on Form One and Two learners. Currently there

is little or no study on the possible similarity between student-teacher poor word pronunciation and that of the ESLs in Kericho West Sub-County and this study set out to fill this gap.

Literature Review

In this section a review of related literature is presented which includes a discussion of studies conducted by diverse researchers on poor pronunciation by student-teachers and ESLs. The sources of literature include books, journals and theses and the section is divided into the similarity between student-teacher word pronunciation and that of the ESLs and theoretical framework.

Avery and Ehrlich (2016) aver that English pronunciation is one of the most difficult skills to acquire though it a basic requirement of learner competence and one of the most important features of language instruction. Learners should spend much time to improve their pronunciation as poor pronunciation provokes incomprehensibility. Manyasi (2020) posits that a number of teachers have English pronunciation challenges due to L1 influence while Gilakjani (2016) argues that teachers teach and facilitate learners' learning pronunciation due to their role as speech and pronunciation coaches.

Toci (2020) conducted a study in a university in Macedonia which identified the problems that students face when handling pronunciation. The study had 52 students from the 2nd and 3rd year and was carried out during: formal linguistic classes, and non-formal communications between students and their lecturers and even among the students. Toci (2020) identified words which were often mispronounced and established that the causes were phonological and morphological. It also established that students at times were ignorant of their mispronunciation and wrong syllable stress was also used which was of interest to the current study. The current study sought to establish whether poor pronunciation by student-teachers was contributory to that of the ESLs.

Jahara and Abdelrady (2021) observed that Arabs often mispronounce many sounds of English due to a lack of exposure to English as a Foreign Language (EFL) so they investigated pronunciation problems encountered by 32 undergraduate EFL learners. They adopted both qualitative and quantitative research methods using questionnaires, recorded speech samples and pronunciation tests to analyse learners' performance orally through repetition drills to help participants articulate the sounds of English. They established that some participants were unable to differentiate between the /p/ and /b/ sounds as in Arabic only the /b/ sound is present. They were unable to distinguish between the short /i/ and /i:/, and neither could they pronounce /tʃ/ and /dʒ/. The reviewed work identified a number of sounds which were a challenge to the undergraduates due to their L1 and sought to establish whether the current one would have a similar problem.

Khan (2020) explored the factors which affect pronunciation of ESLs by utilizing primary source books, personal observation and secondary sources. The study established that linguists have divided the factors into internal and external factors. The reviewed study investigated factors which affect ESLs' English pronunciation and came up with teacher proficiency as key under external factors which motivated the current one.

Mohammed and Idris (2020) investigated pronunciation challenges that EFL learners encounter. It also aimed at identifying the significance of pronunciation at tertiary level. They adopted the analytical research methodology by means of using SPSS programme for data analysis of a questionnaire that had been distributed to a random sample of 100 tertiary level students. The students were native speakers of Arabic who had studied English. They established that vowel recognition difficulties, for example /ɑ:/ and /æ/, mispronunciation of consonants that do not exist in Arabic such as /p/ and /v/, consonant clustering difficulty in which students reverted to epenthesis in English clusters, such as inserting a short vowel when pronouncing words such as 'street' which became 'sitreet' were common. They established

there was a difficulty of placing stress at word level with 'library' and 'collect' like /*lai'brəri*/ and /*kəlèkt*/ instead of /*'laibrəri*/ and /*kə'lèkt*/. The students had problems in displaying the correct intonation as they tended to use the rising tone for 'wh-' questions and falling one for tag questions. The current study sought to identify the pronunciation challenges encountered in Kericho West and to establish whether they had similar causes as the reviewed work.

Komariah (2018) conducted a study to find out the problems in pronunciation of English sounds faced by the students in the 9th grade. The data were derived from recordings of students' voices, transcription and analysis done. The data were analysed through a comparison of English sounds and students' pronunciation, finding out the consonants, vowels and diphthongs mispronounced by the students so as to establish difficulties which students had in the pronunciation of English sounds. Komariah (2018) established that the students had problems in pronouncing the following English consonant sounds: /t/, /f/, /ʒ/, /θ/, the sound /θ/ was pronounced /t/ while the diphthong sound 'ər' was also a problem. The previous study established that L1 had much effect on pronunciation which the current one also sought to investigate.

Asante-Nimako (2018) investigated the problems related to the teaching of English pronunciation in pre-service institutions in Kumasi, Ghana. Participants were tutors of English and student-teachers. The data were collected through interviews and observations. It was established that teachers made basic errors which affected ESLLs. He established that poor pronunciation was caused by the poor mode of correcting students, little attention was accorded to the teaching of pronunciation and most of them had a poor background in pronunciation. The recommendations were that there should be more teaching on pronunciation and student-teachers need better grounding on the teaching of pronunciation. The previous study established that in matters of pronunciation many role models like teachers have disappointed ESLLs and the current one sought to establish the same.

Ombati and Kirigia (2020) examined pronunciation errors among Ekegusii L1 and Kimeru L1 university students to document the gravity of their problem. Students from Laikipia and Maasai Mara universities from the two language groups studying English and Literature formed the population of the study. The study instruments were: observation, interviews, documentations, audio recordings and transcription. A purposive sample of 50 students was selected on the basis of first encountered, first recorded and used for data generation. Kirigia and Ombati (2020) established that students make multiple pronunciation errors mostly due to interlingual and intralingual sources. The previous study used the EA model which the current one also utilized.

Manyasi (2020) sought to find approaches used to teach pronunciation and establish how teachers' mastery of pronunciation facilitates the acquisition of sounds by learners. Purposive sampling was utilized to select 32 teachers of English. The study used observation of classroom teaching and learning activities. The study focused on small samples which enabled it to gather in-depth understanding of language approaches used to teach pronunciation and establish how teachers' mastery of pronunciation facilitates acquisition of the sounds by learners. She established that many teachers of English and Literature had difficulties due to L1 challenges which caused pronunciation variations. Some teachers transferred pronunciation errors to the ESLLs. The previous study was useful to the current one which sought to investigate the similarity between student-teacher poor pronunciation and that of the ESLLs.

Abiero et al (2019) set out to determine the pedagogical challenges involved in the teaching and learning of content and oral skills. Oral skills in English are taught and examined in Kenyan secondary schools with the purpose of developing fluency and accuracy in speech communication though a majority of them do not attain intelligibility at the end of their secondary school study. The research was based on the Socio-cultural constructivism theory which is relevant in the acquisition of oral skills. The study was done in Kisumu East Sub-

Country, Kenya with a sample size of 295 students and 35 teachers of English. They used questionnaires, unstructured interview schedules and observation schedules to collect and analyse data. The study established that there were pedagogical challenges in the teaching and learning of oral skills in English in relation to the content, teaching construct and teaching context. The current study used EA and Imitation theories and sought to establish the similarity in the participants' pronunciation.

Rashid (2017) conducted an investigation on the influence of *Lutsotso* consonants on pronunciation of selected English consonants among Form One students learning English in Kakamega County, Kenya. The study was anchored on Selinker's Transfer Theory which states that the learner's first language (L1) will have an effect on SLA. The study purposively sampled out nine mixed gender, public day secondary schools in the sub-county. The target population was 720 respondents, with a sample size of 72 respondents' selected using simple random sampling. The study collected data using dictation, an oral task and a questionnaire for the respondents. The study established that: Lutsotso consonant sounds affect the pronunciation of selected English language plosives like /p/, /b/, /t/, /d/, /k/ and /g/ fricatives like /f/, /v/, /ð/ and affricates like /tʃ/, /dʒ/. Sounds that exist in Lutsotso were simpler to articulate. He recommended that there was need for teachers of English to know that L1 consonant sounds influence pronunciation of English language plosives, affricates and fricatives. The previous study established that participants had pronunciation challenges but did not investigate the similarity between student-teachers' poor pronunciation and that of the ESLs which the current sought to bridge.

Katam (2016) conducted a study in Uasin Gishu which focused on the common spelling errors made by speakers of Nandi as an L1 who use English as an L2. The study sought to investigate whether phonology and orthography of Nandi L1 speakers affected their English orthography. She used five secondary schools from Eldoret West District in Uasin Gishu County, Kenya. The study used random sampling. The data were collected from dictation of 60 words, 60 written compositions written by 60 Form Three secondary school students, and recorded spoken words. She reported that learners tend to replace a linguistic form with one they are familiar. Katam (2016) reiterates that what exists in the L1 system is shifted to the L2 thereby causing misspelling and mis-articulation.

The transfer of language usually causes a learner to come up with new rules that are crucial in their learning of the TL. The rules created are based on their knowledge of the L1 and TL but are inaccurate thus leading to the Interlanguage theory. She established the errors were: consonants not found in Nandi were replaced by those in it e.g. Video (*vidiəu*) became */bitiəu/ while file (*fəil*) becomes */βail/ because the labio-dental fricatives /f/ and /v/ were substituted with the voiced bilabial fricatives /β/. Diesel */dizl/* became */tisl/ while blouse */bləuz/* became */bləus/ because the voiced alveolar fricative /z/ was substituted by its voiceless counterpart /s/. Theatre */θiətə/* became */tiətə/ because the voiced alveolar plosive /d/ and the voiceless dental fricative /θ/ were substituted by the voiceless alveolar plosive /t/. Jug */dʒag/* became */fak/ while garage */gærəʒ/* became */gærəʃ/ because the voiced palate-alveolar affricate /dʒ/ and the voiced palate-alveolar fricative /ʒ/ are substituted by the voiceless palato-alveolar affricative /tʃ/.

Katam further reports that these errors occur due to language transfer caused by fossilized linguistic items and rules as a result of L1 which is transferred to the L2 by the SLL. Lastly, there were errors due to the absence of certain sounds in Nandi which were: *as for 'has', as the glottal sound /h/ was missing in Nandi. The voiced alveolar fricative sound /z/ was absent too so it was substituted by the voiceless counterpart /s/ as 'zoo' became *soo. In Nandi the dental fricatives are absent so the voiceless dental fricative /ð/ is not there, therefore the closest sound to the voiceless dental fricative is the voiceless alveolar fricative /t/. The words 'levy' and 'draw' became *lepy and *traw respectively. Katam (2016) recommended that

teachers identify the errors and the occurrence frequency, take the learners through the English sound system and use pattern drills. She also added that there was need of further training of teachers on the remedial teaching of spelling. Katam (2016) was very useful as her work was done in a predominantly Kalenjin area which was similar to Kericho West, therefore much of what she identified was bound to be found in the current investigation.

Theoretical Framework

Theory of Imitation

Meltzoff and Williamson (2017) posit that young humans excel in learning by watching and imitating. They say that imitation is a means by which information is passed on from older people and provides an efficient channel for learning. Alijoundi (2014) argues that the acquisition of language is innate but as people grow within an environment they develop cognitively as language learning is a socialization process. According to Weiten (2004) Skinner argued that environmental factors govern language development and he emphasized imitation, reinforcement and conditioning in language acquisition. Weiten (2004) postulated that children learn a language by imitation; as such the teacher has a role of ensuring that the student imitates correct language. Villasenor (2017) concluded that in the Social Learning theory a child's environment is crucial in the learning process. The theory of imitation states that children learn a language by listening to language spoken around them, and then reproduce the same (Crane, Yaeger and Whiteman, 1981). The Imitation theory clarifies that language acquisition is the process of a learner imitating speech.

Gass (in Bailey, 2006:65) refers to input as '...the language to which the learner is exposed, either orally or visually...' in other words, the language, '...which surrounds learners living in an L2 environment.' Kymissis and Poulson (1990) hypothesize that though imitation aids in language acquisition it can also create strange and wrong language structures. This theory was appropriate for this study as it clarifies that learners usually imitate their instructors, therefore, it helped the researcher establish the possible similarity between the pronunciation of the student-teacher and that of the ESLL.

Theory of Error Analysis

The study of learners' errors and their analysis is known as Error Analysis (EA). Corder (1973) avers that EA is a method used to document the errors that appear in a learner's language. EA focuses on the performance of both the speech and writing of the L2 learner (Mohmood et al 2018). They reiterated that EA assesses and accounts for the causes of the errors of L2 learners, evaluates and corrects them without limiting the L2 learner errors to their L1.

Mohmood and Murad (2018) posited that EA is beneficial for feedback on the effectiveness of their teaching materials, methods, techniques, and syllabus design. Corder (1976) argued that EA has both theoretical and applied objects. He posits that the investigation of errors serves two purposes; diagnostic (to identify the problem) and prognostic (strategize on how to solve the problem) and identifies the learner's grasp of language while it is prognostic as it enables the teacher to modify the learning materials to meet the learners' needs.

According to Corder (1971) there are five procedures in EA namely:

- I) Collection of samples of learner language over a period of time for comparison. These samples provide data for EA and the researcher may control the data by narrowly specifying the sample they intend to collect.
- ii) Identification and classification of errors. This could involve a comparison between learner sentences and TL speaker sentences in the same context after which the researcher could identify which part of the learners' sentence has an error.

- iii) Description of errors, that is language level, general linguistic (passive sentences], specific linguistic elements (nouns, articles).
- iv) Explanation of errors, that is, why it was made for example, is it intralingual, interlingual or unique this consists of determining the sources of the errors to find out the reason why the participants made the identified errors.
- v) Evaluation of errors, that is, how serious the errors are. This is a supplementary stage in EA and involves the determination of how critical the errors are and the need for reinforcement.

Research Methodology

The study adopted the descriptive research design as it provided a description of the state of affairs as they exist. Orodho (2003) describes it as the scheme, outline or plan that is used to generate answers to research problems while Kombo and Tromp (2006) define it as the structure of any research. The study used this research design as it described the current state of English language affairs in Kericho West. This study utilized observation and recordings in class and group discussions. Kothari (2014) avers that descriptive studies fact-find and result in the formulation of crucial principles of knowledge as well as solutions to challenges; they therefore, contain the core for the collection, measurement and analysis of data.

The study was conducted on student-teachers and Form One and Two pupils in Kericho West Sub-County secondary schools and the research population comprised 4000 pupils, 150 teachers and 32 secondary schools (Kericho West Sub-County Education Office 2019). The pupils were selected as they are taught by student-teachers who were also subjects in this study. The study was conducted on the pupils to assess their level of English pronunciation mastery and assess the similarity between their pronunciation and their student-teachers'. Kericho West Sub-County was chosen as it performs poorly in English and little research has been conducted to establish whether student-teacher errors could be contributory.

The study only selected county and sub-county schools as they contain the bulk of the learners who sit for the Kenyan national exams, KCSE. Simple random sampling was used to identify the 16 participants who were to be got from each school for data collection (Kothari 2003). The study used two discussion groups per school to enable the researcher access spontaneous speech from the respondents.

Student-teachers, Form One and Two learners were purposefully selected for the study with the ESLLs being observed and recorded both in class and in group discussions while the student-teachers were observed and recorded in class. Student-teachers, who teach English and CRE/History, were selected due to their alleged usage of wrong pronunciation, while ESLLs were purposefully selected because they are usually taught by student-teachers. The researchers observed the selected subjects, with each class observation taking 40 minutes, which is the length of a lesson in secondary school. Class observations were carried out in their respective classrooms during their lessons, while the group discussions were carried out during their extra-curricular time in classrooms free from distractions. The researchers recorded the language for transcription and analysis.

The study used two instruments: observation and recordings in class and in group discussions. Class discussions, where student-teachers take the lead, were done at each of the four purposefully selected schools and these enabled the researchers identify the elements of similarity of the student-teacher language and the IL of the ESLL due to their interaction. The group discussions enabled the researchers to observe and record ESLLs as they discourse so as to study their pronunciation.

Qualitative data were analysed on the basis of item-by-item analysis as derived from the respondents. The researchers studied the responses for relevant information then developed a coding system based on the research questions and the collected data, classified the major topics covered, indicated the major themes, placed coded information under the same theme,

and then developed a summary report identifying major themes and the associations between them.

Analysis and Discussion

The research objective was to establish the possible similarity between wrong word pronunciation by student-teachers and that of pupils at secondary schools in Kericho West Sub-County and in order to explore this objective, the following research question was posed, ‘What kind of pronunciation errors do student-teachers and ESLLs make at school?’

Manyasi (2020) reported that pupils learn a language by imitation and teachers are their language models. Mohammed and Idris (2020) reiterated that poor pronunciation affects the four language skills while Gilakjani (2016) posited that English pronunciation is one of the most difficult skills to acquire.

Substitution

Among the errors committed was substitution. Substitution occurs when a sound is replaced by another. Table 1.1 shows substitution errors.

Table 1.1 Substitution of /k/ and /d/

Code	Error word	Corrected form	School	Subject
TP2d	* <i>Welgome</i> for a <i>gup of dea</i>	(Welcome for a cup of tea)	Staffroom at school D	Staffroom discussion
LS2c	* <i>indonation</i>	(intonation)	School C	Group discussion

In the first case the voiceless velar fricative /k/ was switched to voiced velar plosive sound /g/ while /t/ was switched with /d/. In the second the alveolar consonant /d/ substituted the voiceless alveolar plosive /t/. Table 1.1 exemplifies the similarity between the pronunciation errors made by the participants and is consistent with the findings of Rashid (2017) who noted that L1 consonant sounds influence the pronunciation of some English sounds. This also corresponds with what Katam (2016) established that ESLLs substitute sounds missing from their L1 with those in their L1.

Table 1.2 Substitution of /g/

Code	Error word	Correct form	School	Subject
LD2b	* <i>akain</i>	again	B	Group discussion
LD2c	* <i>arkue</i>	argue	C	Group discussion

In both instances the voiced velar plosive /g/ sound was replaced by the voiceless velar plosive /k/ sound which could provoke incomprehensibility. The study findings were similar to those of Katam (2016) who reported in her study that Nandi L1 speakers replaced English consonants not found in Nandi with those in it.

Table 1.3 Substitution of /b/

Code	Error word	Correct form	School	Subject
TS2d	* <i>poy</i>	(boy),	D	Group discussion

TS2d	* <i>brobably</i>	(Probably).	D	Group discussion
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A number of these bilabial consonant /b/ and /p/ pronunciation challenges are common among the teachers in this research community and are bound to reflect in the language of the learners due to the theory of imitation. Jahara and Abdelrady (2021) established that respondents failed to differentiate between /b/ and /p/ because in their L1 only /b/ exists and the current study established such pronunciation problems with sounds absent from their L1. In this current study a number of the participants had problems with consonant sound contrasts such as /b/ and /p/.

Misplacement of Stress

Misplacement of stress is another pronunciation challenge encountered in the study, as shown in Table 2.

3

Code	Error word	Correct form	School	Subject
LS3b	* /ʃar'iti/	<i>Charity</i> /'ʃariti/	B	Group discussion

The word *Charity* is a noun and the stress should be on the initial syllable but it was pronounced as if it is a verb with the stress being on the last syllable. Mohammed and Idris (2021) established there was difficulty of placing stress at word level such as 'library' and 'collect' were pronounced with wrong stress placement /laɪ'brəri/ and /kəlèkt/ instead of /'laibrəri/ and /kə'lèkt/, it was established that stress was the most problematic area for the students. The study reported that teaching pronunciation requires highly trained teachers who are role models as ESLLs model their speech on what they hear from them.

Deletion/Elision

Deletion involved situations where certain sounds were deleted by a speaker when speaking. It involves the loss of some segments either in a word or in connected speech. Katam (2016) and Khan (2020) reported that outer factors which interfere with pronunciation include L1 interference, types of teachers, classroom environment, motivation and institutional variables.

Table 3.1: Deletion of /t/

Code	Error word	Correct form	School	Subject
LD2a	* <i>testamen</i>	(testament)	A	CRE discussion
LD2b	* <i>complain</i>	(complaint)	B	CRE discussion

The current study recorded a number of participant deletions of the final /t/ sounds. Katam (2016) argues that the deletion of the consonant alveolar sound /t/ is an interlingual error. Teachers were guilty of interlingual errors and unable to help their wards who from Table 3.1 also made the same error. The findings were similar to Komariah (2018) who confirmed in Indonesia that L1 caused poor pronunciation while Ombati and Kirigia (2020) in a study among Kisii and Meru undergraduates averred that they made pronunciation errors due to their L1.

Table 3.2 Deletion of /h/

Code	Error word	Correct form	School	Subject
LD2a	* <i>ouse</i>	house	A	Group discussions
LD2a	* <i>av</i>	have	A	discussion

The findings are similar to those of Katam (2016) who reported that the glottal sound /h/ was non-existent in Kalenjin phonology and so when speakers got words which have such, they would either delete or replace them. Toci (2020) argued that some pronunciation errors were due to phonological errors and as such the speaker might even be ignorant of the occurrence.

Table 3.3 Replacement of /θ/ and /ð/

Code	Error word	Correct form	School	Subject
LD2c	* <i>hypotesis</i>	hypothesis	C	Group discussion
LD2d	* <i>broter</i>	brother	D	Group discussion

Katam (2016) established that the speaker would switch to the closest consonant sound in their L1. In the current findings deletion occurred with the consonant sound /θ/ which would result in switching to the consonant sound /t/. The voiced dental fricative /ð/ is pronounced as /d/. Table 3.3 shows that the participants had a challenge in the pronunciation of the consonant sound /θ/ which was pronounced /t/ which agrees with Komariah (2018).

Table 3.4 Replacement of /f/

Code	Error word	Corrected word	School	Subject
LD2a	* <i>parapruse</i>	paraphrase	A	Group discussion
TD2b	* <i>pisical</i>	physical	B	History class
LD2c	* <i>pisics</i>	physics	C	Group discussion
TD2c	* <i>potocopy</i>	Photocopy	C	English lesson

In Table 3.4 cases the voiceless labiodentals fricative /f/ sound was replaced by the voiceless bilabial plosive /p/ sound. Rashid (2017) explained that L1 influences the pronunciation of English plosives, affricates and fricatives which Asante-Nimako (2018) attributed to poor teaching and lack of role modelling.

Table 3.5 Past tense omission

Code	Error word	Correct form	School	Subject
LD2a	* <i>deman</i>	demanded	A	Discussion
LD2b	* <i>settle</i>	Settled	B	Discussion
TD2b	* <i>arrive</i>	Arrived	B	C.R.E
TD2d	* <i>discover</i>	Discovered	D	History

In Table 3.5 these errors caused the learners to ignore or fail to learn the correct usage of past tense markers in a sentence. Katam (2016) posits that when a sound like the voiced alveolar is missing from an L1 then it is substituted. In this situation it was deleted which is another interlingual error. Manyasi (2020) reiterated teachers' inability as they had the same challenge while Gilakjani (2016), Khan (2020) underscored the crucial role given to teachers.

Table 4 Vowel length errors

Code	Error word	Correct form	School	Subject
LD2d	*kip	/ki:p/ (keep).	D	History class

Abiero et al (2019) asserted that errors made by teachers influenced ESLLs and this study witnessed such. The current study revealed that both student-teachers and the ESLLs were affected by their L1. Jahara and Abdelrady (2021) established that some participants were unable to distinguish between short and long vowel sounds.

Summary

A number of the above pronunciation challenges were as a result of the participants' mother tongue which negatively affected their pronunciation as established by Komariah (2018). This study also investigated teachers who are expected to be role models to learners though their word pronunciation was also faulty. Manyasi (2020) concluded by reporting that many teachers' pronunciation was wanting. Komariah (2018) argued that some errors are due to substitution as consonants absent from the L1 were replaced by familiar ones. He claimed that errors occurred due to language transfer or generalization of incompletely learned rules in the L2. Mohammed and Idris (2020) declared that L1 influence leads to misspelling and mis-articulation in the ESLLs language. Asante-Nimako (2018), Khan (2020) reiterated that teachers were the main cause of wrong pronunciation.

Conclusion

English language word pronunciation plays a critical role in Kenya as it is the language of instruction and an examinable subject at all levels. Unfortunately, the annual results of English depict worrying trends which many attribute to poor teaching. The study collected and analysed the pronunciation errors, and established the similarity between student-teachers' pronunciation and the ESLLs'. The current study was qualitative and utilized a descriptive research design to provide a description of the state of affairs in Kericho West Sub-County. The purposeful sampling technique was used while observation and recordings of group and class discussions were utilized to collect data.

The study established that there was wrong pronunciation such as substitution, misplacement of stress, and deletion. Mohammed and Idris (2020) argue that most cases of wrong pronunciation are due to L1 while Asante-Nimako (2018), Khan (2020) reiterate that such occurred because ESLLs lack good role models as their teachers' pronunciation was also poor.

The current study established that student-teachers had pronunciation errors which were most likely modelled by the pupils and this was corroborated by Allan and Mackenzie (2019). The study established that there was a similarity between wrong student-teacher pronunciation and that of the ESLLs which was bound to be detrimental. More in-service training and refresher courses for teachers are recommended.

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