

**“A STUDY ON THE CUASES OF MISPRONUNCIATION OF THE ENGLISH  
LANGUAGE AT BUTALEJA SECONDARY SCHOOL”**

Submitted by

**HIGENYI SAMSON**

**BU/UP/2019/3461**

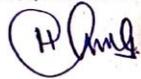
A research report leading to a report in partial fulfillment for the requirement of the award of Bachelor’s Degree in Education, English language and Literature in English from Busitema University, Faculty of Science and Education.

January, 2023

**Statement of declaration.**

I declare that this research proposal is my original work and its contents have not been partially or wholly been presented for an academic award by any person in any University or institution of higher learning.

NAME: HIGEN TI SAMSON Date: 23/02/2023



**APPROVAL**

This research report has been submitted for examination with my approval as the candidate's university supervisor.

Sign:  .....

Date: 24/02/2023

NAKAZINGA RACHEAL

## **DEDICATION**

I dedicate this report to my loving father, Mr Kalyebi Eria for his tireless efforts towards success of this course. I don't take his efforts for granted. May the good Lord keep him alive to witness the fruits of his struggle.

## **ACKNOWLEDGMENTS.**

I would like to acknowledge my supervisor, Madam Nakazinga Racheal, for her continued support and immeasurable commitment towards the success of this report. Your guidance and support has led me to the proper completion of this report. My sincere appreciation goes to my caring Mother, Mrs Kalyebi Florence Namugega, my siblings, relatives, friends and classmates who have held my hand through out the course. May the Lord bless you. My sincere Gratitude also goes to my dear lecturers who have groomed me into the person I am today; Dr Tendo Shira Namagero, Madam Kwagala olivia, Mr Mugalya Micheal, Mr Olowo Vitalis, Dr Ochan Johnson Onen, Madam Rebecca Acen Elyak, Madam Nakazinga Racheal, Ms Wandera Faith, and Madam Mburu Sally. Your efforts can never be undermined and will never go to waste.

## **TABLE OF CONTENTS**

<b>STATEMENT OF DECLARATION.....</b>	<b>2</b>
<b>ENDORSMENT BY SUPERVISOR.....</b>	<b>3</b>
<b>DEDICATION.....</b>	<b>4</b>
<b>ACKNOWLEDGEMENT.....</b>	<b>5</b>
<b>SUMMARY.....</b>	<b>9</b>
<b>CHAPTER ONE.....</b>	<b>10</b>
<b>INTRODUCTION.....</b>	<b>10</b>
1.1 background of the study.....	10
1.2 Brief history of teaching pronunciation.....	11
1.3 Problem statement.....	12
1.4 Objectives of the study.....	13
1.5 Research questions.....	13
1.6 Significance of the study.....	14
<b>CHAPTER TWO.....</b>	<b>16</b>
<b>2.1 REVIEW OF RELATED LITERATURE.....</b>	<b>16</b>
2.2 Factors affecting learning of pronunciation.....	19
2.2. 1 Motivation and exposure.....	19
2.2. 2 Exposure to target language.....	20
2.2. 3 Attitude.....	20

2.2.4 Instruction.....	21
2.2.5 Age.....	22
2.2.6 Mother tongue influence.....	23
2.3 Most commonly mispronounced words.....	24
<b>CHAPTER THREE.....</b>	<b>28</b>
<b>RESEARCH METHODS.....</b>	<b>28</b>
3.1 Introduction.....	28
3.2 Research design.....	28
3.3 Methodology .....	28
3.4 Location of the study.....	29
3.5 Target population of the study.....	29
3.6 Sampling procedure.....	29
3.7 Sample size.....	29
3.8 Research instruments.....	29
3.9 Methods of data collection.....	29
3.10 Data analysis procedures.....	30
3.11 Data validity.....	30
3.12 Ethical consideration.....	30
3.13 Limitations to the study.....	31
<b>CHAPTER FOUR.....</b>	<b>32</b>
<b>PRESENTATION OF FINDINGS AND DATA ANALYSIS.....</b>	<b>32</b>
4.1 Introduction.....	32
4.2 Causes of mispronunciation.....	32

4.2.1 The influence of mother tongue.....	32
4.2.2 Lack of practice.....	32
4.2.3 Lack of exposure to pronunciation.....	33
4.3 To evaluate language proficiency.....	33
4.4 Attitude of teachers and learners.....	34
4.5 How pronunciation is taught.....	34
<b>CHAPTER FIVE.....</b>	<b>35</b>
<b>DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS.....</b>	<b>35</b>
5.1 Introduction.....	35
5.2 Discussion of findings.....	35
5.2.1 Causes of mispronunciation.....	35
5.2.2 Language proficiency .....	36
5.2.3 Attitude Of teachers and learners.....	36
5.2.4 How pronunciation is taught.....	37
5.3 Recommendations .....	37
5.4 Conclusion .....	38
5.5 Recommended areas for further research .....	38
<b>References .....</b>	<b>39</b>
<b>Appendix .....</b>	<b>41</b>

## **SUMMARY.**

Learning English as a second or foreign language demands that one knows that for reaching intermediate levels, English is an easy language regarding grammar and vocabulary; however, when reaching advanced levels, the learners are faced with complex forms of morphology, syntax, and most obviously, they are faced with the difficulties that pronunciation presents. These are mainly the problems that occur with the English students whose native language is other than English. An experienced teacher of non-native speakers of English can easily recognize the causes of mispronunciation, which in most cases are lack of vocabulary, lack of practice, bad teaching experiences, lack of direct contact with the language, and lack of self-confidence. There are quite a lot of words in English, which are often mispronounced. Those who have just started to learn English as a foreign language, students at primary schools, adults using English as a means of communication and as a working tool, such as businessmen, politicians, administrators, doctors, accountants, and those studying English for teaching purposes, even the teachers of English are faced with the problems of proper pronunciation of words in English.

The aim of this research is to identify the problems that the students in the Department of English Language and Literature at Butaleja secondary School, face when they deal with pronunciation of lexical words.

**Key terms, Pronunciation, Grammar, mispronunciation, speech, English language.**

Pronunciation is an accepted standard of the sound and stress patterns of a syllable, word, phrase. It is a way in which a letter or word is said correctly. Richard and Schmidt (2002) define pronunciation as the way certain sounds are produced. Pronunciation emphasizes the way sounds are understood by the listeners. They continued that pronunciation is a significant part of English

because mispronunciations make it difficult for listeners to understand the meaning of sentences correctly.

Harmer (2007) defines pronunciation as the way the sounds of a language are made, the way how and where the word stress and sentence stress are placed, and the way how pitch and intonation are used to indicate our feeling and our meaning.

consonants and vowels of a language (segments), features of speech such as stress, timing, rhythm, intonation, phrasing (suprasegmental features), and voice quality. All of the mentioned elements can work together when speakers speak so that difficulties in one element may affect another and this may make an individual's pronunciation easy or difficult to understand (Pourhosein Gilakjani, 2012; Yates & Zielinski, 2009).

Grammar refers to the study of how words and their component parts combine to form sentences.

Mispronunciation is the act or habit of pronouncing a word in a way that is regarded as nonstandard, unconventional, or faulty. Words and names are sometimes deliberately mispronounced for comic or malicious purposes.

Speech refers to the faculty of uttering articulate sounds or words; the ability to speak or to use vocalizations to communicate. It's the ability to produce meaningful utterances to an audience which when blended together, form language.

English language

English is a Germanic language of the Indo-European language family, originally spoken by the inhabitants of early medieval England.

## **CHAPTER ONE**

### **THE BACKGROUND OF THE STUDY**

#### **1.1 Background of the study.**

Many learners of English language have major difficulties with English pronunciation even after years of learning the language. This often results in them facing difficulties in areas such as finding employment (Fraser, 2000a). The fault which most severely impairs the communication process at Butaleja secondary school, is the comprehension of sentences, understandability of what has been taught to them and the capacity to read and interpret English language questions and academic material as presented without changing the intended meaning and also assuming to have understood yet the results do not please. The learners keep on giving under radar performances for the subject as contrasted to what is expected of them at their various levels.

Pronunciation is viewed as a sub-skill of speaking. Fraser (2000a) explains that being able to speak English includes a number of sub-skills of which pronunciation is by far the most important (other sub-skills of speaking include vocabulary, grammar, and pragmatics). She argues that “with good pronunciation, a speaker is intelligible despite other errors; with poor pronunciation, understanding a speaker will be very difficult, despite accuracy in other areas” (Fraser, 2000a, p. 7). In spite of its importance, the teaching of pronunciation has been neglected by teachers in the field of English language teaching.

There are quite a lot of words in English, which are often mispronounced. Pronunciation has a great impact on learners’ successful communication but it is still ignored by a lot of teachers who pay more attention to teaching grammar and lexis. According to Kelly (2002), learners who always mispronounce a series of phonemes create a lot of problems for the speakers of other languages to understand. This can be very disappointing for those who have good grammar and lexis knowledge but have serious problems in understanding and being understood by English speakers.

## **1.2 A brief history of teaching pronunciation**

In the grammar-translation method of the past, pronunciation was almost irrelevant and therefore, seldom taught (Florez, 1998). Then in the 1950s and 1960s, pronunciation took centre-stage with the introduction of the audio-lingual method. This was a method that emphasized the

## **References:**

- A Course in Language Teaching: Practice and Theory. Cambridge: Cambridge University Press.
- Comprehension of Thai-Speaking Graduate Students in the United States. Unpublished doctoral dissertation: The State University of New Jersey - New Brunswick.
- Journal, IV, No. 1. (<http://iteslj.org/Articles/Otlowski-Pronunciation.html>; visited, 20, 5, 2003).
- Morley, (Ed.) Pronunciation pedagogy and theory. New views, new directions. pp. 92-108.  
Alexandria, VA: Teachers of English to Speakers of Other Languages. (EDRS No. ED 388 061)
- Morley, J. (1991). The Pronunciation Component to the Speakers of Other Languages. TESOL Quarterly, 25(3),
- Nosratinia, M., & Zaker, A. (2014). An Analysis of Iranian EFL Learners' Pronunciation Errors. International Journal of Language Learning and Applied Linguistics World (IJLLALW), 5(3), 97-108.
- Otlowski, M. (1998). "Pronunciation: What Are the Expectations?" The Internet TESL
- Pennington, M. (1994). Recent research in L2 phonology: Implications for practice. In J.
- PourhoseinGilakjani, A. (2012). A Study of Factors Affecting EFL Learners' English Pronunciation Learning and the Strategies for Instruction. International Journal of Humanities and Social Science, 2(3), 119-128.
- Rajadurai, J. (2001). An Investigation of the Effectiveness of Teaching Pronunciation to Malaysian TESOL Students. Forum, 39, No. 3 (2001), 10-15.
- Richards, J. C., & Schmidt, R. (2002). Longman Dictionary of Language Teaching and Applied Linguistics. Edinburgh Gate: Pearson Education Limited.
- Rivers, W. M. (1986). Teaching Foreign Language Skills. Chicago: Chicago University Press.
- Sheumaker, F., Slate, J. R., & Onwuegbuzie, A. J. (2001). The role of In Tech training in the integration of technology into instructional practices among Georgia middle school teachers. Journal of Research on Technology in Education, 33(5), 1-12.

- Shively, R. L. (2008). L2 acquisition of [β], [δ], and [γ] in Spanish: Impact of experience, linguistic environment and learner variables. *Southwest Journal of Linguistics*.
- Shumin, K. (1997). Factors to consider: developing adult EFL students' speaking abilities.
- Syananondh, K. (1983). *An Investigation of Pronunciation and Learning Strategies: Factors in English Listening*
- Tennant, A. (2007). *Sound Foundations: Learning and Teaching Pronunciation; Sound Reasons for Teaching Pronunciation*. London: Macmillan Publishers Ltd. Retrieved from
- Vafaei, L. (2013). The Effect of Stress Pattern on Iranian English Language Learners' Pronunciation. *International Journal of English Language Education Journal*, 1(3), 198-207. <http://dx.doi.org/10.5296/ijele.v1i3.4011>
- Wei, Y., & Zhou, Y. (2002). Insights into English Pronunciation Problems of Thai Students. (ERIC Document Reproduction Service No. ED476746)
- Wong, R. (1987). *Teaching Pronunciation: Focus on English Rhythm and Intonation*. Englewood Cliffs, NJ: Prentice Hall Regents.