UNIVERSITÉ DU BURUNDI
GRENIER DU SAVOIR DU BURUNDI
Dépôt institutionnel officiel
https://repository.ub.edu.bi

An analysis of pronunciation by bundian learners of english : a case study of some secondary schools in Makamba province

Misago, Venant; Sous la direction de : Mr. Julius Ayancho,

2017
UB, FLSH
https://repository.ub.edu.bi/handle/123456789/1718

Document téléchargé depuis le **Grenier du Savoir du Burundi** — https://repository.ub.edu.bi

UNIVERSITY OF BURUNDI

FACULTY OF ARTS AND SOCIAL SCIENCES



DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

AN ANALYSIS OF PRONUNCIATION BY BURUNDIAN LEARNERS OF ENGLISH: A Case Study of some Secondary Schools in Makamba Province

By

Venant Misago

Supervisor:

Mr. Julius Ayancho,

Lecturer, University of Burundi

A Thesis Submitted in Partial Fulfillment of the Requirements for the Award of the Degree **"Licence en Langues et Littérature Anglaises"**

Bujumbura, March 2017

DEDICATION

To my brother, Bucumi Simiyoni,

To my relative, Sira Kabura,

To my wife, Marie Chantal Kamugisha,

I dedicate this work.

ACKNOWLEDGEMENTS

The present work is the fruit of many people's support. This is my opportunity to thank those persons who, through their actions, have supported my activity and morale during my life from the very beginning. May I in advance apologize to my good friends who will not find their names on this page.

My innermost gratitude goes first of all to Mr. Julius Ayancho who has not only supervised this work but also has planted the first seed of this thesis. Through his lectures from the third year (Practical Phonetics) I got inspired to work on this topic. Despite his numerous responsibilities, he accepted to supervise this work from the very first step until its completion. I am grateful to his availability and guidance. I would also like to thank the teaching staff of the University of Burundi, particularly the members of staff of the Department of English Language and Literature, for the education I got from them.

I have no words to address to my late parents who saved no effort to make me what (I am but could not see the achievements of their endeavour. My thanks go to my brothers and sisters for their assistance from my tender age until today. I know they have cared so much about me.

I must apologize because I cannot find the appropriate terms to thank him for the uncountable help. My appreciation also goes to Mr. Yared Nyandwi, my teacher of English at Lycée of Makamba, to Mr. Joseph Minani, my teacher of English at the very Lycée who lit a spark of the English phonology in me and the pupils who helped me in the research.

ABBREVIATIONS AND SYMBOLS USED

ed. : editor

FL : Foreign Language

I L : Interlanguage

IPA : International Phonetic Alphabet

L_1 : First Language

L2 : Second Language

N L : Native Language

NRP : Non Regional Pronunciation

RP : Received Pronunciation

S L : Second Language

T L : Target Language

/.../ : Phonetic Slanting Transcription

[...] : Phonetic Transcription

LIST OF CHARTS

Chart 1: English Pure Vowel Sounds 30
Chart 2: English Consonantal Sounds 31
Chart 3: Kirundi Vowel Sounds 32
Chart 4: Kirundi Consonant Sounds 33
Chart 5: Students who Parcipated in the Test 36
Chart 6: Teachers who Responded to the Questionnaire 36
Chart 7: Results from Students' Tests at Communal Lycée of Nyanza-Lac 42
Chart 8: Results from Students' Tests at Makamba Public Lycée 53
Chart 9 : Results from Students' Tests at Gishiha Communal Lycée 62
Chart 10: Results from Students' Tests at Kayogoro Communal Lycée 69
Chart 11: Answers from Teachers 75
Chart 12: Summary of Data Analysis 82
Chart 13: Errors due to Negative Transfer Evaluated in Percentages 99
Chart 14: Errors Due to Approximation Evaluated in Percentages 101
Chart 15: Errors due to Overgeneralization evaluated in percentages 103
Chart 16: Summary of the Three Charts in Percentages 105

ABSTRACT

The present study investigates areas of pronunciation which proves to be difficult to some Burundian learners of English. The study proves that some Burundian learners of English as a Foreign Language, are influenced by their L_1 and L_2.To take up this study, the researcher asked himself three questions. For the first question, he wanted to know whether there are, in English, some speech sounds which are not in learner's L_1 and L_2. Secondly, he wanted to know if the speech sounds do not cause the learner difficulties in the learning process. Thirdly and last, he wanted to know the characteristics of the English spoken by Burundian learners. In his investigation, the researcher used oral tests and teachers' questionnaire. From the research, it is obvious that the learners have difficulties of some strange English speech sounds to which they are not used in their L_1 and L_2. The researcher finds out that in the learning process, the English spoken by Burundian learners is characterized by negative transfer, approximation and overgeneralization.

TABLE OF CONTENTS

DEDICATION ..... **i**
ACKNOWLEDGEMENTS ..... **ii**
ABBREVIATIONS AND SYMBOLS USED ..... **iii**
LIST OF CHARTS ..... **iv**
ABSTRACT ..... **v**
TABLE OF CONTENTS ..... **vi**
CHAPTER I: GENERAL INTRODUCTION **1**
I.0. Introduction 1
I.1. Background to the Study 4
I. 2. Statement of the Problem 5
I.3. Aims of the Study 5
I.4. Research Questions 6
I.5. Hypotheses 6
I.6. Motivation 7
I.7. Significance of the Study 8
I.8. Scope and Delimitation of the Study 8
I.9. Definition of Key Terms 9
CHAPTER II: LITERATURE REVIEW 11
II.0. Introduction 11
II.1. The Notion of Phonology 11
II.2. The Task of Phonology 13
II.3. The Basic Element of Phonology: the Phoneme 14
II.4. Major Theories on L_1 Phonology Acquisition 15
II.5. Major Theories on L_2 Phonology Acquisition 17

II. 6.Theories on Pronunciation Error Analysis 20
II.6.1.Definition and Categorization of Pronunciation Errors 20
II.6.2. Techniques of Pronunciation Error Analysis 21
II.6.3. Prevention and Correction of Errors 22
II.7. The Notion of Language Transfer 26
II.8.0. Comparison of English and Kirundi Sounds with French Sounds 27
II.8.1. The English Sound System 28
II.8.1.1. English Vowel Sounds 28
II.8.1.1.1. The Front Vowels 28
II. 8.1.1.2. Back Vowels 29
II.8.1.1.3. Central Vowels 29
II.8.1.1.4. Diphthongs 29
II.8.2. English Consonant Sounds According to *Phonetics and Phonology* 30
II.8.2.1. The Chart of Consonantal Sounds According to Gimson 31
II.8.3. Kirundi Vowel Sounds 31
II.8.4. Chart of Kirundi Consonant Sounds by Ntahokaja (1994:7) 33
II.8.5. French Vowel Sounds 33
II.8.6. French Consonant Sounds 34
II.9. A Comparison of English, Kirundi, and French Languages 34
II.9.1. French, Kirundi, and English Vowel Sounds 34
II.9.2. Comparison of English and French Consonant Sounds 34
CHAPTER III: METHODOLOGY 35
III.1. Introduction 35
III.2. Area of the Study 35
III.3. Population and Sampling 36
III.3.1. Population 36

III.3.2. Sampling Techniques 36
III.4. Data Collection Procedures 37
III.5. Instruments 37
III. 5.1. Students' Tests 38
III.5.2. Teachers' Questionnaire 38
III.6. Forms of Tasks 38
III.7. Content of the Task 39
III.8. Conclusion 40
CHAPTER IV: DATA PRESENTATION, ANALYSIS AND FINDINGS 41
IV. 0. Introduction 41
IV.1. Data Presentation 41
IV.1.1. Presentation of Students' Answers 41
IV. 2. A Checklist of Pronunciation Errors Made by Second Form Arts Learners. 42
IV.2.a. Presentation of a Chart which Summarizes the Responses from Teachers' Questionnaire 75
IV. 2. b. Interpretation of Results from the Chart 78
IV.3. Data Analysis 79
IV.3.0. Errors Made in Students' Oral Tests 79
IV.3.1. Intrusion Interference 79
IV.3.2. Phonological interference 80
IV.4. Discussion of Findings 95
IV.4.1. Identification of Errors 95
IV.4.2. Description of Errors 97
IV. 4. 3. Explanation of Errors 99
IV.4.3.1. Errors due to Negative Transfer 99
IV. 4. 3.2. Errors Due to Approximation 101

IV.4.3.3. Errors due to Overgeneralization 103
IV. 4.4. Evaluation of Errors 104
IV.4.5. Prevention and Correction of Errors 106
CHAPTER V: GENERAL CONCLUSION AND RECOMMENDATIONS 108
V.1. General Conclusion 108
V.2. Recommendations 110
BIBLIOGRAPHY 113
APPENDICES 118

CHAPTER I: GENERAL INTRODUCTION

I.0. Introduction

It is obvious that today the English language has become the most widely used language in the world. The Department of World Languages and Cultures, Georgia College, confirms that English used to be oriented to the world of trade and commerce. This belief could take a stance before the 1960_s, that is, years before colonization, the period during which the British Empire was rather interested in trade and economy in general than administrative and cultural matters. That department also confirms that French was said to be the language of culture. This view was confirmed by the French policy of assimilation be fore the years of independence of African countries. Therefore, there were two languages – English and French with two different orientations. These orientations could be held true during the colonial period because today it is no longer the case.

English in Africa used to be a medium of communication only for countries which were members of the Commonwealth. On the contrary today, Francophone and Lusophone countries have felt the need to use the English language for different purposes. Not only do these countries have to use English for political and economic reasons but also for cultural exchange. Cultural exchange seems to be a crucial stand point in learning any language.

When we learn a language, one has the intention to interact with other people. Such an intention involves the speaking and the listening abilities as well as the production and reception abilities. Furthermore, one may learn a language to use it as a library language. So, one must develop the understanding ability. In this

respect, the reason behind cultural exchange appears to be more important than the political and economic ones. Its importance stems from the fact that a language learned will not only get the learner into contact with the newly learned language but also with the culture of the speakers of that language.

Furthermore, a language learner or any person may need to get documented and get only documentations in his or her newly learned language. Then he or she will be obliged to use this language as a library language. For the case of Burundi, it is that we, Burundians and other French speakers in this country, need English for political and economic strategies. These strategies are justified by our geographical situation. We have no access to the sea. As a matter of fact, we must cooperate with our neighbors: Tanzanians, Rwandans, Ugandans and Kenyans whose official language is English.

Beside politico- economic needs, no one should ignore the fact that English is a medium of communication in those countries. Most documentation is published in English. So, whether one is studying sciences, applied sciences, technology, medicine, business, administration, economics, law, philosophy, sociology or other social sciences, he/she needs some knowledge of the English language. It is not only up to men and women of language and literature to learn English but also up to any learned man and woman who wants to go deep in learning to feel the great utility of the English language. Someone who is aware of the importance to use the English language, has to turn to the communicative function of any language. As Norrish (1987: 2 -3) puts it: "Language isn't a set of facts to be learned but a medium for expressing thoughts; feelings and communicating with other people".

In other words, if one learns a language, he has to use it and benefit from the exchange with other people. In a sense, one must use a language effectively. However, he should not forget the complex and complicated nature of any language. As Coder says in Norrish (1987: 14), "Language is a system of system with all parts being interconnected. Therefore, nothing can be fully learned until all parts are fully learned." It is obvious that with reference to this quotation, it is impossible to pretend to know a language if one has only mastered parts of it. Unfortunately, most of the time, many second or foreign language learners master the grammar and the lexicon of their newly learned language but not its phonology. He cannot be fully proficient in his or her second language (SL) or foreign language (F L). This observation has been made by Nida (1968) in Pimsleur and Quinn (1971: 63) as follows: "A person may continue to increase his ability to understand, while remaining at a relatively fixed level in his ability to speak".

This quotation underscores the importance of a language that one can fully understand but hardly speak. From this viewpoint, one should agree with Norrish (1987: 9) when he says: "Fluency is as important an aim in language teaching as knowledge of correct forms". By this claim, one may understand that it is not sufficient to learn a language as a library language but it is very useful to be able to express oneself in that language.

It is commonly known that the beginning of learning is always hard. It is, therefore, normal for a language learner to make mistakes. The present work has no interest in the beginning of English learning. It rather deals with pronunciation by Burundian learners of English, focusing on the challenges encountered in the learning process.

I.1. Background to the Study

Phoneticians and communication engineers are always at work whenever a problem of understanding speech arises. In addition, linguists and psycholinguists in particular cannot neglect the issue of understanding imperfect speech distorted by a foreign sound system. The case in point here is that the whole work is concerned with the study of pronunciation. The title of this work indicates that the whole work deals with phonological challenges due to language transfer. It is also better to remember that there are other factors such as: learning strategies and communication strategies, etc. which can impede the acquisition of a second or a foreign language. In this case, my concern is the acquisition of the English language. Transfer has to do with incorporating the NL features in the learning of SL or FL features.

However, for the present study Kirundi and French make difficult the acquisition of English. This means that there is first and foremost the NL – Kirundi and secondly French which is L_2 or SL. The question raised here is to know to which degree any of these first two languages interfere in the acquisition of English.

Obviously, the syllabus of the General Linguistics course of first year confirms that the Kirundi language and the English language belong to two different language families. The first belong to Bantu language family and the second to the Indo-European language family. Therefore, they are linguistically very different except that they share some of the universal linguistic characteristics (consonent and vowel sounds). From this situation, one can expect without predicting with certainty that there are challenges or errors due to language transfer.

Some scholars maintain that the distance between L_1 and L_2 may facilitate the acquisition of L_2 features whereas some other researchers hold that such a situation may impede the acquisition of the L_2 characteristics. The problem with Kirundi and English is that there are many differences especially in the sound system of both languages, hence, the problem of pronunciation. The syllabus of General Linguistics first year the describes the origine of mispronunciation. It shows that languages do not have the same origine, hence problems of pronunciation. From that course, both French and English belong to the same language family of Indo – European languages. They then share many language characteristics. However, they still have some differences because they do not share the same sub-family. French is a member of the Latin sub-family whereas English is of the Anglo-Saxon sub-family. The degree of translatability is greater between French and English if compared to the one between Kirundi and English. This view can be supported by the observation made by Odlin (1989: 114): "The similarity of cognate forms may induce learners to establish correspondence between sounds that are phonetically very different."

I. 2. Statement of the Problem

Burundian learners of English are supposed to have mastered the mother tongue, Kirundi and then French as a second language. So they have difficulties to internalize English speech sounds which, consequently leads them to mispronunciation.

I.3. Aims of the Study

While carrying out any investigation, the researcher has a purpose he wants to achieve. So, the main concerns of this study are:

- To identify some of the speech sounds found in English which do not exist in Kirundi and French.
- To show that, due to the difficulties those strange speech sounds cause to Burundian learners tend to involve in approximation, negative transfer and overgeneralization in their pronunciation.

I.4. Research Questions

In any academic work, the researcher must have identified a problem. This problem becomes an object of investigation on which a researcher asks himself questions that will help him find out answers to the problem. The following questions helped me carry out my research:

1. Do Kirundi and French speech sounds have an impact on English phonemes?
2. To what extent are some Kirundi and French speech sounds different from English speech sounds?
3. What are the characteristics of Burundian learners' pronunciation of English words?

I.5. Hypotheses

The following tentative answers were formulated to the above mentioned research questions:

1. The English language has some speech sounds that do not exist in Kirundi or French.
2. The differences that exist between Kirundi and French phonemes influence the pronunciation of English words by Burundian learners.
3. The characteristics of Burundian learners' pronunciation of English words are negative transfer, approximation and overgeneralization.

I.6. Motivation

To conduct any research, there must be a force behind which urges the researcher to carry it out. It is not done randomly; rather there must be an innermost urge, the driving force behind the choice of the topic. So, my interest in "An Analysis of Pronunciation by Burundian Learners of English" takes its root from my unfortunate experience. After four years since the time I was introduced to the English language as a course, I started to listen to the BBC station. However, I hardly understood what was being broadcast except when telling the time. From that moment on, I piled questions up within me. Some of the questions were: How come, after four years from the time I was introduced to the English language, I cannot decode messages whenever I listen to native speakers engage in conversations? Is the English I have been learning the very English used in programs on the BBC? What do my teachers of English profit me, now that I cannot decode messages while English native speakers engage in conversations?
From that experience, a spark of interest in pronunciation was lit by a teacher of mine who, whenever teaching often gave us reading exercises and pronunciation exercises. During those exercises he had to focus on English sound system. I had enough lexicon at my level but I could not extricate the message from a given discourse.

Furthermore, when I came to the university, I was introduced to the "Practical Phonetics course". During that course some lecturers corrected my pronunciation. For example, I used to utter the word "promise" as /promaɪz/ instead of /'prɒmɪs/ ; "upon" as / ʌpon/ instead of / ə'pɒn/. Therefore, any teacher has to be constantly in search for remedy for those errors because I agree entirely with Brooks (1964) that:

"Like sin, error is to be avoided and its influence overcome, but its presence to be expected".

I.7. Significance of the Study

The importance of this work is pedagogical as it describes the pronunciation of English words by Burundian learners. It only deals with the phonological aspect: the problems involved in the acquisition of English phonology particularly in secondary school. This work bears a collection and an analysis of errors. This analysis leads to some conclusions from the findings, which in turn, leads to some suggestions for correcting errors in pronunciation.

I.8. Scope and Delimitation of the Study

The study focuses on some selected secondary schools second Form Arts in Makamba Province. The researcher emphasizes the negative impact of Kirundi and French which constitute a challenge for Burundian learners of English, owing to the large differences between L_1 and L_2 and the FL (Foreign Language). Since the definition of pronunciation is broad, the researcher does not deal with all of its aspects. He focuses on interdentals /ðθ/ which have proved to be a headache for Burundians learners. It should be mentioned that these two sounds do not exist in both Kirundi and French language (see Phonetics and Phonology, 3rd year). This study also deals with the nasals *m* and *n*, when preceded by the sound /I/. Finally, it is concerned with errors of pronunciation that appear in the production of English vowel sounds.

I.9. Definition of Key Terms

This point about ''definition of key terms'' concerns the elucidation of words that constitute the case study of this research. These terms are explained in detail in the following lines:

1. **Pronunciation** (noun): According to *Oxford Advanced Learner's Dictionary of current English,* "pronunciation is a way in which a language or a particular word is pronounced".
2. **Analysis** (noun): According to *Oxford Advanced Learner's Dictionary of current English,* "analysis is the detailed study or examination of something in order to understand more about it ; the result of the study."
3. **Approximation** (noun): means "estimating the pronunciation of a given word because it has the same spelling as another word one already knows in another language."
4. **Overgeneralization** (noun): from the syllabus of Second Language Acquisition 3rd year, "overgeneralization is the process of extending the application of a rule to items that are excluded from it in the language norm."
5. **Interference** (noun) "the presence of speech sounds of one language into another in the learning process."
6. **Intrusion** (noun): "intrusion is the fact that a learner finds errors of pronunciation independently of his/ her will in the learning process."
7. **Transfer** (noun): "the use of speech sounds of one language into another in the learning process."
8. **Interlanguage** (noun): "is a language produced by a learner in the learning process."

To sum up, this chapter deals with English pronunciation difficulties for Burundian learners. It raises areas of difficulties and predicts reasons for them.To show how important the study is, chapter two provides the existing related studies.

CHAPTER II: LITERATURE REVIEW

II.0. Introduction

As this work is intended to find out the pronunciation of English by Burundian learners, this chapter provides some views of scholars in that area of pronunciation. To do it, the chapter presents the notion of phonology and its task. It goes ahead to present the basic elements of phonology and the theories of L_1 and L_2 acquisition. It also presents the notion of language transfer and the comparison of the sounds especially those of L_1 and L_2 with those of FL.

II.1. The Notion of Phonology

Within any language we can identify a small number of regularly used sounds (vowels and consonants) called phonemes. These phonemes may be confusing if it comes to learning a language which is not one's native language. Roach (1983:21) states: "Because of the notoriously confusing nature of English spelling, it is particularly important to learn to think of English pronunciation in terms of phonemes rather than letters of the alphabet."

Referring to this quotation, it is obvious that one cannot learn English relying on the spelling of letters of the alphabet because they may lead to confusion. This is due to the fact that one letter may be pronounced in different ways or different letters may be pronounced in the same way depending on the context. For example, one must be aware that the word 'enough' begins with the same vowel phoneme as that at the beginning of 'inept' and ends with the same consonant as 'stuff'.

To pronounce English well, therefore, requires mastering its phonology.Lass (1984:1) says: "Phonology, broadly speaking, is that sub discipline within

linguistics concerned with the sound of language. More narrowly, phonology proper is concerned with the function, behavior and organization of sounds as linguistic items". This definition gives a view that phonology is one of the branches of linguistics which studies the sounds of a particular language. It focuses mainly on how these sounds function, behave and how they are organized in a given language. More specifically, it shows meaningful units.

Bollinger (1975:16) states that language is sounds in the same sense that a given house is wood. We therefore understand that we cannot talk of a language without sounds, considered as the basic elements of a language. Bollinger (op. cit) compares sounds with the wood used to build a house. He sees that people cannot build a house without wood. It is therefore evident that pronunciation bases its study on speech sounds commonly known as phonemes. The learning of a language necessitates the learning of how to produce sounds. Troubetzkoy (1949:3) distinguishes two sciences that study sounds. He says :

> *Il existe deux sciences de sons du langage, l'une devant avoir pour objet l'acte de la parole et l'autre la langue Leur objet étant différent, ces deux sciences des sons du langage doivent employer des méthodes de travail tout à fait différentes: la science des sons de la parole ayant affaire à des phénomènes physiques concrets doit employer les méthodes des sciences naturelles. La science des sonsde la langue doit au contraire employer des méthodes purement linguistiques, psychologiques ou sociologiques.*

English rendition:

> *There exists two sciences of language sounds; one has the purpose of speech act and the other of language. Their role being different, the two sciences of language sounds use different methods: the science of speech. Sound having to do with concrete physical phenomena uses the methods of natural sciences. The science of language sounds on the other hand uses linguistic, psychological or sociological methods.*

From above quotation it is undeniable that only two sciences deal with sounds. Being different in terms of framework, they use different methods. This leads Troubetzkoy to separate them owing to their framework. He, further, says, « Nous donnerons à la science des sons de la parole le nom de phonétique et à la science des sons de la langue le nom de phonologie. » The English rendition is: "We attribute to the science of speech in the study of speech sounds as phonetics and to the language sound science the name, phonology." It becomes clear that the researcher's main concern is the study of English speech sounds in an environment of Kirundi (L_1) and French (L_2).

II.2. The Task of Phonology

The task of phonology makes us know the main role that phonology plays in a particular language. Ladefoged (1985:225) states that the discipline of phonology seeks to understand the behavior of speech sounds. He goes further to say that the behavior of speech interest includes variation in pronunciation due to speaking style, phonetic context and sound change. The result of sound change is regional, social, dialectal variation, morphologically conditioned variation and the patterns of

selection of sound in segment inventories, etc., the order of acquisition and patterns of mistakes in first and second language acquisition.

The main field of phonology from the above is with the behavior of speech sounds. The behavior of speech sounds, therefore, differs from one person to the other in terms of speaking style, phonetic context, and above all the sounds change. The consequences of all these cases are the rising of regional, social, dialectal variation or differences in terms of pronunciation and phonemes. Phonology has the role of analyzing how sounds interact as a system in a specific language. Stated in another way, phonology studies how these sounds combine; how they change in combination as well as which sounds can contrast to produce differences in meaning and utterances.

Hermann (1880:228) points out this, "Given the complex nature of language we must look in three domains for answers to our questions: the physical, psychological and social". According to Hermann, these differences in sounds are mainly due to physical constitution, psychological set and the social environment influence. As a matter of fact, phonology is concerned with sounds and how they keep utterances apart in a given language.

II.3. The Basic Element of Phonology: the Phoneme

Any discipline has its fundamental elements on which it stands and makes it worth being a discipline. Hence, phonology as a discipline within linguistics could not help having a basic element to lean on. The study of phonology requires the study of phonemes. This is because what is represented orthographically is not necessarily the same as what is represented phonemically.

To substantiate the above assertion, Brown (1977:12) says:"It is well known that the orthographic form of a word may not always correspond directly with the sequence of segments which is heard when the word is spoken aloud."
This means that the sequence of segmental elements represented phonemically does not always correspond to what is heard. In learning a language, we need to learn its phonemes. If we take the example of 'leader', 'leather and 'gear', the combination of vowels 'ea' in 'leader is'/i:/, 'ea' in 'leather' is /e/, whereas 'ea' in 'gear' is /ɪ ə/. Even though the 'ea' is orthographically the same, they are not phonemically the same.

Krashen (1981), on his part, defines "A phoneme as a basic element of spoken language or dialect, from which words in that language or dialect are analyzed as being built up. This implies that the foundation of phonology is based on the phoneme. To build, therefore, words, we have to rely on the association of phonemes. The IPA defines it as the smallest segmental unit of sound employed to form meaningful contrasts between utterances.

II.4. Major Theories on L_1 Phonology Acquisition

Theories on the acquisition of L_1 phonology lies on some controversies. Scholars like Mowrer (1952) and Winitz (1969) represent the behaviouristic view of language acquisition which has been challenged by Wahle (1969), whereas the universal view is put forward by Jacobson (1941, 1968).The explanation given by the behaviouristic theories is that the acquisition of L_1 phonology is a result of imitation and reinforcement. This means that the child who imitates sounds correctly in his or her environment receives reward from his or her parents as a kind of reinforcement. This explanation has been, however, challenged by Wahler

(1969) who shows that sounds receive no more reinforcement from parents when approximating an adult's speech than when not.

Wahler (1969)'s view is supported by Norrish (1987) quoting Green (1975). He says that linguists now believe that we do not simply become conditioned to making responses but rather form hypotheses about what language is and how it works. The rules are learned and modified according to further data from the language to which the learner is exposed. Although the habit formation theory acquisition is no longer held to be true, much of what the learner does in the field of pronunciation is demonstratably as a matter of habit. A learner, as a child, cannot produce a sound never heard before. When a child makes a mistake in producing a sound, he or she does so because he or she wants to produce a sound heard earlier. He or she makes his or her own rules and this situation results in a kind of resistance against correction. That is why children are sometimes considered to be stubborn. Let us take an example from the syllabus of Second Language Acquisition, 3rd year about this little girl named "Lisa". When she was asked her name, she would say / lɪðæ/, but when an adult repeated what she had just said, she would rise up and say "no" to the adult's imitation until the adult uttered the right name /lɪzə/ and then she would agree.

The universal view of L_1 phonological acquisition which has been proposed by Jacobson (1941, 1968) has demonstrated that the development of the sound system can be viewed as the acquisition of successive contrasts between features that are maximally different. This view goes on saying that there is universal hierarchy of feature contrasts. That is, hierarchy is reflected in the universal acquisition order.

Chomsky's (1959) view of language acquisition seems to agree with the universal view of L_1 phonological acquisition. He claims that children are born with an innate capacity of language acquisition, including considerable knowledge of language universals. This means that children are born ready to acquire a language. Some people go as far as to assert that a child can listen to the music still in its mother's womb. Yet what seems to be true is that a freshly new-born baby is sensitive to every kind of noise. Perhaps, some psycholinguists are right when they say that the acquisition of language starts the first day of life outside the mother's womb. With regard to this innate capacity, we can agree with Sekiya's (1984) assumption that the development of phonology is considered not to be the result of imitation and reinforcement but rather the function of innate phonological acquisition mechanism. However, we must be critical because we cannot reject the role of environment in the acquisition of phonology or language.

II.5. Major Theories on L_2 Phonology Acquisition

If L_1 phonological acquisition is considered to be as a first set of habits, then the L_2 phonological acquisition seems to be a second set of habits. Skinner (1957) states that a language is essentially a set of habits. Then, when we try to learn new habits, the old ones will interfere. This view is supported by Fries (1945) and Lado (1957) who assert that error in $L_2$is derived from interference from L_1 habits. Their view is based on the Contrastive Analysis Hypotheses (CAH) which as Scovel (1976) puts – is largely unchallenged and still has a largely unchallenged and still has a wide acceptance in the domain of acquisition of L_2 phonology.

Tarone (1978) criticizes that the predictions which are made by the contrastive analysis hypotheses are not rigorously tested. This criticism further states that the

CAH'S concern with initial contacts between L_1 and L_2 does not include the developmental continuum of acquisition of L_2 phonology. It has been shown that L_1 transfer is the only process which shapes L_2 phonology. Scholes (1968) and Miyawaki et al (1975) which indicate that, the subjects' perception of L_2 sounds are conditioned by their L_1. It seems that L_1 transfer is a process among others. As Selinker (1969) sees it, it appears that the process underlying L_2 acquisitions are five- fold: Firstly, there is "language Transfer"; secondly, "transfer of Training"; thirdly, "strategies of learning"; fourthly, "strategies of communication"and fifthly "overgeneraliasation of linguistic material".

It is good to note here that "language transfer" can also be divided into two types: positive transfer and negative transfer. The former facilitates the acquisition of sounds and the latter impedes the acquisition of sounds. Discussion about transfer raises controversies. Odlin (1989:22) believes that: "No matter what the personality characteristics are, individuals with little aptitude for mimicry are likely to show the effects of phonetic and phonological influence from their native language". Johansson (1973)'s data indicate that language transfer operates to shape certain aspects of the IL phonology, but that other processes, such as overgeneralization and approximation also operate.

A language transfer hypothesis would then maintain that the syllable structure of NL would be transferred in the learner's attempt to produce the TL. Taylor (1975) has argued that less proficient learners will rely more on transfer. Taylor (1975) goes on to say that the apparent differences in reliance on transfer mainly reflect the differences in the knowledge base that less advanced and more advanced learners have to work with.

This view on knowledge is sustained by Selinker's (1969) observation which states that within the domain of interlingual identification any learner of a second language has three knowledge levels: first knowledge underlying production in his native language (NL), second, the knowledge presumably at more than one level of consciousness about the TL, and third the knowledge underlying attempted production of a TL norm. With respect to Selinker's (1969) view, Wode (1976) finds evidence that some phonological elements seem to be strongly affected by native transfer from the NL, while other elements seem to be acquired with no influence from the NL but rather in the same way that a child would acquire them in L_1 phonology. Johansson's (1973) data suggest once again that one of the constraints involved in shaping the relative difficulty of the learning of those L_2 sounds is, an effect operating independently of the process of negative transfer, but interacting with it.

Stevens (1969) and Singhand (1966) have concluded that the subjects' perception of T L features operate independently of L_1 background. This conclusion has come to challenge Carrol and Sapon (1958:12), Lotz (1960:45) and Scholes (1968) who have proposed earlier that negative transfer from the native language NL) was influencing subjects' performance on experimental perception tasks. Flege (1981:22) has formed a hypothesis that L_2 learners base L_2 phonetic learning on an acoustic model provided by pairs of similar sounds in both L_1 and L_2 rather than on a single model as in L_1 acquisition. This hypothesis involves, therefore, the existence of inter language phonology.

Barton (1976, 1978) conducted a research to know whether theknowledge of vocabulary influences the perception of sounds in children's acquisition of L1

phonology. Following Barton's (1976,1978) example, Lado and Yoshida (1980) carried out a similar a research in second language and the result showed that lexical knowledge might influence the perception of L_2 sounds. Nemser (1971); Dickerson (1975) and Beebe (1980, 1983) reached findings that supported the inter language hypothesis. These findings supported the fact that the L_2 learner's speechsounds are the patterned and internally structured production of a linguistic system distinct from L_1 and L_2.

The inter-language hypothesis implies the existence of non transfer variants but these variants are not necessarily free from the influence of L_1 even though they are produced by the exact transfer of L1 variants. Talylor's (1975) findings in syntax suggest that transfer errors occurred more frequently at the initial stage of L_2 learning, while overgeneralization occurred at later stages. These findings were found valid in phonology. To mention but a few, it is clear that many studies have been conducted in the realm of the acquisition of L2 phonology.

II. 6.Theories on Pronunciation Error Analysis

There are many theories of pronunciation by different scholars. The following are the theories of Norrish.

II.6.1.Definition and Categorization of Pronunciation Errors

Before stating any theory, it would be good to note that Sources of Second Language Learners' Errors Academy confirms that "the error itself may actually be a necessary part of learning a language". Afterwards we can define the difference between an error, a mistake and lapse.

According to Norrish (1987) an error is a systematic deviation. It means that sometimes the learner has learnt something and consistently gets it wrong. A mistake is an inconsistent deviation. It means that sometimes the learner "gets it right" but sometimes he makes a mistake and uses a wrong form. A lapse is neither a mistake nor an error and can happen any time to anyone. It may be due to lack of concentration, shortness of memory or fatigue.

As for the categorization of errors, it is assume that there are two categories: errors of competence and errors of performance. The formers are said to be the result of the application of rules by the L_2 language learner which do not yet correspond to the L_2 norm. The latter are the results of a mistake in language use and manifest themselves as repeats, false starts, correction or slips of the tongue.

II.6.2. Techniques of Pronunciation Error Analysis

A class with different first languages is believed to be a good model when analyzing pronunciation errors. Such a class indicates problems common to all and problems common to a particular group of learners. If a teacher carries out two or three surveys at intervals of time, he or she can build up a profile of each individual's problem and see to what extent his grasp of the target language is improving. If he or she uses Error Analysis as a monitoring device, he or she can assess objectively how his teaching is helping his or her students.

Remy (1994) mentioned in his error analysis, two main approaches.The first approach and more common one is to set up one's categories of errors based on a set of preconceptions about the learner's most common problems. The second approach is to group errors as they are collected into particular errors of

grammatical and semantic problems. However these two approaches seem to be directed to the field of writing process.

The approach which is interesting to our work is the "Quick Check" approach. This approach is used in order to check the students' spoken language. The teacher is asked to listen to the language use in an activity which is designed to generate particular forms. For example, the students can be given a pair work exercise where they are required to find their "partner" by asking simple questions such as "what is your name?" One must be cautious about the Error Analysis Techniques. Error Analysis has its limitations. For instance, the distinctions between "Error of Competence" and "Errors of performance" have a limited use. Besides, some L_2 learning phenomena cannot be captured at all by error analysis.Finally, error analysis does not provide any insight in the course of the L_2 learning process.

II.6.3. Prevention and Correction of Errors

It is true that teaching a language is not such an easy task as Von Humbolt (1983: 21) puts it: "Language cannot actually be taught, although it may appear at first sight that it can. It can only be aroused in the mind, and be given a thread which to develop itself".

However, Valette (1969) in Pimsleur and Quinn (1971) asserts that an important component in student's success is the teacher's mental set. She goes on saying that if one teacher expects all his students to master the French sound, they usually do; whereas if another is convinced that most students will never get it, his students usually do not. If a student is to learn as effictively as possible, it is up to the language teacher to adapt his teaching techniques to the student's individual learning strategies as far as this is possible in class teaching.

Many assertions have been made as alternatives for effective teaching. Rivers (1968) in Pimsleur and Quinn (1971) suggests that students should begin to study a foreign language by being plunged into a "bath" of foreign language speech. That is to say, they should listen until they begin to absorb the language through continual explosure. This has also been termed the"sunburn" approach.

Poltzer (1972) asserts that language is created most effectively by exercises in which correct answers by the student are elicited and reinforced. Politzer's (1972) assertion is supported by River (1968) who says that students should be given exercises in which they are to hear in basic, kernel-like sentence and are then required to listen to the same substance in more complicated with numerous transformations.

Rivers (1968) goes on saying that in the early stages learners should be encouraged to repeat to themselves the segments they have apprehended themselves first as sketches of sound then in attempt at syntactic grouping. The very effort of repetition forces the students to segment the stream of sound in some fashion. The auditory image is longer retained and the student has time to relate segment and readjust his developing interpretation. The same frequent practice in repeating as units in meaningful context word groups of high frequency which contrasts with those of their own language and further practice in teaching this in listening materials.

This idea supports what has been mentioned by Norrish (1987) about the use of listening comprehension. What is more, it is believed that training in listening comprehension by parallel production is more important than mere imitation. It forces concentration on the production of well formed segments, thus integrating

with listening comprehension an operation which is basic creative speech production as well.

After an overview of suggestions put forward in favour of an effective teaching in order to avoid errors, one can assert that it is possible to prevent errors related to pronunciation. It could perhaps be hazardous to affirm that it is possible to prevent errors in foreign language learning. If one is aware that one makes errors even when learning one's first language, one may assert one must produce errors in learning in a second oe foreign language. So, no matter how successful the learning process is, a second or foreign language learner must go through at least a stage of interlanguage.

Selinker (1969) in Pimsleur and Quinn (1971) says that many IL(interlanguage) tendencies are never really eradicated for most second language learners, but are still somehow psychologically there and regularly reappear for these learners under conditions of anxiety and shifting attention and performance in new skills.

This assertion confirms that a second or foreign language learner whether he wants it or not must produce errors at any opportunity of second language use. If he happens to become a perfect second language speaker, he is considered as bilingual, things which are rare to happen. The main concern is therefore the search for solution when pronunciation errors occur. Extremists in the audiolingual approach assume that only correct answers should be made possible in teaching-learning process, thus, eliminating the need for correction. Such an assumption is a mere utopia. There cannot be any learning without an obsessive concern with error avoidance which is according to Hendrickson (1978), counterproductive to learning a foreign language.

George (1972) has remarked that one of the most useful forms of treatment of errors may be to treat them since they represent incompleteknowledge of the language system and time spent by the students on correcting errors, is time spent for further exposure to the language. Norrish (1957) states, on his turn, that tolerance should be encouraged since correction and reteaching take up useful time which could be devoted to explosing the learner to a stage of interlanguage development which is closer to the target language than this present stage.

If one takes a close look at George (1972)'s remark and Norrish's (1981) statement, it appears that the two researchers focus on tolerance and explosure. Hendrickson (1978) makes a similar approach but somhow elaborates by saying that the teacher should take a constructive view of the learner's errors. As soon as decision not to correct all errors is taken this question immediately arises: Which errors should be corrected and which should not be.

According to Hendrickson (1978) two types of errors are labelled as errors which should be corrected first are errors that impede intelligibility of the message, second are errors that stygmatise the learner from the native speacker's perspective. Some suggestions are put forward by Ferguson (1976) in order to make pronunciation correction. Ferguson (op.cit.) distinguishes two main types of pronunciation correction, the second of which can again be subdivided: first there is the articulator approach in which it is attempted to teach the learner to pronounce sounds correctly mainly by explaining to him how the speech organs are involved in the production of the sound in question. Second, the auditory approach: It can be devided into three sub-types:



a) The global auditory approach which assumes that the learner arrives at a correct pronunciation by repeatedly listening to L_2 material and repeating it.
b) The second subtype of the auditory approach is global. It is characterized by the use of minimal pairs. It means pairs of words which differ with respect to only one phonological element (e.g peer, beer). This approach does not, however, entirely eliminate the risk of learners who cannot discriminate sufficiently between sounds, acquiring an incorrect pronunciation.
c) The third subtype of the auditory approach,which Ferguson (1976) himself advocates, attempts to represent only the characteristic elements of the sounds to be acquired by the learner either by filtering out redundant components or the speech stream before it reaches the learner's ear by manipulating the production of the sound.

Apart from Ferguson (1976)'s approaches, it should be mentioned that the use of various visual media is also needed for pronunciation correction. There is also a far more advanced technique which seeks to visualize sounds, combinations of sounds, stress and intonation patterns instrumentally especially the visualization of intonation contours with aim of providing feed back which has been the subject of considerable amount of recent experimental research.

II.7. The Notion of Language Transfer

While learning an FL, there is the tendency to transfer the entire native language system in the process. In learning the sound system of FL, the learner will find sounds that are similar to those of the NL. The learning of such sounds is done by transferring without difficulty. Such transfer is known as positive transfer. Odlin (1989:27) gives a working definition of transfer:

> *Transfer is the influence resulting from similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired.*

If the learner has not been exposed to or acquired any language, the learning will not get any influence. However, in learning a language as a foreign language (FL), the learner is tempted to transfer sounds that are similar into the TL. The more similar languages are, the greater the influence is.

Newmark (1966:7) cited in Krashen states this:

> *Interference is not the first language getting in the way of the second language skills. Rather, it is the result of the performer "falling back" on old knowledge when he or she has not yet acquired enough of the second language.*

This is to say that when the learner hears a sound in the FL that is closer to L_2 or L_1 sound, he / she uses the L_1 or L_2 sound in the place of FL sound. Language transfer is in fact the effect of L_1 or L_2 use of sounds on their production of the language they are learning – foreign language.

II.8.0. Comparison of English and Kirundi Sounds with French Sounds

As said earlier, in the first chapter, Kirundi and English do not belong to the same family; so does French. This means that they have little to do in terms of speech sounds.

II.8.1. The English Sound System

The English sound system is grouped into two categories like any other languages of the world. These are the consonants and vowels. Always, it is good to remember that sounds are different from letters. Letters are written but sounds are spoken. English has twenty six letters of the alphabet from A to Z but it has forty four phonetic sounds or symbols (consonants and vowels). There is no one-to-one correspondence between spelling (letters) and sounds. It is not easy to know what sound a particular letter stands for. While a symbol retains the same value wherever it occurs, a letter does not.

II.8.1.1. English Vowel Sounds

McCarthy (1978) defines a vowel as: "A sound produced by an articulation having little or no constriction of the mouth passage, at least not enough to produce audible friction during normal speaking." From the above quotation, it is evident that during the production of vowels, there is no obstruction of air passage which makes no audible friction. Since, we are dealing with vowel sounds, we talk about the two categories of English vowel sounds, the pure vowels also known as monophthongs and the semi vowels known as diphthongs. The monophthongs are 12 in number while the diphthongs are 8. Apart from the monophthongs and the diphthongs there is a third category called triphthongs from the word "tri". It can be suggested that there are 3 symbols representing one sound.

II.8.1.1.1. The Front Vowels

These vowels are pronounced by raising the front part of the tongue towards the roof of the mouth. On this part we have four vowels which can be classified as thus:

/i: / as in feet
/ ɪ / as in fit
/e / as in bed
/æ / as in cap

II. 8.1.1.2. Back Vowels

Back vowels are produced by raising the back of tongue towards the roof of the mouth without allowing any contact between the tongue and the palate. We have five of such vowels:

1 /ɒ/ as in pot
2 /ɔ:/ as in saw
3 /ʊ / as in good
4 /u:/ as in tool

II.8.1.1.3. Central Vowels

While producing these sounds, the part of the tongue between the front and the back is involved. The middle part of the tongue is raised towards the roof of the mouth without making any closure. Three vowels are concerned:

1/ʌ / as in but, blood
2 /ɜ: / as in first and curse
3/ə/ as in around, about, teacher

II.8.1.1.4. Diphthongs

The diphthongs are by convention presented by two vowel sounds helping to indicate where the tongue starts and where it ends while producing it. For instance, the sound /aɪ/ is made up of /a/ which is a back vowel and / I / which is a front vowel. While producing it, we move from back to front. However, each diphthong is regarded as one sound.

1 /eɪ/ as in fail

2 / əʊ / as in go

3 /aɪ / as in china

4 / aʊ / as in allow

5 /ɔɪ/ as in oil

6 / ɪə / as in fear

7 / eə / as in rarely

8 / ʊə / as in pure

Besides monophthongs and diphthongs, there are triphthongs as earlier indicated which are:

/ **eɪə** / as in layer, player

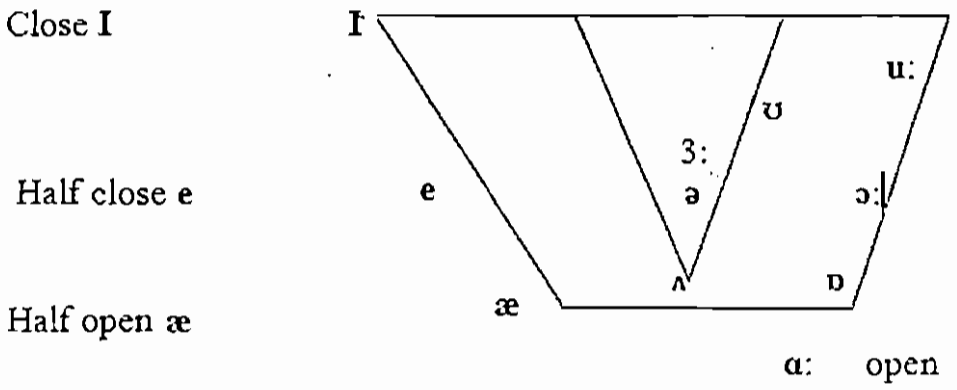
/ **aɪə** / as in liar, fire

/**ɔɪə**/ as in loyal, royal

/ **aɪə** / as in liar / **aʊə** / as in power

II.8.1.1.5. The Chart of English Pure Vowel Sounds according to *Phonetics and Phonology* syllabus *second year*

Chart 1: English Pure Vowel Sounds



II.8.2. English Consonant Sounds According to *Phonetics and Phonology*

McCarthy (1978: 22) goes ahead to define a consonant as "a sound produced by an articulation involving some degree of constriction of the mouth passage" This means that while producing a consonant, the air passage is partially closed and it produces audible friction.

II.8.2.1. The Chart of Consonantal Sounds According to Gimson

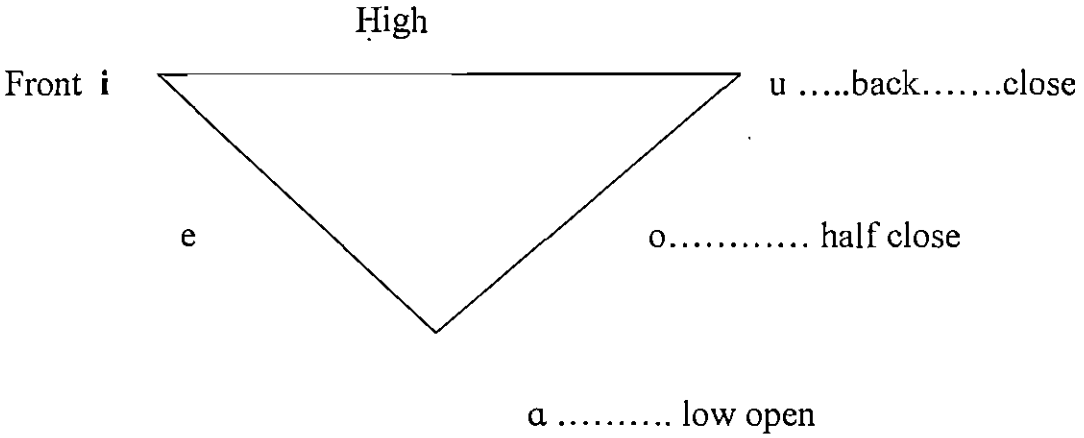
Chart 2: English Consonantal Sounds

Manner of articulation / Place of articulation	plosive	Affricates	Friction	Nasal	Approximants
Bilabial	P b		f v	m	w
Labiodentals					
Dental			θ ð		
Alveolar	t d		s z	n	l
Post alveolar					r
Palato alveolar		tʃ dʒ	ʃ dʒ		
Palatal					j
Velar	k g			ŋ	
Glottal			h		

II.8.3. Kirundi Vowel Sounds

Kayonde (1998) quoting Rashida (1991:33) describes Kirundi vowel referring to the way they are presented on a triangle.

Chart 3: Kirundi Vowel Sounds



Kirundi vowel sounds are limited to five whereas French has more than fourteen and English as a foreign language has 24 vowel sounds.

II.8.4. Chart of Kirundi Consonant Sounds by Ntahokaja (1994:7)

Chart 4: Kirundi Consonant Sounds

Manner of articulation	Area of Articulation						
	Labials	Labioden-tals	Dentals	Palatals	Vélars	Laryn-geal	Glottals
Plosives	p		t		k		
Plosives	b		d		g		
Fricatives	f		s	ʒ		h	
Fricatives		v	z	tʃ			
Nasals	m		n				
Laterals			r	l			
Africates	pf		t s	ʃ			
Semi-vowels	**w**			y̲			

II.8.5. French Vowel Sounds

French vowels sounds are not as many as those of English. In French there are:

[i̲], [e̲], [ɛ̲], [ɛ̃], [a̲], [ɥ̲], [ø̲] [ə̲], [œ̲] [œ̃], [ɑ̃], [ɔ̃], [o̲], [u̲]

II.8.6. French Consonant Sounds

Not many French consonant sounds are different from those in English. Only [R], [ɲ]et[ɥ] are particular to French consonant sounds

II.9. A Comparison of English, Kirundi, and French Languages

II.9.1. French, Kirundi, and English Vowel Sounds

From the charts of English and Kirundi vowel sounds drawn above, it is clear that there are many sounds which exist in English but are lacking in Kirundi. However, as for French vowel sounds, they are not as many as those of English and some of them have impact on English. In Kirundi, we only have five vowel sounds while English has 12 pure vowels and eight diphthongs.

II.9.2. Comparison of English and French Consonant Sounds

As far as consonant sounds are concerned, differences exist between English and French consonants. As a result of this, difficulties pertaining to them may inhibit the learner's pronunciation of English words. Some of the English consonantal sounds which are the main concern of the present study that are not found in French are: / θ /, / ð /,/ θ /.

To conclude, this chapter presents the notion of phonology and its task. It presents the basic elements of phonology and theories of L_1 and l2. It also presents the notion of language transfer and the comparison of sounds especially those of L_1 and L_2 with those of FL. The following chapter deals with methodology.

CHAPTER III: METHODOLOGY

III.1. Introduction

In any scientific study, there is an appropriate methodology to follow both in collecting data and analyzing them. The researcher seeks information about the individuals to whom the inquiry is directed and appreciates whether or not the contents correspond to the needs of his study. He chooses a representative sample of the whole population. This chapter is concerned with the methodology used in collecting and analyzing the data for the present study.

III.2. Area of the Study

The study was conducted in one provincial directorate of education: Makamba. Four secondary schools, in Nyanza-Lac, Vugizo, Makamba and Kayogoro communes were chosen and are the following:

- **Nyanza-Lac commune**
  Communal Lycée of Nyanza-Lac
- **Vugizo commune**
  Communal Lycée of Gishiha
- **Makamba commune**
  Makamba Public Lycée
- **Kayogoro commune**
  Communal Lycée of Kayogoro

III.3. Population and Sampling

The researcher used students of second Form Arts. He decided to work with students of the Arts Section because they are supposed to be able to express

III.3. Population and Sampling

The researcher used students of second Form Arts. He decided to work with students of the Arts Section because they are supposed to be able to express themselves in English, thus, allowing the researcher to conduct his study on pronunciation. He also decided to work with teachers of second Form Arts who teach the very students. The researcher did so because they are persons who are concerned with the teaching of English in those classes. He wanted to get more information for his study.

III.3.1. Population

Chart 5: Students who Parcipated in the Test

Schools	Population	Sample
Communal Lycée of Nyanza-Lac	63	21
Communal Lycée of Kayogoro	27	9
Communal Lycée of Gishiha	42	14
Public Lycée of Makamba	42	14

Chart 6: Teachers who Responded to the Questionnaire

Schools	Population	Sample
Communal Lycée of Nyanza-Lac	2	2
Communal Lycée of Kayogoro	2	2
Communal Lycée of Gishiha	2	2
Public Lycée of Makamba	2	2

III.3.2. Sampling Techniques

The study was conducted in four schools out of sixteen which have the Arts Section. To select the four, the researcher wrote the names of the sixteen schools on sixteen pieces of paper and shuffled. He counted them considering one out of four. A total of fifty eight students were retained as sample. The researcher used a systematic class list sampling considering one out of three. There were second form arts A and B in each school. So, the researcher had to use that systematic class list sampling in A and later in B and then put them together for tests. As for teachers, every teacher was taken into account because there were Second Form Arts A and B with two teachers. That is why the researcher gave the questionnaire copies to eight teachers.

III.4. Data Collection Procedures

A questionnaire for teachers of English in secondary schools was designed. Focal points for the research were put on the questionnaire for teachers of English. The focal points for the research on the teachers' questionnaire were about areas of difficulties for learners while teaching- difficulties related to pronunciation. So I prepared a reading text, a list of words to be read, and I had to record so as to analyze later the problems encountered by learners in the English pronunciation. Finally a classroom observation was organized.

III.5. Instruments

When conducting a research, the researcher had to define the instruments used to collect the data. Depending on the researcher's study, three instruments were designed: the reading of a text passage and the reading of a list of words from

Today's English and an interview for pupils. Also included was a questionnaire for teachers.

III. 5.1. Students' Tests

The test that was designed for students sought to assess the students' oral performance especially in matters of pronunciation. The test is made up of a reading passage, a list of words and an interview from *Today's English.* As for the reading passage and the list of words, they are meant to be read aloud by students. The researcher on his part recorded their pronunciation and tried to analyze the difficulties caused by language sound interference.

III.5.2. Teachers' Questionnaire

The designed teachers' questionnaire was used to find out information about the research questions already set. The questionnaire consisted of nine questions.

III.6. Forms of Tasks

Remy Ntirurikure (1994:21) quoting Dickerson's (1975), Schmidt (1977) confirms that pronunciation is influenced by the tasks. In this study Dickerson used free reading of a dialogue and reading of word list. In addition, he conducted a study in phonology to investigate the substitution of [S] and [Z] for the English [θ] and [ð] by native speakers of Egyptian Arabic in a continuum of elicitation tasks which were arranged in a certain order to make sure that the tasks move from relatively formal to the most informal. Dickerson (1975)'s and Schmidt (1977)'s studies were, therefore, related to this research. The form of any of the three tasks depends on the results the researcher wants. Since I want to test Dickerson (1975)'s

hypothesis that "performance is influenced by the task used" I am going first of all to use a reading text; secondly, a word list and thirdly an interview.

The choice of a reading text as the first task was preferred according to its nature as a mixture of formal and informal language. So in a sense it was constructed to produce special effects. The second task, which consisted of a word list which represents the use of formal language. A given word must be pronounced only in one way unlike the reading text where a character may change the intonation patterns in order to produce the intended effects on the hearer, or to alter the meaning, the pronunciation of a word list is fixed. Lastly, the third task consisted of an interview which was used to meet the needs of a typically informal style of language. This task was made up of simple questions about the life of any pupil.

III.7. Content of the Task

The content of the task is based on everyday life in general and the pupil's life in particular. That is why the first task was about socializing. The second task constituted a list of words which are supposed to raise the problem of pronouncing interdentals and French nasalization. The third tasks emphasized the pupil's personal life. The tasks had in common words which are likely to produce naturally the errors predicted. This view was corroborated by Grime's (1960) observation on data collection. He said that it made more sense to collect data according to the needs of the analysis at each stage. He added that such an operation involved viewing new material in three general ways: (I) as an illustrative material that confirms conclusions one has already made (2) as working data that can be tested in the current plan of data testing and(3) as a residue that cannot be handled yet.

So, until this stage, nothing can be ascertained until after the data collection and analysis.

III.8. Conclusion

In this chapter, the researcher deals with the methodology adopted both in collecting and analyzing data. He sought the information from individuals to whom the investigation was directed. A representative sample was chosen in the area in which the research was conducted. Moreover, he highlights the instruments used for teachers and students of second Form Arts. Hence, the field study was conducted respectively among students and their teachers. After all that, the problems encountered while conducting the research were highlighted. In the following chapter, the data is analyzed quantitatively and qualitatively.

CHAPTER IV: DATA PRESENTATION, ANALYSIS AND FINDINGS

IV. 0. Introduction

This chapter analyzes the data and discusses the findings as the topic is concerned with the problem related to pronunciation due to the differences between both Kirundi and French and English (FL) speech sounds. Here, learners are challenged by sounds which do not exist in their L_1 and L_2. As a result, learners tend to simplification especially overgeneralization, approximation and negative transfer. To analyse the learners' pronunciation, words that were the main concern of this study were phonetically transcribed in the way they were pronounced.

IV.1. Data Presentation

IV.1.1. Presentation of Students' Answers

While conducting the research, three different oral tests were designed for students to test their oral production of sounds: reading text, word list and interview. On this issue Lado (1961:83) quoted by Remy N. states: "The most uniform, precise and simple method for testing production of the sound segments of a language is to have the students read out loudly the material you prepare for the test". From the above quotation it is clear that you cannot test the production of sounds without making students read a text. This quotation propelled the researcher to prepare the texts that the students read out loudly and an interview to test their oral performance.

IV. 2. A Checklist of Pronunciation Errors Made by Second Form Arts Learners

The following are tables that display Learners' pronunciation in different aspects and problems:

Test I

Chart 7: Results from Students' Tests at Communal Lycée of Nyanza-Lac

Word	Students' Pronunciation	RP	Number of Students
This	1. /ðɪs/ 2. /dɪs/ 3. /dɪs/ 4. /vɪs/ 5. /dɪs/ 6. /di:s/ 7. /vɪs/ 8. /ðɪs/ 9. /ðɪ/ 10. /ðɪs/ 11. /dɪs/12. /vɪs/ 13. /dɪs/ 14. /vɪs/ 15. /dɪs 16. /ðɪs/ 17. /di:s/ 18. /vɪs/ 19. /ðɪs/ 20. /dɪz/ 21. /ðɪs/	/ðɪs/	21
Because	1./bɪkɔ:z/2./bɪkɔ:z/3./bɪkɔ:z/4.bɪkɔ:z/ 5./bɪkɔ:z/ 6/bɪkɔ:z/7./bɪkɔ:z/8.bɪkɔ:z/ 9./bɪkɔ:z/10./bɪkɔ:z/ 11./bɪkɔ:z/ 12./bɪkɔ:z/ 13. /bɪkɔ:z/14. /bɪkɔ:z/ 15. /bɪkɔ:z/16. /bɪkɔ:z/17. /bɪkɔ:z/18. /bɪkɔ:z/ 19. /bɪkɔ:z/20. /bɪkɔ:z/ 21./bɪkɔ:z/	/bɪ'kɔ:z/ or /bɪ'kəz/	
There	1. /ðeə 2. /ðeə/ 3. /deə/ 4. /deə/ 5. /veə/ 6. /ðeə/ 7. /ðeə 8. /ðeə/ 9. /deə/10. /ðeə11. /veə/ 12. /deə/ 13. /ðeə/14. /veə/ 15. /zeə/ 16. /ðeə/ 17. /ðeə/18. / der/19. /ðeə/20. /der/	/ðeə(r)/	
Things	1. /θɪŋz/ 2. /fɪŋɪz/ 3. /tɪŋk/ 4. /tɪŋs/ 5. /θɪŋɪz/ 6. /θɪŋɪz/7. /tɪŋɪz/ 8. /θɪŋks/ 9. /fɪŋz/ 10. /tɪŋs/ 11/tɪŋs/ 12. /tɪŋs/ 13. /tɪŋs/ 14. /fɪŋz/15. /θɪŋz/ 16. /θɪŋz/ 17. /tɪŋz/18. /fɪngs/ 19. /θɪŋz/ 20. /fɪŋs/ 21. /θɪŋz/	/θɪŋs/	

False	1. /fɔ:ls/2./fɔ:ls/ 3. /fɔ:ls/ 4./fɔ:ls/ 5. /fɔ:ls/6. /fɔ:ls/ 7./fɔ:ls/8./fɔ:ls/9./fɔ:ls/10./fɔ:ls/11./fɔ:ls/ 12. /fɔ:ls/ 13. /fɔ:ls/14. /fɔ:ls/15. /fɔ:ls/ 16. /fɔ:ls/17. /fɔ:ls/ 18. /fɔ:ls/19. /fɔ:ls/ 20. /fɔ:ls/ 21. /fɔ:ls/	/fɔ:ls/	
That	1. /dɑt/ 2. /ðet/ 3. /vɑt/ 4. /dɑt/ 5. /dɑt/ 6. /vet / 7. /dɑt/ 8. /ðæt/ 9. /ðæt/ 10. /væt/ 11. /ðæt/ 12. /vɑt/ 13. /vɑt/ 14. /væt/ 15. /ðæt/ 16. /ðet/ 17. /ðæt/ 18. /dɑt/19/ðæt/20. /dæt/ 21. /ðæt/	/ðæt/	
happened	1./hapənd/ 2. /hapənd/ 3. /hapənd/ 4. /hapənd/ 5. /hapənd/ 6. /hapənd/ 7. /hapənd/ 8. /hapənd/ 9. /hæpənd/ 10./hapənd/ 11./hæpənd/ 12./hapənd/ 13. /hepənd/14. /hæpənd/15. /hapənd/ 16./hapənd/17. /hapənd/ 18. /hæpənd/ 19./hæpənd/20. /hapənd/ 21. /hapənd/	/hæpənd/	
my	1./maɪ/ 2./maɪ/ 3./maɪ/ 4./maɪ/ 5./maɪ/ 6./maɪ/ 7./maɪ/ 8./maɪ/ 9./maɪ/ 10./maɪ/ 11./maɪ/ 12./maɪ/ 13./maɪ/ 14./maɪ/ 15./maɪ/ 16./maɪ/ 17./maɪ/ 18./maɪ/ 19./maɪ/ 20./maɪ/ 21./maɪ/	/maɪ/	"
a	1. / e / 2. / e / 3. / e / 4. / a / 5. / e / 6. / a / 7. /æ / 8./ a / 9. / e / 10. / a /11. / a / 12. / a / 13. / a / 14. / e /15. / æ / 16. / a / 17. / e / 18 . / æ / 19. / e / 20. / e / 21. / a /	/ æ /	
all	1./ ɔ:l / 2. / ɔ:l / 3. / ɔ:l / 4. / ɔ:l / 5. / ɔ:l / 6. / ɔ:l / 7. / ɔ:l / 8. / ɔ:l / 9. / ɔ:l / 10. / ɔ:l / 11. / ɔ:l / 12. / ɔ:l / 13. / ɔ:l / 14. / ɔ:l / 15. / ɔ:l / 16. / ɔ:l / 17. / ɔ:l / 18. / ɔ:l / 19. / ɔ:l / 20./ ɔ:l / 21. ./ ɔ:l /	/ ɔ:l /	

denies	1./dınajız/ 2. /dınajız/ 3. /dınajız/ 4./dınajız/ 5./dınajız/ 6./dınajız/ 7./dınajız/ 8./dınajız/ 9./dınajız/ 10./dınajız/ 11./ dınajız/ 12. / dınajız/ 13. / dınajız/ 14. / dınajız/ 15. / dınajız/. 16. / dınajız/ 17. / dınajız/ 18. / dınajız/ 19. / dınajız/ 20. / dınajız/ 21. / dınajız/	/dɪ'naız/	
and	1. /end/ 2. /end/ 3. /end/ 4. /end/ 5. /end/ 6. /end/ 7. /end/ 8. /end/ 9. /end/ 10. /end/ 11. /end/ 12. /end/ 13. /end/ 14. /end/ 15. /end/ 16. /end/ 17. /end/ 18. /end/19. /end/20. /end/ 21. /end/	/ænd/ /ənd/ /ən/	
then	1. /den/ 2. /ven/3. /den/4./ðen/ 5. /ven/ 6./zen/7. /ðen/8. /den/ 9. /ðen/10./den/11. /den/ 12. /ðen/ 13. /ven/14. /ðen/ 15./ven/16. /den/ 17. /ðen/18./ven/ 19. /den/ 20. /ðen/ 21. /ven/	/ðen/	
man	1. /men/ 2./mæn/ 3. /men/ 4./man/ 5. /man/ 6./ man/ 7./man/8./mæm/9./man/ 10.mæn/ 11. /man/ 12. /men/ 13. /men/ 14. /man/ 15 /men/ 16. /man/ 17./men/ 18. /men/ 19. /man/ 20. /men/ 21. /man/	/mæn/	
has	1. /hez/ 2. /haz/ 3. /hez/ 4. /hez/ 5. /hez/ 6. /haz/ 7. /haz/ 8. /hæz/ 9. /hez/ 10. /haz/ 11. /haz/ 12. /haz/ 13. /haz/14. /hez/ 15. /haz/ 16. /hæz/ 17. /haz/18. /haz/ 19. /haz/ 20. /hæz/ 21. /hez/	/hæz/	
have	1. /hæv/ 2. /hav/ 3. /hev/ 4. /hezv/ 5. /hev/ 6. /hav/ 7. /hev/ 8. /hev/ 9. /hev/ 10. /hæv/ 11. /hav/ 12. /hav/ 13. /hav/ 14. /hav/ 15. /hav/ 16. /hev/ 17. /hev/ 18. /hev/ 19. /hæv/ 20. /hav/ 21. /hev/	/hæv/	

Test II

Word	Students' Pronunciation	RP
implication	1. /ɪmplɪkeɪʃn / 2. /ɪplɪkeɪ ʃn / 3./ẽmplɪkeɪ ʃn / 4./ɪmplɪkeɪʃn / 5./ɪmplɪkeɪʃn / 6./ɪmplɪkeɪʃn / 7./ɪmplɪkeɪ ʃn / 8./ẽmplɪkeɪ ʃn/ 9./ẽmplɪkeɪʃn/ 10./ẽmplɪkeɪʃn / 11./ɪmplɪkeɪʃn /12./ɪmplɪkeɪʃn / 13. /ɪmplɪken / 14./ɪmplɪkeɪʃn / 15. /ẽmplɪkeɪʃn/ 16./ẽmplɪkeɪʃn / 17. /ɪmplɪkeɪʃn / 18./ɪmplɪkeɪʃn 19. /ɪmplɪkeɪʃn/ 20./ɪmplɪkeɪʃn 21. /ɪmplɪkeɪʃn	/ɪmplɪkeɪʃn /
influence	1./ẽfluəns/ 2. /ɪnfluəns/ 3./ẽfluəns/ 4/ẽfluəns/ 5./ ẽ fluãs/ 6./ɪnfluəns/ 7/ɪnfluəns/ 8./ɪnfluəns/ 9./ɪnfluəns/ 10./ɪnfluəns/ 11./ɪnfluəns/ 12./ẽfluəns/ 13. /ẽfluãs/ 14./ẽfluãs/ 15./ɪnfluəns/ 16/ɪnfluəns/ 17./ ẽfluəns/ 18./ɪnfluəns/ 19/ɪnflãs/ 20./ɪnfluãs/ 21/ɪnfluəns/	/ɪnfluəns/
Import	1./ ẽ pɔ:t/ 2./ ɪmpɔ:t/ 3./ ɪmpɔ:t/ 4./ ɪmpɔ:t/ 5./ ɪmpɔ:t/ 6./ ɪmpɔ:t/ 7./ ɪmpɔ:t/ 8./ ẽ pɔ:t/ 9./ ɪmpɔ:t/ 10./ ɪmpɔ:t/ 11./ ɪmpɔ:t/ 12./ ɪmpɔ:t/ 13./ ẽ pɔ:t/ 14./ ɪmpɔ:t/ 15./ ẽ pɔ:t/ 16./ ɪmpɔ:t/ 17./ɪmpɔ:t/ 18./ ɪmpɔ:t/ 19./ ɪmpɔ:t/ 20./ ɪmpɔ:t/ 21./ ɪmpɔ:t/	/ ɪmpɔ:t/

Information	1./ ɛ̃fɔ:meɪʃn/ 2. / ɪnfɔ:meɪʃn/ 3. fɔ:meɪʃn/ 4./ɪɛ̃fɔ:meɪʃn/ 5./ ɪnfɔ:meɪʃn/ 6./ ɪnfɔ:meɪʃn/ 7/ɛ̃fɔ:meɪʃn/ 8./ ɪnfɔ:meɪʃn/ 9/ ɪnf ɔ:meɪʃɪn/ 10./ ɪnf ɔ:meɪʃn/11./ɪnf ɔ:meɪʃn/12./ ɪɛ̃f ɔ:meɪʃn/ 7. / ɪnf ɔ:meɪʃn/ 14. / ɪnf ɔ:meɪʃn 15./ ɛ̃fɔ:meɪʃn/ 16. / ɪnfɔ:meɪʃn/ 17. fɔ:meɪʃn/ 18./ɪɛ̃fɔ:meɪʃn/ 19./ ɪnfɔ:meɪʃn/ 20./ ɪnfɔ:meɪʃn/ 21./ɛ̃fɔ:meɪʃn/	/ɪnfə'meɪʃn/	
Interfere-nce	1. /ɛ̃ntə'fɪərens/ 2. /ɪntə'fɪərens/ 3. /ɛ̃ntə'fɪərens/ 4./ɛ̃ntə'fɪərens/5. /ɪntə'fɪərens/ 6. /ɪntə'fɪərens/ 7. /ɪntə'fɪərens/ 8. /ɪntə'fɪərens/ 9. /ɪntə'fɪərens/ 10. /ɪntə'fɪərens/ 11. /ɪntə'fɪərens/ 12. /ɪntə'fɪərens/ 13. /ɪntə'fɪərens/ 14. /ɛ̃ntə'fɪərens/ 15. /ɪntə'fɪərens/ 16. /ɪntə'fɪərens/ 17. /ɪntə'fɪərens/ 18. /ɪntə'fɪərens/ 19. /ɪntə'fɪərens/ 20. /ɪntə'fɪərens/ 21. /ɪntə'fɪərens/	/ɪntə'fɪərəɪns/	"
importance	1./ ɪmpɔ:tens/ 2./ ɪm'pɔ:rtens/ 3./ ɪm'pɔ:rtãs/ 4./ ɪmpɔ:tæ5./ ɪmpɔ:tæns/ 6./ ɪmportãs/7./ ɛ̃mpɔ:tãs/ 8./ ɪm'pɔ:tens/9./ ɪmpɔ:tæns/ 10./ ɪmpɔ:tens/ 11./ ɪm'pɔ:tens/ 12. /mpɔ:tens/ 13./ ɪmpɔ:tens/ 14./ɪmpɔ:təns/ 15./ ɪmpɔ:tens/ 16./ɛ̃mpɔ:tãs 17. / ɛ̃mpɔ:tãs/ 18././ ɛ̃mpɔ:tãs 19./ ɪmpɔ:tens/ 20./ ɪmpɔ:tens/ 21./ ɪmpɔ:tæns/	/ɪmpɔ:rtns/	

linguistics	1. /lẽgwɪstiks/ 2. /lgẽwɪstiks 3. /lẽgwɪstiks/ 4. /lẽgwɪstiks/ 5. /lẽgwɪstiks 6. /lẽgwɪstiks 7./lẽgwɪstiks/8./lɪŋgwɪstiks/9./lẽgwɪstiks 10. / lɪŋgwɪstiks / 11/lɪŋgwɪstiks / 12. /lɪgwɪstiks/ 13. /lɪŋgwɪstiks / 14. /lɪŋgwɪstiksŋ / 15. /lɪŋgwɪstiks 16./*lẽgwɪstiks*/ 17./lɪŋgwɪstiks/ 18. /lɪŋgwɪstiks 19. /lɪŋgwɪstiks / 20. /ẽlgwɪstiks 21. /lɪŋgwɪstiks/	/lɪŋgwɪstiks /	
indication	1./ẽndɪkeɪʃn/2. /ɪndɪkeɪʃn/ 3. /ɪndɪkeɪʃn/ 4. /ẽndɪkeɪʃn/ 5. /ɪndɪkeɪʃn/ 6. /ẽndɪkeɪʃn/ 7./ɪndɪkeɪʃn/8./ɪndɪkeɪʃn/9/ẽndɪkeɪʃn/ 10./ɪndɪkeɪʃn/ 11/ẽndɪkeɪʃn/12. /ɪndɪkeɪʃn/ 13./ẽndɪkeɪʃn/14./ɪndɪkeɪʃn/15/ɪndɪkeɪʃn/ 16. //ɪndɪkeɪʃn/ 17. /ɪndɪkeɪʃn/ 18. /ẽndɪkeɪʃn/ 19. /ɪndɪkeɪʃn/ 20. /ɪndɪkeɪʃn/ 21. /ẽndɪkeɪʃn/	/ɪndɪkeɪʃn/	
Thanking	1. /taŋkɪŋɪ/ 2. /θæŋkɪŋɪ/ 3. /θæŋkɪŋɪ/ 4. /taŋkɪŋɪ/ 5. /taŋkɪŋɪ/ 6. /θæŋkɪŋɪ/ 7. /taŋkɪŋɪ/ 8. /θæŋkɪŋɪ/ 9./taŋkɪŋɪ/ 10/θæŋkɪŋɪ/ 11. /taŋkɪŋ / 12. /θæŋkɪŋɪ/ 13. /θæŋkɪŋɪ/ 14. /tæŋkɪŋɪ/ 15. /θæŋkɪŋɪ/ 16. /tæŋkɪŋɪ/ 17. /θæŋkɪŋɪ/ 18. /feŋkɪŋɪ/ 19. /fæŋkɪŋɪ/ 20. /faŋkɪŋɪ/ 21. /θæŋkɪŋɪ/	/θæŋkɪŋ/	"

Thinking	1. /fɪŋkɪŋɪ/2. /fɪŋkɪŋɪ/ 3. /tɪŋkɪŋɪ/ 4. /faŋkɪŋɪ/5. /tɪŋkɪŋɪ/ 6. /fɪŋkɪŋɪ/ 7. /θɪŋkɪŋɪ/ 8. /fɪŋkɪŋɪ/ 9. /θɪŋkɪŋɪ/ 10. /θɪŋkɪŋɪ/ 11./fɪŋkɪŋɪ/ 12. /tɪŋkɪŋɪ/ 13. /fɪŋkɪŋɪ/ 14. /tɪŋkɪŋɪ/ 15. /fɪŋkɪŋɪ/ 16. /θɪŋkɪŋɪ/17. /faŋkɪŋɪ/ 18. /faŋkɪŋɪ/ 19. /θɪŋkɪŋɪ/20. /fɪŋkɪŋɪ/ 21. /θɪŋkɪŋɪ/	/θɪŋkɪŋ/	
Thorn	1. /θɔ:n/ 2. /fɔ:n/ 3. /fɔ:n/ 4. /θɔ:n/ 5. /tɔ:n/ 6. /tɔ:n/ 7. /θɔ:n/ 8. /fɔ:n/ 9. /θɔ:n/ 10. /θɔ:n/ 11. /θɔ:n/ 12. /fɔ:n/ 13. /θɔ:n/ 14. /θɔ:n/ 15. /θɔ:n/ 16. /fɔ:n/ 17. /tɔ:n/ 18. /fɔ:n/ 19. /fɔ:n/ 20. /θɔ:n/ 21. /fɔ:n/	/θɔ:n/	

Weather-ing	1. / wi:ðərɪŋɪ/ 2. / weðərɪŋ/ 3./ weðərɪŋ/ 4. /weðərɪŋɪ/ 5./weðərɪŋɪ/ 6. /wi:ðərɪŋ/ 7./ wedarɪŋɪ/ 8. / wi:ðərɪŋɪ/ 9./ wi:ðərɪŋ/ 10. /wedarɪŋɪ/ 11. /wi:ðərɪŋɪ/ 12. /weðərɪŋ/ 13. / weðərɪŋɪ/ 14. / weðərɪŋɪ/ 15. / wevərɪŋɪ/ 16. /weðərɪŋ/ 17. /weðərɪŋ/ 18. /wi:drɪŋɪ/ 19. /wi:ðərɪŋɪ/ 20. /weðərɪŋɪ/21. /weðərɪŋə/	weðərɪŋ/	
Rather	1. /rædər/2. /ra: ða/3. /rævə/ 4. /ræðər/5. /ra: də/6. /ræðər/ 7. /ræðər/8. /rada/9. /ræðər/ 10. /rada/11. /rædər/12. /ræðər/ 13. /ræðər/14. /radər/15. /ra: ðə/ 16. /rædə/17. /radər/18. /ra: də/ 19. /rædər/20. /ræðər/ 21. /ræda/	/ræðə/	
Though	1. /dɔ:/ 2./ ðəu/ 3./dɔ:/ 4./ðəu/ 5. /vɔ:/ 6. /ðəu/ 7. /dɔ:/ 8. /dɔ:/ 9. /ðɔ:/ 10 /dɔ:/ 11. /dɔ:/ 12. /ðəu/ 13. /dɔ:/ 14. //ðo/ 15. /dɔ:/ 16. /dɔ:/ 17. /dɔ:/ 18. /dɔ:/19. /dɔ:/ 20. /ðəu/	/ðəu/	
Gathering	1. /gæðərɪŋ/ 2. /gæðərɪŋ 3. /gæðərɪŋ/ 4./ gæðərɪŋ/ 5./gæðərɪŋ/ 6./gæðərɪŋ/ 7. /gæðərɪŋ/ 8. /gæðərɪŋ/ 9. /gevərɪŋ/ 10. /gæðərɪŋ/ 11 /gæðərɪŋ/ 12. /gæðərɪŋ/ 13. /gædərɪŋ/ 14./gæðərɪŋ/15/gæðərɪŋ/ 16./gæðərɪŋ/ 17./gæðərɪŋ/ 18.gæðərɪŋ/ 19. /gæðərɪŋ/ 20. /gevərɪŋ/ 21. /gæðərɪŋ/	/gæðərɪŋ/	

Thought	1. /θaʊt/2. /θɔ̈:t/ 3./tɔ:t/ 4./θɔ:t/ 5. /fɔ:t/ 6. /θɔ:t/ 7. /tɔ:t/ 8. /faʊt/ 9. /θɔ:t/ 10. /tɔ:t/ 11. /θɔ:t/ 12./θɔ:t/13./fɔ:t/ 14./faʊt/ 15. /θɔ:t/ 16./fɔ:t/ 17. /fɔ:t/ 18./fɔ:t/ 19. /tɔ:t/ 20. /tɔ:t/ 21. /θɔ:t/	/θɔ:t/
Thrill	1. /θrɪl/2. /θrɪl/ 3. /frɪl/4. /trɪl/ 5. /θrɪl/6. /θrɪl/7. /trɪl/8. /frɪl/ 9. /θrɪl/10. /θrɪl/11. /frɪl/12. /trɪl/ 13. /trɪl/14. /θril/15./θrɪl/16. /frɪl/ 17. /θrɪl/18. /fril/19. /trɪl/20. /trɪl/ 21. /θrɪl/	/θrɪl/
Doing	1. /duwɪŋɪ/2. /doɪŋɪ/3. /duwɪŋ/4. /du: ɪŋ/ 5. /duwɪŋɪ/6. /duwɪŋɪ/7. /duwɪŋɪ/8. /du: ɪŋ/ 9. /duwɪŋ/ 10. /du: ɪŋɪ/ 11. /du: ɪŋ/12. /du: ɪŋɪ/ 13. /du: ɪŋ/14. /duwɪŋ/15. /du: ɪŋ/ 16. /du: ɪŋɪ/17. /du: ɪŋɪ/ 18. /du: ɪŋɪ/ 19. /duwɪŋɪ/20. /du: ɪŋɪ/ 21. /du: ɪŋɪ/	/du:ɪŋ/
Wither	1. /waɪðər/ 2. /waidə/ 3. /wiðər/ 4. /wɪdə/ 5. /wiðər/ 6. /waɪda/ 7. /waidə/ 8. /wida/ 9. /widər/ 10. /wɪdə/ 11. /wiðər/ 12. /waɪðər/ 13. /wɪðər/ 14. /wɪdə/ 15. /wɪðə/ 16. /waɪðə/ 17. /waɪðə/ 18. /wa: ða/ 19. /wɪdə/ 20. /wɪða/ 21./waɪðər/	/wɪðə(r)/
Leather	1. /leðə/ 2. /li: ðə/ 3. /leðə/ 4. /li: ða/ 5. /leda/ 6. /leðər/ 7. /li: ðə/ 8. /li: ðə/ 9. /leðə/ 10. /leðə/ 11. /leðə/ 12. /leðə/ 13. /li: ðə/ 14. /li: ðə/ 15. /li: ðə/ 16. /li: ðə/ 17. /leðə/ 18. /leðə/ 19. /li: da/ 20. /leðə/ 21. /leðə/	/leðə/

Test III

I	1. /aɪ/ 2. /aɪ/ 3. /aɪ/ 4. /aɪ/ 5. /ajɪ/ 6. /ajɪ/ 7. /aɪ/ 8. /aɪ/ 9. /ajɪ/ 10. /aɪ/ 11./aɪ/ 12. /ajɪ/ 13./ajɪ/ 14./aɪ/ 15. /aɪ/ 16. /aɪ/ 17. /aɪ/ 18./aɪ/. 19./ajɪ/ 20. /ajɪ/ 21. /aɪ/	/aɪ/	
They	1. /ðeɪ/ 2. /ðeɪ/ 3. /ðeɪ/ 4. /deɪ/ 5. /veɪ/ 6. /ðeɪ/ 7. /deɪ/ 8. /ðeɪ/ 9. /veɪ/ 10. /ðeɪ/ 11. /ðeɪ/ 12. /veɪ/ 13. /ðeɪ/ 14. /ðeɪ/	/ðeɪ/	
The	1. /ðə/ 2. /ðə/ 3. /ðə/ 4. /ðə/ 5. /ðə/ 6. /ðə/ 7. /və/ 8. /də/ 9. /ðə/ 10. /və/ 11. /ðə/ 12. /də/ 13. /ðə/ 14. /ðə/ 15. /ðə/ 16. /ðə/ 17. /ðə/ 18. /ðə/ 19. /ðə/ 20. /ðə/ 21. /də/	/ðə/	
Game	1. /geɪm/ 2. /gejɪm/ 3. /geɪm/ 4. /geɪm/ 5. /geɪm/ 6. /geɪm/ 7. /geɪm/ 8. /geɪm 9. /gejɪm/ 10. /geɪm/ 11. /geɪm/ 12. /geɪm/ 13. /geɪm/ 14. /gejm/ 15. /gejɪm/ 16. /geɪm/ 17. /gejɪm/ 18. /geɪm/ 19. /geɪm/ 20. /gejɪm/ 21. /geɪm/	/geɪm/	"
Reading	1./ri:diŋɪ/ 2./ri:diŋɪ/ 3. /ri:diŋɪ/ 4./ri:diŋɪ/ 5. /ri:diŋ/ 6. /ri:diŋɪ/ 7./ri:diŋ/ 8. /ri:dɪŋɪ/ 9. /ri:diŋ/ 10./ri:dɪŋɪ/ 11. /ri:diŋ/ 12. /ri:diŋ/ 13./ri:diŋɪ/ 14. /ri:diŋɪ/ 15. /ri:diŋɪ/16./ri:diŋ/ 17. /ri:diŋɪ/ 18. /ri:diŋ/19./ri:diŋɪ/ 20. /ri:dɪŋɪ/ 21. /ri:dɪŋɪ/	/ri:dɪŋ/	
Football	1. /fʊtbɔ:l/ 2. /fʊtbɔ:l/ 3. /fʊtbɔ:l/ 4. /fʊtbɔ:l/ 5. /fʊtbɔ:l/ 6. /fʊtbɔ:l/ 7. /fʊtbɔ:l/ 8. /fʊtbɔ:l/ 9. /fʊtbɔ:l/ 10. /fʊtbɔ:l/ 11. /fʊtbɔ:l/ 12. /fʊtbɔ:l/ 13. /fʊtbɔ:l/ 14. /fʊtbɔ:l/ 15. /fʊtbɔ:l/ 16. /fʊtbɔ:l/ 17. /fʊtbɔ:l/ 18. /fʊtbɔ:l/ 19. /fʊtbɔ:l/ 20. /fʊtbɔ:l/ 21. /fʊtbɔ:l/	/fʊtbɔ:l/	

Likes	1./laɪks/ 2. /laɪks/ 3./laɪks/ 4./laɪks/ 5./laɪks/ 6. /laɪks/ 7./laɪks/ 8./laɪks/ 9./laɪks/ 10./laɪks/ 11./laɪks/ 12./laɪks/ 13./laɪks/ 14. /laɪks/	/laɪks/	
Ambition	1. /ambɪʃən/ 2. /ambɪʃən/ 3. /ambɪʃən/4. /ambɪʃən/ 5. /ambɪʃən/ 6. /ambɪʃən/ 7. /ambɪʃən/ 8. /ambɪʃən/ 9. /ambɪʃən/ 10. /ambɪʃən/ 10. /ambɪʃən/ 11. /ambɪʃən/ 12. /ambɪʃən/ 13. /ambɪʃən/ 14. /aɪmbɪʃən/15. /ambɪʃən/ 16. /ambɪʃən/ 18. /ambɪʃən/ 19. /ambɪʃən/ 20. /ambɪʃən/ 21. /ambɪʃən/	/æmbɪʃən/	
life	1. /laɪf/ 2. /laɪf/ 3. /laɪf/ 4. /laɪf/ 5. /laɪf/ 6. /laɪf/ 7. /laɪf/ 8. /laɪf/ 9. /laɪf/ 10. /laɪf/ 11. /laIf/ 12. /laɪf/ 13. /laɪf/ 14. /laIf/ 15. /laɪf/ 16. /laɪf/ 17. /laɪf/ 18. /laɪf/ 19. /laɪf/ 20. /laɪf/ 21. /laɪf/	/laɪf/	
play	1. /plejɪ/ 2. /plejɪ/ 3. /plejɪ/ 4. /pleɪ/ 5. /pleɪ/ 6. /pleɪ/ 7. /pleɪ/ 8. /pleɪ/ 9. /plejɪ/ 10. /plejɪ/ 11. /pleɪ/ 12./pleɪ/ 13. /pleɪ/ 14. /pleɪ/ 15. /plejɪ/ 16. /plejɪ/ 17. /plejɪ/ 18. /pleɪ/ 19. /plejɪ/ 20. /pleɪ/ 21. /pleɪ/	/pleɪ/	

Test I

Chart 8: Results from Students' Tests at Makamba Public Lycée

Word	Students 'Pronunciation	RP	Number of Students
This	1. /ðɪs/2. /ðɪs/ 3. /ðɪs/ 4. /ðɪs/ 5. /ðɪs/ 6. /ðɪs/ 7. /ðɪs/8. /ðɪs/ 9. /ðɪs/ 10. /ðɪs/ 11. /ðɪs/ 12. /ðɪs/ 13. /ðɪs/ 14. /ðɪs/	/ðɪs/	14
Because	1/bɪkɔ:z/2./bɪkɔ:z/3./bɪkɔ:z/ 4./bɪkɔ:z/5./bɪkɔ:z/6./bɪkɔ:z/7./bɪkɔ:z/8./bɪkɔ:z/ 9./bɪkɔ:z/10./bɪkɔ11./bɪkɔ:z/ 12./bɪkɔ:z/13./bɪkɔ:z/14./bɪkɔ:z/	/bɪkɔ:z/	
There	1./ðeə/2. /deə/ 3. /ðeə/ 4./ðeə/5./ðeə/ 6./ðeə/7./veə/ 8./deə/9./deə/10.ðeə/ 11. /ðeə/12. /ðeə/ 13. /ðeə/14. /veə/	/ðeə(r)/	

Things	1. /θɪŋɪs/ 2. /θɪŋɪs/ 3. /θɪŋɪs/4. /θɪŋɪ/ 5. /θɪŋɪs/ 6. /θɪŋɪs/ 7. /θɪŋɪs/ 8. /θɪŋɪs/ 9. /θɪŋɪs/ 10. /θɪŋɪs/ 11./θɪŋɪs/12. /θɪŋɪs/ 13. /θɪŋɪs/ 14. /θɪŋɪs/	/θɪŋs/	
false	1./fɔ:ls/ 2./fɔ:ls/ 3./fɔ:ls/ 4. /fɔ:ls/ 5. /fɔ:ls/ 6./fɔ:ls/ 7. /fɔ:ls/ 8. /fɔ:ls/ 9./fɔ:ls/ 10. /fɔ:ls/ 11. /fɔ:ls/ 12. /fɔ:ls/ 13. /fɔ:ls/ 14. /fɔ:ls/	/fɔ:ls/	
that	1. /ðæt/ 2. /ðæt/ 3. /Væt/ 4. /ðæt/ 5. /ðæt/ 6. /dæt/ 7. /ðæt/ 8. /ðæt/ 9. /ðæt/ 10. /dat/ 11. /ðæt/ 12. /dæt/ 13. /væt/ 14. /ðæ/	/ðæt/	
Happen-ed	1./hapend/ 2. /hæpend/ 3. /hepend/ 4. /hapend/ 5. /hæpend/ 6. /hepend/ 7. /hæpend/ 8. /hapend/ 9. /hepend/ 10. /hapend/ 11. /hapend/ 12./hæpend/ 13. /hæpend 14. /hapend/	/hæpend/	"
my	1. /maɪ/ 2. /maɪ/ 3. /maɪ/ 4. /maɪ/ 5. /majɪ/ 6. /majɪ/ 7. /maɪ/ 8. /majɪ/ 9. /maɪ/ 10. /majɪ/ 11. /maɪ/ 12. /majɪ/ 13. /maɪ/ 14. /maɪ/	/maɪ/	
a	1./a/ 2. /æ/ 3. /æ/ 4. /a/ 5. /æ/ 6. /e/ 7. /a/ 8. /e/ 9. /æ/10. /e/ 11. /a/ 12. /æ/ 13. /e/ 14. /e/	/æ/	
all	1. / ɔ:l/ 2. / ɔ:l/ 3. / ɔ:l/ 4. / ɔ:l/ 5. / ɔ:l/ 6. / ɔ:l/ 7. / a:l/ 8. / ɔ:l/ 9. / a:l/ 10. / ɔ:l/ 11. / ɔ:l/ 12. / ɔ:l/ 13. / ɔ:l/ 14. / ɔ:l/	/ ɔ:l/	

Denies	1. /dɪ'naɪz/ 2. /dɪ'naɪz/ 3. /dɪ'naɪz/ 4. /dɪ'naɪz/ 5. /dɪ'naɪz/ 6. /dɪ'naɪz/ 7. /dɪ'naɪz/ 8. /dɪ'naɪz/ 9. /dɪ'naɪz/ 10. /dɪ'naɪz/ 11. /dɪ'naɪz/ 12. /dɪ'naɪz/ 13. /dɪ'naɪz/ 14. /dɪ'naɪz/	/dɪ'naɪz/	
And	1. /ænd/ 2. /end/3. /ænd/ 4. /ænd/ 5./end/ 6. /ænd/ 7. /and/8. /ænd/ 9./ænd/ 10./end/ 11. /ænd/ 12. /end/ 13. /end/ 14./end/	/ænd/ or /ən/	
Then	1. /ðen/ 2. /ðen/ 3. /zen/ 4. /ðen/ 5. /den/ 6. /den/ 7. /ven/ 8./den/ 9. /den/ 10. /end/ 11. /ðen/ 12. /ðen/ 13. /end/ 14. /end/	/ðen/	
Man	1./man/ 2./mæn/ 3./man/ 4./mæɪn 5.men/ 6./men/ 7./man/ 8./mæn/ 9./mæn/ 10. /mæn/11. /man/12. /man/13. /men/ 14. /men/	/mæn/	
Has	1. /haz/ 2. /hez/ 3. /haz/ 4. /hæz/ 5. /haz/ 6. /hæz/ 7. /haz/ 8./hæz/ 9./hæz/ 10./hez/ 11. /haz/ 12. /hez/ 13. /hez/14. /hæz/	/hæz/	
have	1. /hæv/2. /hav/3. /hæv/4. /hev/ 5. /hev/6. /hæv/ 7. /hav/8. /hæv/9. /hæv/10. /hav/ 11. /hæv/12. /hav/ 13. /hav/ 14. /hæv/	/hæv/	

TEST II

Word	Students' Pronunciation	RP
Implication	1./ɪmplikeʃenɪ/ 2. /ɪmplikeʃenɪ/ 3. /ɪmplikeʃenɪ/ 4./ɪmplikeʃenɪ/ 5./ɪmplikeʃenɪ/ 6. /ɪmplikeʃenɪ/ 7./ɪmplikeʃenɪ/ 8. ɪmplikeʃenɪ/ 9./ɪmplikeʃenɪ/ 10./ɪmplikeʃenɪ/ 11./ɪmplikeʃenɪ/ 12./ɪmplikeʃenɪ/ 13/ɪmplikeʃenɪ/ 14./ɪmplikeʃenɪ/	/ɪmplɪ'keɪʃn/
influence	1./ɪnfluəns/2./ɪnfluəns/3./ɪnfluəns/ 4./ɪnfluəns/ 5. /ɪnfluəns/ 6./ɪnfluəns/ 7./ɪnfluəns/8./ɪnfluəns/9./ɪnfluəns/ 10./Influəns/ 11./ɪnfluəns/ 12./ɪnfluəns/ 13./ɪnfluəns/14./ɪnfluəns/	/influəns/
import	1./ɪmp ɔ:t/ 2./ɪmp ɔ:t/ 3./ ɪmp ɔ:t/ 4./ ɪmp ɔ:t/ 5. / ẽmp ɔ:t/ 6./ ẽmp ɔ:t 7./ ɪmp ɔ:t / 8./ ɪmp ɔ:t/ 9./ ɪmp ɔ:t/ 10./ ɪmp ɔ:t/ 11./ ẽmp ɔ:t/ 12./ ẽmp ɔ:t/13./ ɪmp ɔ:t/ 14. / ɪmp ɔ:t/	/ ɪmp ɔ:t/
Information	1./ ɪnf ɔ:meɪʃŋ/ 2./ ẽf ɔ:meɪʃŋ/ 8.ẽf ɔ:meɪʃŋ/ 2./ ẽf ɔ:meɪʃŋ/ 9./ ɪnf ɔ:meɪʃŋ/ 3./ɪnfɔ:meɪʃn/ 10./ɪnf ɔ:meɪʃn/ 4/ɪnfɔ:meɪʃn/ 11./ ɪnf ɔ:meɪʃn/ 5/ẽfɔ:meɪʃn/ 12./ẽfɔ:meɪʃn/ 6./ɪnfɔ:meɪʃn/ 13./ɪnfɔ:meɪʃn/ 7./ẽfɔ:meɪʃn/ 14. / ɪnfɔ:meɪʃn/	/ ɪnfɔ:meɪʃn/
interference	1./ɲterfersɑ̃/ 2./ɪntə'fɪərəns/ 3./ẽtə'fɪərənɑ̃s/ 4./ɪntə'fɪərəns/5./ẽntə'fɪərns/6./ɪntə'fɪərəns/ 7./ẽntə'fɪərans/ 8. /entə'fɪərəns/ 9. /ɪntə'fɪərəns/10. /ɪntə'fɪərɑ̃ns/11./ɪntə'fɪərəns/12./ɪntə'fɪərəns/ 13./ɪntə'fɪərəns/ 14./ɪntə'fɪərəns/	/entə'fɪərəns/

Importance	1./ɛ̃pɔ:tns/ 2. /ɛ̃pɔ:tns/ 3. /ɪm'pɔ:tns/ 4. /ɪm'pɔ:tns/ 5. /ɪm'pɔ:tns/ 6. ɛ̃pɔ:tns/ 7./ɪm'pɔ:tns/ 8. /ɪm'pɔ:tns/ 9. /ɪm'pɔ:tns/ 10./ɪm'pɔ:tns/ 11. /ɛ̃pɔ:tns/ 12. /ɛ̃pɔ:tns/ 13. /ɪm'pɔ:tns/ 14. /iɪm'pɔ:tns/	/ɪm'pɔ:tns/	
linguistics	1./lɛ̃ŋgwɪstɪks/ 2. /lɛ̃ŋgwɪstɪks/ 3./lɪŋgwɪstɪks/ 4. /lɪŋgwɪstɪks/ 5./lɪŋgwɪstɪks/ 6./lɪŋgwɪstɪks/ 7./lɛ̃ŋgwɪstɪks/ 8. /lɪŋgwɪstɪks/ 9./lɪŋgwɪstɪks/ 10. /lɪŋgwɪstɪks/ 11./lɪŋgwɪstɪks/ 12./lɛ̃ŋgwɪstɪks/ 13./lɪŋgwɪstɪks/ 14. /lɪŋgwɪstɪks/	/lɪŋgwɪstɪks/	
indication	1./ɪndɪ'keɪʃn/ 2./ ɪndɪ'keɪʃn/ 3./ɪndɪ'keɪʃn/ 4./ ɪndɪ'keɪʃn/ 5./ ɪndɪ'keɪʃn/ 6./ ɛ̃dɪ'keɪʃn/ 7./ɛ̃dɪ'keɪʃn/ 8./ɪndɪ'keɪʃn/ 9./ɪndɪ'keɪʃn/ 10./ɛ̃dɪ'keɪʃn/ 11./ɛ̃dɪ'keɪŋn/ 12./ ɪndɪ'keɪʃn/ 13./ ɪndɪ'keɪʃn/ 14./ɛ̃dɪ'keɪʃn/	/ɪndɪ'keɪʃn/	
thanking	1./θeŋkɪŋɪ/ 2./ tæŋkɪŋɪ/ 3./θæŋkɪŋɪ/ 4./ feŋkɪŋɪ/ 5./θeŋkɪŋɪ/ 6. / θæŋkɪŋɪ/ 7./feŋkɪŋɪ/ 8. / tæŋkɪŋɪ/ 9./θæŋkɪŋɪ/ 10./θæŋkɪŋɪ/ 11./θeŋkɪŋɪ/ 12./ teŋkɪŋɪ/ 13./θæŋkɪŋɪ/ 14. / θeŋkɪŋɪ/	/θæŋkɪŋ/	"
thorn	1./θɔ:n/ 2. /fɔ:n/ 3./θɔ:n/ 4./θɔ:n/ 5. /θɔ:n/ 6./fɔ:n/ 7./fɔ:n/ 8./tɔ:n/ 9./θɔ:n/ 10./fɔ:n/ 11./θɔ:n/ 12./θɔ:n/ 13./θɔ:n/ 14. /tɔ:n/	/θɔ:n/	

weathering	1. /wevərɪŋ/ 2. /weðərɪŋ/ 3. /weðərɪŋɪ/ 4. /weðərɪŋ/ 5./weðərɪŋ/ 6. /wevarɪŋɪ/ 7. /wedarɪŋɪ/ 8. /weðərɪŋ/ 9. /weðərɪŋɪ/ 10. /weðərɪŋɪ/ 11. /weðərŋɪ/ 12. /weðərɪŋ/ 13. /wevarɪŋ/ 14. /weðərɪŋɪ/	/weðərɪŋ/	
rather	1./rædər/ 2./ra: ða/ 3./rævə/ 4./ræðər/ 5./ra: də/ 6./ræðər/ 7./ræðər/ 8. /rada/ 9. /ræðər/ 10./rada/ 11. /rædər/ 12. /ræðər/ 13. /ræðər/ 14. /radər/	/ræðə(r)/	
though	1. /ðəu/ 2. /ðəu/ 3. /ðəu/ 4. /ðəu/ 5. /ðəu/ 6. /ðəu/ 7. /ðəu/ 8. /ðəu/ 9. /ðəu/ 10. /ðəu/ 11. /ðəu/ 12. /ðəu/ 13. /ðəu/ 14. /ðəu/	/ðəu/	

gathering	1. /gævarıŋ/ 2. /gæðarıŋ/ 3. /gæðarıŋ/4./ gædarıŋ/ 5./gædərıŋ/ 6. /gæðarıŋ/ 7./gæðarıŋ/8. /gævarıŋ/ 9./gæðarıŋ/ 10./gæðarıŋ/11./gædarıŋı/12. /gæðarıŋ/ 13./gæðarıŋ/14. /gævarıŋ/	/gæðarıŋ/	
thought	1. /θɔ:t/ 2. /θɔ:t/ 3. /θɔ:t/ 4. /tɔ:t/ 5. /θɔ:t/ 6. /fɔ:t/ 7./θɔ:t/ 8. /θɔ:t/ 9. /θɔ:t/ 10. /tɔ:t/ 11. /θɔ:t/ 12. /fɔ:t/. 13. /θɔ:t/ 14. /θɔ:t/	/θɔ:t/	"
thrill	1. /tril/ 2./θrıl/ 3./θrıl/ 4. /θrıl/ 5. /θrıl/ 6./frıl/ 7. /θrıl/ 8. /trıl/ 9. /θrıl/ 10. /θrıl/ 11./θrıl/ 12. /θrıl/ 13. /frıl/ 14. /θrıl/	/θrıl/	
Doing	1./du:ıŋ/ 2. /du:ıŋ/ 3./du:ıŋı/ 4. /du:ıŋ/ 5./du:ıŋı/ 6./du:ıŋı/ 7./du:ıŋı/ 8./du:ıŋ/ 9./du:ıŋ/ 10. /du:ıŋ/ 11./du:ıŋ/ 12./du:ıŋı/ 13. /du:ıŋ/ 14. /du:ıŋ/	/du:ıŋ/	
Wither	1./wıðə/ 2./wıðə/ 3./wıðə/ 4. /wıðə/ 5. /wıdə/ 6. /wıðə/ 7./wıvə/ 8. /waıdə/ 9. /wıðə/ 10./waıvə/ 11./waıðə/ 12./waıðə/ 13. /waıðər/ 14. /wıðər/	/wıðə(r)/	
leather	1. /ledə/ 2. /leda/ 3./leza/ 4./leðə/ 5./leva/ 6./leðə/ 7./leðə/ 8./leðə/9./leðə/ 10/leda/ 11./leðə/ 12./ledə/ 13. /leðə/ 14. /ledə/	/leðə(r)/	
Thinking	1./ θıŋkıŋ/ 2./ tıŋkıŋı/ 3./θıŋkıŋ/ 4. / fıŋkıŋı/ 5./ θıŋkıŋı/ 6. / fıŋkıŋı/ 7. / fıŋkıŋ/ 8. / tıŋkıŋı/ 9./ θæıkıŋı/ 10. / θıŋkıŋı/ 11. / θıŋkıŋ/ 12. / tıŋkıŋ/ 13. / θıŋkıŋı/ 14. / θıŋkıŋ/	/θıŋkıŋ/	

Test III

Word	Students' Pronunciation	RP
I	1./aɪ/ 2./aɪ/ 3./aɪ/ 4./aɪ/ 5./aɪ/ 6 ./aɪ/ 7./aɪ/ 8./aɪ/ 9./aɪ/ 10./aɪ/ 11./aɪ/ 12./aɪ/ 13./aɪ/ 14 ./aɪ/	/aɪ/
the	1. /ðə/ 2./zə/ 3./ðə/ 4./də/ 5. /və/ 6./ðə/ 7./də/ 8. /də/ 9. /də/10. /ðə/ 11./ðə/ 12./və/ 13./ðə/ 14. /ðə/	/ðə/
they	1. /ðeɪ/ 2. /ðeɪ/ 3. /ðeɪ/ 4. /deɪ/ 5. /veɪ/ 6. /ðeɪ/ 7. /deɪ/ 8. /ðeɪ/ 9. /veɪ/ 10. /ðeɪ/ 11. /ðeɪ/ 12. /veɪ/ 13. /ðeɪ/ 14. /ðeɪ/	/ðeɪ/
Likes	1./laɪks/ 2. /laɪks/ 3./laɪks/ 4./laɪks/ 5./laɪks/ 6. /laɪks/ 7./laɪks/ 8./laɪks/ 9./laɪks/ 10./laɪks/ 11./laɪks/ 12./laɪks/ 13./laɪks/ 14. /laɪks/	/laɪks/
play	1. /plejɪ/ 2. /plejɪ/ 3. /plejɪ/ 4. /pleɪ/ 5. /pleɪ/ 6. /pleɪ/ 7. /pleɪ/ 8. /pleɪ/ 9. /plejɪ/ 10. /plejɪ 11. /pleɪ/ 12./pleɪ/ 13. /pleɪ/ 14. /pleɪ/	/pleɪ/
Game	1. /gejɪm/ 2. /geɪm/3. /gejɪm/4. /geɪɪm/5. /geɪm/ 6./geɪm/7. /geɪm/8. /geɪm/9. /gejɪm/ 10. /geɪm/ 11. /geɪm12. /geɪm/13. /geɪm/14. /gejɪm/	/geɪm/
Reading	1./ri:dɪŋ/ 2./ri:dɪŋɪ/ 3. /ri:dɪŋɪ/ 4./ri:dɪŋɪ/ 5./ri:dɪŋɪ/ 6./ri:dɪŋ/ 7./ri:dɪŋ/ 8./ri:dɪŋ/9.ri:dɪŋ/ 10. /ri:dɪŋɪ/ 11. /ri:dɪŋ/ 12. /ri:dɪŋɪ/ 13. /ri:diŋ/ 14. /ri:dɪŋ/	/ri:dɪŋ/

"

football	1./fʊtbɔ:l/ 2./ftbɔ:l/ 3./fʊtbɔ:l/ 4./fʊtbɔ:l/ 5./fʊtbɔ:l/ 6./ftʊbɔ:l/ 7./ftʊbɔ:l/ 8./fʊtbɔ:l/ 9./fʊtbɔ:l/ 10./fʊtbɔ:l/ 11./fʊtbɔ:l/ 12./futbɔ:l/ 13./futbɔ:l/ 14./ftʊbɔ:l/	/fʊtbɔ:l/	
Ambition	1. /ambɪʃn/ 2. /ambɪʃn/ 3. /ambɪʃn/ 4. /ambɪʃn/ 5. /ambɪʃn/ 6. /ambɪʃn/ 7. /ambɪʃn/ 8. /ambɪʃn/ 9. /ambɪ ʃn/ 10. /ambɪʃn/ 11. /ambɪʃn/ 12. /ambɪʃn/ 13. /ambɪʃn/ 14. /ambɪʃn/	/æmbɪʃn/	
life	1. /laɪf/2. /laɪf/ 3. /lajɪf/ 4. /laɪjf/5. /lajɪf/ 6. /laɪf/ 7. /laɪf/8. /laɪf/9. /laɪf/ 10. /lajɪf/11. /laɪf/12. /lajɪf/ 13. /laɪf/14. /laɪf/	/laɪf/	

Test I

Chart 9 : Results from Students' Tests at Gishiha Communal Lycée

Word	Students' Pronunciation	RP	Number of Students
this	1./ðɪs/ 2./ðɪs/ 3./ðɪs/ 4./dɪs/ 5./ðɪs/ 6./vɪs/ 7./ðɪs 8/. 8/ðɪs/ 9./ðɪs/ 10./dɪs/ 11./ðɪs/ 12./dɪs/ 13/ðɪs/ 14/ðɪs/	/ðɪs/	14
that	1./ðat/ 2. /ðæt/ 3./dat/ 4. /ðæt/ 5./ðæt/ 6./ðat/ 7./væt/ 8. /dat/ 9./dat/ 10./vat/ 11./væt/ 12./vat/ 13. /ðat/ 14. /ðæt/	/ðæt/	
because	1./bɪkɔ:z/ 2./bɪkɔ:z/ 3./bɪkɔ:z/ 4. /bɪkɔ:z/ 5. /bɪkɔ:z/ 6./bɪkɔ:z/ 7./bɪkɔ:z/ 7./bɪkɔ:z/ 9./bɪkɔ:z./ 10./bɪkɔ:z/ 11./bɪkɔ:z/ 12./bɪkɔ:z/ 13./bɪkɔ:z/	/bɪkɔ:z/	
there	1./veə/ 2. /ðeə/ 3./deə/ 4./deə/ 5./ðeə/ 6./veə/ 7. /ðeə/ 8. /ðeə/ 9./deə/ 10. /ðeə/ 11. /veə/ 12./deə/ 13. /ðeə/ 14. /ðeə/	/ðeə(r)/	"
things	1./θɪŋs/ 2. /θɪŋs/ 3. /θɪŋɪs/ 4. /θɪŋs/ 5. θɪŋs/ 6. /θɪŋs/ 7. /θɪŋs/ 8. /θɪŋs/ 9. /θɪŋs/ 10./θɪŋs/ 11./θɪŋs/12. /θɪŋs/ 13./θɪŋɪs 14./θɪŋs/	/θɪŋs/	
false	1./fɔ:ls/ 2./fɔ:ls/ 3./fɔ:ls/ 4./fɔ:ls/ 5./fɔ:ls/ 6./fɔ:ls/ 7./fɔ:ls/ 8./fɔ:ls/ 9./fɔ:ls/10. /fɔ:ls/ 11./fɔ:ls/ 12. /fɔ:ls/ 13./fɔ:ls/ 14. /fɔ:ls/	/fɔ:ls/	
happened	1./hapend/ 2./hæpend/ 3.hepend/ 4.hapend/ 5./hæpend/6.hepend/7./hæpend/8.hapend/ 9./hepend/10./hapen11./hapend/12.hæpend/ 13. /hæpend 14. /hapend/	/hæpend/	
my	1. /maɪ/ 2. /maɪ/ 3. /maɪ/ 4. /maɪ/ 5. /majɪ/ 6./majɪ/ 7./maɪ/ 8. /majɪ/ 9./maɪ/10./majɪ/ 11. /maɪ/ 12. /majɪ/13. /maɪ/ 14. /maɪ/	/maɪ/	

a	1. /e/ 2./ æ/ 3. /æ/ 4. /e/ 5. /e/ 6. /e/ 7. /e/ 8. /e/ 9. /e/ 10. /e/ 11. /e/ 12. /æ/ 13. /e/	/æ/	
all	1. /ɔ:/ 2. /ɔ:/ 3. /ɔ:/ 4. /a:/l 5. /ɔ:/ 6. /ɔ:/ 7. /a:l/ 8. /ɔ:/ 9. /ɔ:/ 10. /ɔ:/ 11. /ɔ:/ 12. /ɔ:/ 13. /ɔ:/	/ɔ:/	
denies	1. /dɪ'naɪz/ 2./dɪ'naɪz/ 3./dɪ'naɪz/ 4. /dɪ'naɪz/ 5./dɪ'naɪz/ 6./dɪ'naɪz/ 7./dɪ'naɪz/ 8. /dɪ'naɪz/ 9./dɪ'naɪz/ 10. /dɪ'naɪz/ 11./dɪ'naɪz/ 12./dɪ'naɪz/ 13. /dɪ'naɪz/	/dɪ'naɪz/	
And	1./ænd/ 2: /ənd/ 3. /ənd/ 4. /ənd/ 5./ænd/ 6./ənd/ 7. /ənd/ 8. /ənd/ 9./ənd/ 10./ænd/ 11. /ænd/ 12. /ənd/ 13./ənd/ 14. /ənd/	/ænd/ /ənd/ /ən/	"
Then	1. /vən/2. /ðən/3. /ðən/ 4. /den/ 5. /ðən/ 6. /zen/ 7. /ðen/ 8. /ðən/ 9. /ðən/ 10./dən/ 11. /ðən/12. /vən/ 13. /ðən/	/ðen/	
man	1. /men/ 2. /mæn/ 3./men/ 4. /man/ 5./man/ 6. /mən/ 7. /man/ 8. /məm/ 9./man/ 10./mæm/ 11./man/ 12./men/ 13./men/ 14. /man/	/mæn/	
has	1. /haz/ 2. /hez/ 3. /haz/ 4./haz/ 5. /hæz/ 6. /hez/ 7. /hæz/ 8. /haz/ 9. /haz/ 10. /hez/ 11./hez/12. /hæz/ 13./haz/	/hæz/	
have	1. /hav/2. /hav/3./hev/4./hav/5. /hav/ 6./hæv/7. /hev/8. /hæv/ 9./hav/ 10./hev/ 11./hev/12. /hav/13. /hæv/	/hæv/	

Test II

Implica-tion	1./ɪmplɪkeɪʃn/ 2./ɪmplɪkeɪʃn/ 3. /ɪmplɪkeɪʃn/ 4. /ɪmplɪkeɪʃn/ 5. /ɪmplɪkeɪʃn/ 6. /ɪmplɪ'keɪʃn/ 7. /ɪmplɪkeɪʃn/ 8. /ɪmplɪkeɪʃn/ 9. /ɪmplɪkeɪʃn/ 10./ɪmplɪ'keɪʃn/ 11. /ɪmplɪkeɪʃn/ 12. /ɪmplɪkeɪʃn/ 13. /ɪmplɪkeɪʃn/	/ɪmplɪ'keɪʃn/	
Influence	1./ɪnfluəns/2./ɪnfluəns/3./ɪnfluəns/4./ɪnfluəns/ 5./ɪnfluəns/6./ɪnfluəns/7./ɪnfluəns/8./ɪnfluəns/ 9./ɪnfluəns/ 10./ɪnfluəns/11./ɪnfluəns/12./ɪnfluəns/ 13./ɪnfluəns/	/ɪnfluəns/	
import	1./ɪmpɔ:t/ 2./ɪmpɔ:t/ 3./ɪmpɔ:t/ 4./ɪmpɔ:t/ 5./ɪmpɔ:t/ 6./ɛ̃pɔ:t/ 7./ɛ̃pɔ:t/ 8./ɪmpɔ:t/ 9./ɪmpɔ:t/ 10./ɪmpɔ:t/ 11. /ɪmpɔ:t/ 12. /ɪmpɔ:t/ 13. /ɪmpɔ:t/	/ɪmpɔ:t/	
Information	1./ ɛ̃fɔ:meɪʃn/ 8. / ɪnfɔ:meɪʃn/ 2. fɔ:meɪʃn/ 9. / ɪɛ̃fɔ:meɪʃn/ 3./ ɪnfɔ:meɪʃn/ 10./ ɪnfɔ:meɪʃn/ 4/ɛ̃fɔ:meɪʃn/ 11./ ɪnfɔ:meɪʃn/ 5/ ɪnf ɔ:meɪʃn/ 12./ ɪnf ɔ:meɪʃn/ 6./ ɪnf ɔ:meɪʃn/ 13./ ɪɛ̃f ɔ:meɪʃn/ 7. / ɪnf ɔ:meɪʃn/ 14. / ɪnf ɔ:meɪʃn	/ ɪnf ɔ:meɪʃn/	"
Interfere-nce	1./nterfersɑ̃/2./ɪntə'fɪərəns/3./ɛ̃tə'fɪərənɑ̃s/4. /ɪntə'fɪərəns/ 5./ɛ̃ntə'fɪərns/ 6./ɪntə'fɪərəns/ 7./ɛ̃ntə'fɪərəns/ 8. /entə'fɪərəns/ 9. /ɪntə'fɪərəns/10. /ɪntə'fɪərɑ̃ns/ 11./ɪntə'fɪərəns/12./ɪntə'fɪərəns/13./ɪntə'fɪərəns 14./ɪntə'fɪərəns/	/entə'fɪərəns/	

Importance	1./ im'pɔ:tens/ 2. / im'pɔ:tns/ 3. / ẽm'pɔ:tns/ 4. / ẽm'pɔ:tns/ 5. / im'pɔ:tns/ 6. / im'pɔ:tens/ 7./im'pɔ:tans/8./im'pɔ:tns/9./ẽm'pɔ:tns/ 10./ ẽm'pɔ:tns/ 11./ im'pɔ:tns/ 12. / ẽm'pɔ:tans/ 13. / im'pɔ:tens/ 14. / im'pɔ:tns	/ɪm'pɔ:tns/
Linguistics	1./lẽŋgwɪstɪks/ 2. /lẽŋgwɪstɪks/ 3. /lɪŋgwɪstɪks/ 4. /lɪŋgwɪstɪks/ 5. /lẽɪŋgwɪstɪks/ 6. /lɪŋgwɪstɪks/ 7./lɪŋgwɪstɪks/ 8./lẽɪŋgwɪstɪks/ 9./lɪŋgwɪstɪks/ 10./lɪŋgwɪstɪks/11./lɪŋgwɪstɪks/ 12./lẽɪŋgwɪstɪks/ 13./lɪŋgwɪstɪks/ 14./lɪŋgwɪstɪks/	/lɪŋgwɪstɪks/
Indication	1./ɪndɪ'keɪʃn/ 2./ɪndɪ'keɪʃn/ 3./ ẽndɪ'keɪʃn/ 4./ ɪndɪ'keɪʃn/ 5./ɪndɪ'keɪʃn/ 6./ ɪndɪ'keɪʃn/ 7./ɪndɪ'keɪʃn/ 8./ ɪndɪ'keɪʃn/ 9./ɪndɪ'keɪʃn/10./ɪndɪ'keɪʃn/ 11/ ɪndɪ'keɪʃn/12./ ẽndɪ'keɪʃn/ 13./ ɪndɪ'keɪʃn/ 14./ ɪndɪ'keɪʃn/	/ ɪndɪ'keɪʃn/
Thanking	1./ θæŋkɪŋ/ 2./ tæŋkɪŋ/ 3. / θæŋkɪŋ/ 4. / fæŋkɪŋ/ 5./ θæŋkɪŋɪ/ 6./ θæŋkɪŋ/ 7./ fæŋkɪŋ/ 8./ tæŋkɪŋ/ 9./θæŋkɪŋɪ/ 10./ θæŋkɪŋɪ/ 11./ θæŋkɪŋ/ 12./ tæŋkɪŋ/ 13. / θæŋkɪŋɪ/ 14. / θæŋkɪŋ/	/ θæŋkɪŋ/
Thinking	1./ θɪŋkɪŋ/ 2./ tɪŋkɪŋɪ/ 3./θɪŋkɪŋ/ 4. / fɪŋkɪŋɪ/ 5. / θɪŋkɪŋɪ/ 6. / θɪŋkɪŋɪ/ 7. / fɪŋkɪŋ/ 8. / tɪŋkɪŋɪ/ 9. / θæɪkɪŋɪ/ 10. / θɪŋkɪŋɪ/ 11. / θɪŋkɪŋ/ 12. / tɪŋkɪŋ/ 13. / θɪŋkɪŋɪ/ 14. / θɪŋkɪŋ/	/θɪŋkɪŋ/

Thorn	1. /θɔ:n/ 2. /θɔ:n/ 3. /θɔ:n/ 4. /θɔ:n/ 5. /θɔ:n/ 6. /θɔ:n/ 7. /θɔ:n/ 8. /θɔ:n/ 9. /θɔ:n/ 10. /θɔ:n/ 11. /θɔ:n/ 12. /θɔ:n/ 13. /θɔ:n/ 14. /θɔ:n/	/θɔ:n/	
Weathering	1. /weðərɪŋɪ/ 2. /weðərɪŋɪ/ 3. /wɪðərɪŋɪ/ 4. /weðərɪŋ/ 5. /wɪðərɪŋ/ 6. /wɪðərɪŋɪ/ 7. /wɪðərɪŋɪ/ 8. /weðərɪŋ/ 9./wɪðərɪŋ/ 10./weðərɪŋɪ/ 11./weðərɪŋ/ 12. /weðərɪŋ/ 13. /weðərɪŋɪ/ 14. /weðərɪŋɪ/	/weðərɪŋ/	
Rather	1. /rædə/ 2./ra: ða/ 3./rævə/ 4./ræðə/ 5./ra: də/ 6./ræðər/ 7./ræðə/ 8./rada/ 9. /ræðə/10. /rada/ 11. /rædə/12. /ræðə/ 13. /ræðər/14. /radər/	/rædə/	
Though	1. /ðəu/ 2. /ðəu/ 3. /ðəu/ 4. /ðəu/ 5. /ðəu/ 6. /ðəu/ 7. /ðəu/ 8. /ðəu/ 9. /ðəu/10. /ðəu/ 11. /ðəu/ 12. /ðəu/ 13. /ðəu/ 14. /ðəu/	/ðəu/	"
Gathering	1. /gæðərɪŋɪ/ 2. /gæðərɪŋɪ/ 3. /gæðərɪŋ/ 4./ g æðərɪŋ/5./gæðərɪŋɪ/6. /gæðərɪŋɪ/ 7./gæðərɪŋ/ 8. /gæðərɪŋ/ 9./gadərɪŋɪ/10./gæðərɪŋɪ/ 11. /gæðərɪŋɪ/12. /gæðərɪŋ/13. /gævarɪŋɪ/ 14. /gæðərɪŋ/	/gæðərɪŋ/	
Though	1. /dəʊ/ 2. /ðəʊ/ 3. /dəʊ/ 4. /ðəʊ/ 5. /ðəʊ/ 6. /ðəʊ/ 7. /dəʊ/ 8. /ðəʊ/ 9. /dəʊ/ 10. /ðəʊ/ 11. /ðəʊ/ 12. /ðəʊ/ 13. /dəʊ/ 14. /ðəʊ/	/ðəʊ/	

Thrill	1. θrɪl/2./θrɪl/ 3./frɪl/4. /trɪl/5. /θrɪl/ 6. /θrɪl/ 7./trɪl/8. /frɪl/ 9. /θrɪl/10. /θrɪl/ 11./frɪl/ 12. /trɪl/ 13. /trɪl/	/θrɪl/	
Doing	1. /du:ɪŋ/ 2. /du:ɪŋ/ 3. /du:ɪŋɪ/ 4. /du:ɪŋ/ 5. /du:ɪŋɪ/ 6./du:ɪŋɪ/ 7./du:ɪŋɪ/ 8./du:ɪŋ/ 9. /du:ɪŋ/ 10. /du:ɪŋ/ 11. /du:ɪŋ/ 12. /du:ɪŋɪ/ 13. /du:ɪŋ/	/du:ɪŋ/	
Wither	1./waɪðər/2./waidə/ 3./wiðər/ 4./wɪdə/ 5./wiðər/ 6./waɪda/7./waidə/8./wida/9./widər/ 10./wɪdə/ 11./wiðər/ 12./waɪðər/ 13. /wɪðər/	/wɪðər/	
leather	1. /leðə/ 2. /leda/ 3. /leza/ 4. /leðə/ 5. /leva/ 6. /leðə/ 7. /leðə/ 8. /leðə/ 9. /leðə/ 10. /li:da/ 11. /leðə/ 12. /li:də/ 13./li:ðə/ 14. /leda/	/leðə/	

Test III

Word	Students' Pronunciation	RP	
I	1./aɪ/ 2./aɪ/ 3./aɪ/ 4./aɪ/ 5./aɪ/ 6 ./aɪ/ 7./aɪ/ 8./aɪ/ 9./aɪ/ 10./aɪ/ 11./aɪ/ 12./aɪ/ 13./aɪ/ 14 ./aɪ/	/aɪ/	
the	1. /ðə/ 2./zə/ 3./ðə/ 4./də/ 5. /və/ 6./ðə/ 7./də/ 8. /də/ 9. /də/10. /ðə/ 11./ðə/ 12./və/ 13./ðə/ 14. /ðə/	/ðə/	
they	1. /ðeɪ/ 2. /ðeɪ/ 3. /ðeɪ/ 4. /deɪ/ 5. /veɪ/ 6. /ðeɪ/ 7. /deɪ/ 8. /ðejɪ/ 9. /veɪ/ 10. /ðeɪ/ 11. /ðeɪ/ 12. /veɪ/ 13. /ðeɪ/ 14. /ðeɪ/	/ðeɪ/	
Likes	1./laɪks/ 2. /laɪks/ 3./laɪks/ 4./laɪks/ 5./laɪks/ 6. /laɪks/ 7./laɪks/ 8./laɪks/ 9./laɪks/ 10./laɪks/ 11./laɪks/ 12./laɪks/ 13./laɪks/ 14. /laɪks/	/laɪks/	

play	1. /plejɪ/ 2. /plejɪ/ 3. /plejɪ/ 4. /pleɪ/ 5. /pleɪ/ 6. /plejɪ/ 7. /pleɪ/ 8. /pleɪ/ 9. /plejɪ/ 10. /plejɪ 11. /pleɪ/ 12./pieɪ/ 13. /pleɪ/ 14. /pleɪ/	/pleɪ/	"
Game	1. /gejɪm/ 2. /geɪm/3. /gejɪm/4. /geɪɪm/5. /geɪm/ 6./gejɪm/ 7. /geɪm/8. /geɪm/9. /gejɪm/ 10. /gejɪm/ 11. /geɪm12. /geɪm/13. /geɪn/14. /gejɪm/	/geɪm/	
Reading	1./ri:dɪŋ/ 2./ri:dɪŋɪ/ 3. /ri:dɪŋɪ/ 4./ri:dɪŋɪ/ 5./ri:dɪŋɪ/ 6./ri:dɪŋ/ 7./ri:dɪŋ/ 8./ri:dɪŋ/9.ri:dɪŋ/ 10./ri:dɪŋɪ/ 11./ri:dɪŋ/ 12./ri:dɪŋɪ/13./ri:diŋ/ 14./ri:dɪŋ/	/ri:dɪŋ/	
football	1./fʊtbɔ:l/ 2./ftbɔ:l/ 3./fʊtbɔ:l/ 4./fʊtbɔ:l/ 5./fʊtbɔ:l/ 6./ftʊbɔ:l/ 7./ftʊbɔ:l/ 8./fʊtbɔ:l/ 9./fʊtbɔ:l/ 10./fʊtbɔ:l/ 11./fʊtbɔ:l/ 12./fʊtbɔ:l/ 13./fʊtbɔ:l/ 14./ftʊbɔ:l/	/fʊtbɔ:l/	
Ambition	1. /ambɪʃn/ 2. /ambɪʃn/ 3. /ambɪʃn/ 4. /ambɪʃn/ 5. /ambɪʃn/ 6. /ambɪʃn/ 7. /aɪmbɪʃn/ 8. /ambɪʃn/ 9. /ambɪ ʃn/ 10. /ambɪʃn/ 11. /ambɪʃn/ 12. /ambɪʃn/ 13. /ambɪʃn/ 14. /ambɪʃn/	/æmbɪʃn/	
life	1. /lajɪf/2. /laɪf/ 3. /lajɪf/ 4. /laɪjf/5. /lajɪf/ 6. /laɪf/ 7. /laɪf/8. /laɪf/9. /laɪf/ 10. /lajɪf/11. /laɪf/12. /lajɪf/ 13. /laɪf/14. /laɪf/	/laɪf/	

Test I

Chart 10: Results from Students' Tests at Kayogoro Communal Lycée

Word	Students' Pronunciation	RP	Number of Students
This	1./dɪs/ 2. /vɪs/ 3./ðɪs/ 4. /ðɪs/ 5. /ðɪs/ 6. /dɪs/ 7./dɪs/ 8./ðɪs/ 9. /vɪs/	/ðɪs/	9
Because	1. /bɪkɔ:z/ 2. /bɪkɔ:z/ 3. /bɪkɔ:z/ 4. /bɪkɔ:z/ 5. /bɪkɔ:z/ 6. /bɪkɔ:z/ 7. /bɪkɔ:z/ 7. /bɪkɔ:z/ 9. /b'ɪkɔ:z.	/bɪkɔ:z/ /bɪkəz/	
There	1./ðeə/ 2. /ðeə/ 3. /deə/ 4. /deə/ 5. /veə/ 6. /ðeə/ 7. /ðeə/ 8. /ðeə/ 9. /deə/	/ðeə/	
False	1. /fɔ:ls/ 2./fa:ls/ 3. /fɔ:ls/ 4. /fɔ:ls/ 5. /fɔ:ls/ 6. /fa:ls/ 7. /fɔ:ls/ 8. /fɔ:ls/ 9. /fa:ls/	/fɔ:ls/	
that	1. /dæt/ 2. /væt/ 3. /væt/ 4./ðæt/ 5. /dat/6. /ðæt/ 7. /dat/ 8. /ðæt/ 9. /dat/	/ðæt/	
happened	1./hapend/2. /hæpend/ 3. /hepend/ 4./hapend/ 5./hæpend/6. /hapend/ 7./hapend/ 8./hæpend/ 9./hapend/	/hæpend/	
my	1. /maɪ/ 2. /majɪ/ 3. /majɪ/ 4. /maɪ/ 5. /majɪ/ 6. /maɪ/ 7. /maɪ/ 8. /majɪ/ 9. /maɪ/	/maɪ/	
a	1. /e/ 2. /a/ 3. /e/ 4. /e/ 5. /a/ 6. /a/ 7. /e/ 8. / æ / 9. /a/	/ æ /	
then	1. /den/ 2. /ðen/ 3. /ðen/ 4. /ðen/ 5. /ðen/ 6. /ven/ 7. /den/ 8. /den/ 9. /ven/	/ðen/	

Man	1. /men/ 2./men/ 3./man/ 4. /man/ 5. /man/ 6. /man/ 7. /mæn/ 8. /men/ 9. /men/	/mæn/	
has	1. /haz/ 2. /hez/ 3. /haz/ 4. /haz/ 5. /hez/ 6./haz/ 7./hæz/ 8. /haz/ 9. /haz/	/hæz/	
have	1. /hav/ 2. /hav/ 3. /hev/ 4. /hav/ 5. /hev/ 6. /hev/ 7. /hæv/ 8. /hev/ 9. /hav/	/hæv/	

Test II

Word	Students' Pronunciation	RP
Implication	1. /mplikeʃenɪ/ 2. /ɪmplikeʃenɪ/ 3. / ɪmplikeʃenɪ/ 4. /ɛ̃mplikeʃenɪ/ 5/ ɪmplikeʃenɪ/ 6. /ɛ̃mplikeʃenɪ/ 7. /ɪmplikeʃenɪ/ 8. /ɪmplikeʃenɪ/ 9. /ɛ̃mplikeʃenɪ/	/ɪmplɪ'keɪʃn/
influence	1. /ɪnfluəns/ 2. /ɛ̃nfluə̃s/ 3./ɪnfluəns/ 4./ɪnfluəns/ 5. /ɛ̃nfluəns/ 6./ə̃nfluə̃s/ 7./ɪnfluəns/ 8./ɛ̃nfluəns/ 9./ɛ̃nfluəns/	/ɪnfluəns/
import	1./ ɪmpɔ:t/ 2. / ɪmpɔ:t/ 3./ ɪmp ɔ:t/ 4. / ɛ̃mp ɔ:t/ 5. / ɪmpɔ:t/ 6. / ɪmp ɔ:t 7./ ɪmp ɔ:t/ 8./ ɛ̃mp ɔ:t/ 9. / ɪmp ɔ:t/	/ ɪmp ɔ:t/
Information	1. / ɪnf ɔ:meɪʃn/ 5. / ɪnf ɔ:meɪʃn/ 2./ ɛ̃nf ɔ:meɪʃn/ 6. / ɪnf ɔ:meɪʃn/ 3. /ɛ̃nf ɔ:meɪʃn/ 7. / ɪnf ɔ:meɪʃn/ 4 / ɪnf ɔ:meɪʃn/ 8. / ɪnf ɔ:meɪʃn/ 9/ ɛ̃nf ɔ:meɪʃn/	/ ɪnf ɔ:meɪʃn/

interference	1./ ɛ̃nterferɑ̃s/ 2. /entə'fɪərəns/ 3. /entə'fɪərəns/ 4. /ɛ̃ntə'fɪərəns/ 5. /entə'fɪərɑ̃s/ 6. /ɛ̃ntə'fɪərəns/ 7. /ɛ̃ntə'fɪərəns/ 8. /entə'fɪərɑ̃s/ 9. /entə'fɪərəns/	/entə'fɪərəns/	
Importance	1./ɪm'pɔ:tɑ̃s/ 2. /ɪm'pɔ:tnɑ̃s/ 3./ɛ̃m'pɔ:tns/ 4./ɪm'pɔ:tns/5. /ɪm'pɔ:tɑ̃s/ 6. /ɛ̃m'pɔ:tɑ̃s/ 7. /ɪm'pɔ:tns/ 8. /ɪm'pɔ:tns/ 9. /ɛ̃m'pɔ:tns/	/ɪm'pɔ:tns/	
linguistics	1. /lɪŋgwɪstɪks/ 2. /lɛ̃ŋgwɪstɪks/ 3. /lɛ̃ŋgwɪstɪks/ 4. /lɪŋgwɪstɪks/ 5. /lɪŋgwɪstɪks/ 6. /lɪŋgwɪstɪks/ 7. /lɛ̃ŋgwɪstɪks/ 8. /lɪŋgwɪstɪks/ 9. /lɛ̃ŋgwɪstɪks/	/lɪŋgwɪstɪks/	
indication	1./ɛ̃ndɪ'keɪʃn/ 2./ ɪndɪ'keɪʃn/3./ɛ̃ ndɪ'keɪʃn/ 4./ ɪndɪ'keɪʃn/ 5./ ɪndɪ'keɪʃn/ 6./ ɪndɪ'keɪŋn/ 7./ ɛ̃ ndɪ'keɪʃn/ 8./ ɪndɪ'keɪʃn/ 9./ɪndɪ'keɪʃn/	/ɪndɪ'keɪʃn/	"
thanking	1./ θæŋkɪŋ/ 2. / tæŋkɪŋ/ 3. / θæŋkɪŋɪ/ 4. / fæŋkɪŋɪ/ 5. / θæŋkɪŋ/ 6. / θæŋkɪŋɪ/ 7. / fæŋkɪŋɪ/ 8. / tæŋkɪŋ /9. / θæŋkɪŋ/	/ θæŋkɪŋ/	
thorn	1./fɔ:n/ 2. /θɔ:n/ 3./tɔ:n/ 4./θɔ:n/ 5. /tɔ:n/ 6./θɔ:n/ 7./fɔ:n/ 8./θɔ:n/ 9. /tɔ:n/	/θɔ:n/	

weathering	1. /wedarıŋ/ 2. /weðarıŋ/ 3. /weðərŋ/ 4. /weðarŋı/ 5. /wevarıŋı/ 6. /weðərıŋ/ 7. /weðərŋı/ 8. /weðərıŋı/ 9. /weðərıŋ/	/weðərıŋ/	
rather	1. /rædər/ 2./ra: ða/ 3./rævə/ 4. /ræðər/ 5. /ra: də/ 6. /ræðər/ 7. /ræðər/ 8. /rada/ 9./ræðər/	/ræðər/	
though	1. /ðəu/ 2. /vəu/ 3. /ðəu/ 4. /dəu/ 5. /ðəu/ 6. /vəu/ 7. /ðəu/ 8. /dəu/ 9. /ðəu/	/ðəu/	
gathering	1. /gædərıŋı/ 2. /gæðarıŋ/ 3./gæðərıŋ/ 4./gæðərıŋ/ 5. /gæðərıŋı/ 6. /gædərıŋ/ 7. /gæðərıŋı/ 8. /gæðərıŋ/ 9. /gædarıŋı/	/gæðərıŋ/	
thought	1. /θɔ:t/ 2. /fɔ:t/ 3. /θɔ:t/ 4. /tɔ:t/ 5. /θɔ:t/ 6. /fɔ:t/ 7. /θɔ:t/ 8. /fɔ:t/ 9. /fɔ:t/	/θɔ:t/	"
thrill	1. /tril/ 2. /θrıl/ 3. /θrıl/ 4. /frıl/ 5. /θrıl/ 6. /θrıl/ 7. /frıl/ 8. /frıl/ 9. /θrıl/	/θrıl/	
Doing	1./du:ıŋ/ 2. /du:ıŋ/ 3./du:ıŋı/ 4./du:ıŋ/ 5./du:ıŋı/ 6./duwıŋı/ 7. /du:ıŋı/ 8. /du:ıŋ/ 9. /du:ıŋ/	/du:ıŋ/	
Wither	1. /wıðə/ 2. /waıdər/ 3./wıðər/ 4. /wıðər/ 5. /wıdər/ 6. /waıðər/ 7. /wıvər/ 8./waıðər/ 9. /wıðər/	/wıðər/	
leather	1. /ledə/ 2. /leda/ 3. /leza/ 4. /li:ðə/ 5. /leva/ 6. /leðə/ 7. /leðə/ 8. /leðə/ 9. /li:ðə/	/leðə(r)/	
Thinking	1/ θıŋkıŋ/ 2./ tıŋkıŋı/ 3./θıŋkıŋ/ 4. / fıŋkıŋı/ 5. / θıŋkıŋı/ 6. / θıŋkıŋı/ 7. / fıŋkıŋ/ 8. / tıŋkıŋı/9. / θæıkıŋı/	/θıŋkıŋ/	

Test III

Word	Students' Pronunciation	RP
I	1./aɪ/ 2./aɪ/ 3./aɪ/ 4./aɪ/ 5./ajɪ/6./ajɪ/ 7./aɪ/ 8./aɪ/ 9. /ajɪ	/aɪ/
they	1. /ðeɪ/ 2. /ðeɪ/ 3. /ðeɪ/ 4. /deɪ/ 5. /veɪ/ 6. /ðeɪ/ 7. /deɪ/ 8. /ðejɪ/ 9. /veɪ/	/ðeɪ/
Play	1. /pleɪ/ 2. /pleɪ/ 3. /pleɪ/ 4. /pleɪ/ 5. /plejɪ/6. /pleɪ/7. /pleɪ/8. /pleɪ/9. /plejɪ/	/pleɪ/
Likes	1. /lajɪks/2. /laɪks/3. /lajɪks/ 4. /laɪks/ 5. /lajɪks/6. /lajɪks/ 7. /laɪks8./lajɪks/ 9. /laɪks/	/laɪks/
Game	1. /geɪm/ 2. /geɪm/ 3. /geɪm/ 4. /geɪm/ 5. /geɪm/ 6. /geɪm/ 7. /geɪm/ 8. /geɪm/ 9. /gejm/	/geɪm/
Reading	1./ri:dɪŋɪ/ 2./ri:dɪŋɪ/ 3./ri:dɪŋ/ 4. /ri:diŋɪ/ 5./ri:dɪŋɪ/ 6. /ri:dɪŋɪ/ 7. /ri:dɪŋɪ/ 8./ri:dɪŋ/ 9. /ri:dɪŋɪ/	/ri:dɪŋ/
Football	1. /fʊtbɔ:l/ 2./fʊtbɔ:l/ 3./fʊtbɔ:l/ 4. /fʊtbɔ:l/ 5./fʊtbɔ:l/ 6. /fʊtbɔ:l/ 7./fʊtbɔ:l/ 8./fʊtbɔ:l/ 9. /fʊtbɔ:l/	/fʊtbɔ:l/
Ambition	1./ambɪʃən/ 2. /ambɪʃən/ 3./ambɪʃəɪ/ 4./amblʃən/ 5. /ambɪʃən/ 6. /ambɪʃəɪ/ 7./ambɪʃən/ 8./ambɪʃən/ 9./ambɪʃən/	/æmbɪʃən/
life	1. /laɪf/2. /laɪf/3. /laɪf/ 4. /laɪf/ 5. /laɪf/ 6. /lajɪf/ 7. /lajɪf/8. /laɪf/9. /laɪf/	/laɪf/
The	1. /ðə/ 2. /ðə/ 3./ðə/ 4. /ðə/ 5. /ðə/ 6. /ðə/ 7. /və/ 8. /də/ 9. /ðə/	/ðə/

IV.2.a. Presentation of a Chart which Summarizes the Responses from Teachers' Questionnaire

Chart 11: Answers from Teachers

Questions	Possible Answers from respondents quantified out of Eight (8)			
1. Do you teach English pronunciation in your class?	Yes, $^{8}/_{8}$	No: 0	No answer: 0	
2. What are the different pronunciation problems that students have?	Phonetic and phonological problems, Kirundi Interference 4/8	Over generalization, French interference 4/8	No: 0	
3. What is the place of English pronunciation lesson compared with other English lessons?	It has a considerable place 4/8	It is less considered: 1/8	It is equal to other English lessons: 1/8	Waiting for enforcement from the course designers 2/8
4. To what extent do Kirundi and French pronunciation affect the way learners speak English?	A linguistic influence 4/8	Discouragement from other teachers that English sound system is complex 3/8	No influence 1/8	No answer: 0

8.Do you test students on English pronunciation: a) When?	Yes: 8/8	No answer: 0	
	While dictating 2/8	While reading text: 3/8	Other way of testing (at the end of unit after pronunciation exercise) 3/8
b) How?	By reading English words 4/8	By saying words 4/8	No response:0
c) Why? (purpose)	It helps make an improvement 8/8		No purpose:0
9. What do you do in order to help them overcome these errors?	Using a reading text, speaking after listening to the native speaker's pronunciation 3/8	Using an English oral expression, other ways (repeating after the teachers'pronunciation during pronunciation exercise) 5/8.	

IV. 2. b. Interpretation of Results from the Chart

While analyzing results from question number two treating pronunciation problems students have, errors were depicted by respondents: phonetics and phonological errors, overgeneralization, Kirundi and French interference intrusion errors. Also included in errors they make is nasalization.

Phonetic and phonological errors: the respondents were concerned with errors related to both vowels and consonants. Four out of eight respondents pointed out the letter 'i' which is pronounced /i/ in Kirundi as in the word "igiti" /ig'iti/ (= a tree). The same letter 'i' is pronounced /aɪ/ in English as in a word like fine /faɪn/. As for overgeneralization: four out of eight respondents said that overgeneralization is the error students usually make. The results here made us deduce that English learners are not often taught the use of English pronunciation rules.

Kirundi and French interferences: Four out of eight second Arts Form English teachers said that their learners make pronunciation errors due to their mother tongue-Kirundi. They explain this interference at both consonantal and vowel levels. At the consonantal level, one of the respondents said that the Kirundi consonants /f/ and /d/ interfere with the English sounds /θ/ and /ð/. This is the case of English words like 'think' /θɪŋk/ and 'leather' /'leðə/ which are wrongly pronounced by Burundian learners as /fɪŋk/ and /'ledə / respectively. French nasalization is considered an intruder when it is used in English. The fact is that the English language never accepts the use of nasalized sounds neither as a linguistic or suprasegmental feature. Examples given by respondents are found in the words

"insincere" and 'important' /ɛ̃ sɪsɪə / and /ɛ̃ pɔ:tnt / instead of /ɪn sɪsɪə / and /ɪmpɔ:tnt/.

IV.3. Data Analysis

IV.3.0. Errors Made in Students' Oral Tests

In the oral tests, students were confronted with difficulties categorized in two groups which are: intrusion interference and phonological interference which are discussed in the section of findings, under the terms *negative transfer, approximation* and *overgeneralization.*

IV.3.1. Intrusion Interference

The Webster's Ninth New Collegiate Dictionary (1983) defines 'interference' as the disturbing effect of new learning on the performance of the previously learned behavior with which is inconsistent. The same dictionary defines'intrusion' as the act of wrongly entering upon seizing or taking the possession of property of another. Therefore, the 'intrusion interference' is explained as the pronunciation learning situation. Students seem to have internalized the pronunciation of an English item but because of their Kirundi and French habit of pronunciation, they do not get to repeat again or integrate what they were saying correctly a certain time before. An example of this kind of interference is the transfer of French nasalization to English pronunciation. Words used to check whether students commit errors of the kind contained French nasalized so unds. The words are: *implication, influence, import, importance and information.* Depending on how rich in speech sounds the English language is if one takes account of vowel and consonant sounds comparing to French and Kirundi sounds, the learner's English is undoubtedly characterized by interference.

IV.3.2. Phonological interference

This problem was due to both vowel and consonants which are different between French, Kirundi and English. Hence, there is interference between Kirundi, French and English. After data presentation, the researcher analyzed and found out that ten kinds of errors occurred. The errors were about phonological interference and intrusion interference.The first kind of error is the French nasalization of English words which have the prefix "im-" and "in-". Such words were difficult for some learners to pronounce. The prefixes were, at times, pronounced as [ɛ̃] or /im/ and /in/. Secondly some learners added a vowel sound when they come across a sound which is not in their L_1 and L_2, for example, the sound /ɪŋ/. Instead of pronouncing the word "thing" as /θɪŋ/ some of them prounounced it as /θɪŋɪ /.

Thirdly, learners had difficulties to pronounce words with glides, for example, the subject pronoun "I" was pronounced as /ajɪ/ instead of /aɪ/. Some learners insert a semi vowel /j/ because glides are not present in their L_1 and L_2. Fourthly, some learners had difficulties to pronounce interdental /ð/. They tend to simplification by substituting it with /d/ or /v/. For example, words like "that"or "this" were, at times, pronounced as /dat/ or /vat/,dɪs/ or /vɪs/. Fifthly, the sound /æ/ is pronounced as /a/ or /e/ for example the article *a*. Sixthly interdental /θ / caused difficulties to many learners since the sound does not exist in their L_1 and L_2. So, some learners mispronounced words like "think" and "thing" as /fɪŋk/ or /tɪŋk/ and /fɪŋ/or /tɪŋɪ/ instead of /θɪŋk/ or /θɪŋ/. In fact, they simplify the sound /θ/ to /f/ or /t/. Seventh, some words were overgeneralized while pronouncing. For example, the sound /e/, was mistaken for the sound / ɪ/ in words like" leather" and "feather". They pronounced /lɪda/ or /fɪda/ instead of /leðə/ or /feðə/. Eighth, the sound /ɪ/ is

pronounced by some learners as /aɪ/, a result of overgeneralization. For example, the word "whithering" is pronounced as /waɪðərɪŋ/ instead of /wɪðərɪŋ/.

Ninth, some words were pronounced with pure French pronunciation, for example, the word influence was pronounced as /ɛ̃ flyãs/.Tenth and last, the vowel sound /ɔ:/was pronounced as /ɑ:/ by some learners. For instance, instead of prounouncing the words "all" and "fall" as /ɔ:l/ and /fɔ:l/, they pronounced them as /ɑ:l/ or /fɑ:l/. The following chart portrays the way every student produced sounds as far as pronunciation is concerned. The chart below encompasses some vowel and consonant sounds that, at times, prove to cause difficulties to some learners of English as a foreign language.

The analysis is summarised in a chart where an error was coded as + and good pronunciation coded as –. That is, the sign + is put in front of the subject number whenever an error occurred and – whenever it did not occur.

Chart 12: Summary of Data Analysis

COMMUNAL LYCEE OF NY	TEST I	Number Students	/ɪm/ and /ɪn/ Pronounced as [ɛ̃]	/ɪŋ/ Pronounced as/ɪŋɪ/	/aɪ/,/eɪ/ Pronounced as/ajɪ/, /ejɪ /	/ð/ Pronounced as[d,v]	/θ/ Pronounced as[f,t]	/æ/ Pronounced as/a/ or /e/	/e/ Pronounced as/i:/	/ɪ/ as /aɪ/	Pure French pronunciation	/ɔ:/ Pronounced as/a:/
		1	-	+	-	+	+	+	-	-	-	-
		2	+	-	-	-	-	+	-	-	-	-
		3	-	+	-	+	-	+	-	-	+	-
		4	-	-	-	+	+	+	-	-	-	-
		5	+	+	-	+	-	-	-	+	-	-
		6	-	-	-	+	+	+	-	+	-	-
		7	+	+	+	-	+	-	-	-	-	+
		8	-	-	-	+	+	+	-	-	-	-
		9	+	+	-	-	+	+	-	-	-	-
		10	-	-	-	+	-	+	-	-	-	-
		11	+	+	-	-	+	+	+	-	+	-
		12	-	+	-	+	+	+	-	-	-	-

A		13	+	-	-	+	+	+	-	-	-	-
N		14	-	+	+	-	+	+	-	-	-	-
Z		15	-	-	-	+	-	+	-	-	-	-
A		16	+	+	-	-	+	+	-	-	-	-
-		17	-	-	-	+	-	+	+	-	+	-
L		18	+	+	-	+	+	+	-	-	-	-
A		19	-	+	-	+	-	+	-	+	-	-
C		20	+	-	-	-	+	-	-	-	-	-
		21	-	+	-	+	-	+	-	-	-	-

COMMUNAL LYCEE OF NYA	Test II	Numb-er Students	/ɪm/ and /ɪn/ Pronoun-ced as [ɛ̃]	/ɪŋ/ Pronoun ced as /ɪŋɪ/	/aɪ/,/eɪ/ Pronoun--ced as /ajɪ/, /ejɪ /	/ð/ Pronoun-ced as[d,v]	/θ/ Pronoun-ced as[f,t]	/æ/ Pronoun-ced as/a/ or /e/	/e/ Pronoun-ced as/i:/	/ɪ/ as /aɪ/	Pure French pronun-ciation	/ɔ:/ Pronoun-ced as/a:/
		1	-	-	-	+	+	+	-	-	-	+
		2	+	+	-	-	-	-	+	-	-	-
		3	+	+	+	-	+	-	-	-	-	-
		4	-	+	-	+		+	-	-	-	-
		5	+	+	+	-	-	-	+	-	+	-
		6	-	+	-	+	-	-	-	+	-	-
		7	-	+	+	-	+	+	+	-	-	+
		8	+	+	+	+		+	-	-	+	-
		9	-	+	-		+	+-	+	-	-	-
		10	+	+	-	+		+	-	-	-	+
		11	+	+	-	-	+	+	+	-	+	-
		12	+	+	-	-	+	-	-	-	-	-

N		13	-	-	-	+	-	+	-	-	-	-
Z		14	-	+	+	-	-	-	-	-	-	-
A		15	+	-	+	-	+	-	+	-	-	-
-		16	-	+	+	-	+	-	+	-	-	-
L		17	-	-	+	+	+	+	+	-	-	+
A		18	+	-	-	-	-	-	-	-	-	-
C		19	-	+	+	-	+	-	-	-	-	-
		20	+	+	+	+	-	-	+	-	+	-
		21	+	+	-	+	+	-	-	-	-	-

C		Numb-	/ɪm/	/ɪŋ/	/aɪ/,/eɪ/	/ð/	/θ/	/æ/	/e/	/ ɪ /	Pure	/ɔ:/
O.		er	and /ɪn/	Pronoun-	Pronoun-	Pronoun-	Pronoun-	Pronoun-	Pronoun-	as	French	Pronoun-
L		Student	Pronoun-	ced	ced	ced	ced as[f,t]	ced as/a/	ced as/	/aɪ/	pronun-	ced as/
Y	Test	s	cedas [ɛ̃]	as/ɪŋɪ/	as/ ajɪ /,	as[d,v]		or /e/	i:/		ciation	a:/
C	III				/ejɪ /							
E		1	-	+	+	+	+	+	-	-	-	-
e		2	-	+	+	+	+	+	-	-	-	+
o		3	-	+	-	+	+	+	-	-	-	-

f		4	-	-	-	+	-	+	+	+	-	+
N		5	-	-	-	-	-	-	-	-	-	-
Y		6	-	-	-	+	-	-	+	-	-	-
A		7	-	+	-	-	+	-	-	+	-	-
N		8	-	-	-	-	+	-	+	-	-	-
Z		9	+	+	-	-	-	-	-	-	+	-
A		10	-	-	-	+	-	+	-	+	-	-
-		11	+	-	-	+	-	+	+	-	-	-
Lac		12	-	+	+	-	+	+		-	-	-
		13	-	+	-	+	-	-	-	+	-	-
		14	-	+	-	+	+	+	+	-	-	+
		15	-	+	-	+	+	+	-	-	+	-
		16	-	+	-	+	-	+	-	+	-	-
		17	-	-	+	+	+	+	-	-	-	+
		18	-	+	-	-	-	+	+	-	-	-
		19	-	+	-	+	+	+	-	-	-	-
		20	+	+	-	+	+	+	-	-	-	-
		21	-	+	-	-	-	+	-	-	-	-

Public Lycée of	Test I	Number Students	/ɪm/and/ /ɪn/Pronounced as [ɛ̃]	/ɪŋ/ Pronounced as/ɪŋɪ	/aɪ/,/eɪ/ Pronounced as /ajɪ/, /ejɪ /	/ð/ Pronounced as[d,v]	/θ/ Pronounced as[f,t]	/æ/ Pronounced as/a/ or /e/	/e/ Pronounced as/ i:/	/ ɪ / as /aɪ/	Pure French pronunciation	/ɔ:/ Pronounced as/ a:/
		1	-	-	+	-	+	-	-	-	-	-
		2	-	+	-	+	-	+	-	-	-	+
		3	-	-	-	+	+	-	-	-	-	+
		4	+	+	-	-	-	-	-	-	-	-
		5	+	+	-	+	-	-	-	+	-	-
		6	-	+	-	-	-	+	-	-	-	-
		7	-	-	+	+	-	+	-	-	-	-
		8	-	+	-	-	+	+	-	-	-	-
		9	-	-	-	+	+		-	-	-	-
		10	-	+	+	+	+	+	-	-	-	+
		11	-	-	-	-	-	-	-	-	-	-

Makamba		12	-	+	+	-	-	+	-	-	-	-
		13	-	+	-	-	+	+	-	-	-	+
		14	-	-	+	-	+	+	-	-	-	-
	Test II	1	-	-	-	-	-	+	-	+	-	-
		2	-	-	-	+	-	+	-	+	-	-
		3	-	-	-	+	-	+	-	-	-	-
		4	-	-	-	-	+	+	-		-	-
		5	-	+	-	-	-	+	-	-	-	-
		6	-	+	-	-	-	+	-	-	-	-
		7	+	+	-	+	+	+	-	-	-	-
		8	-	-	-	+	+	+	-	-	-	-
		9	-	-	-	+	-	+	-	-	+	-
		10	-	-	-	-	+	+	-	-	-	-
		11	-	+	-	-	-	-	-	-	-	-
		12	-	-	-	-	-	-	-	+	-	-
		13	-	+	-	-	-	+	-	+	-	-
		14	+	-	-	+	+	+	-	-	-	-
	Test	1	-	+	-	-	+	+	+	-	-	-

	III	2	-	+	-	+	+	-	-	-	-	-
		3	-	-	-	-	-	+	+	+	-	-
		4	-	-	+	-	+	-	-	-	-	-
		5	-	-	-	-	-	+	-	-	-	-
		6	-	-	+	+	+	-	-	-	-	-
		7	-	+	+	+	-	+	-	-	-	-
		8	-	+	-	-	-	+	+	-	-	-
		9	-	-	-	-	+	+	-	-	-	-
		10	+	+	+	-	+	-	-	-	-	+
		11	-	+	-	-	+	+	-	+	-	-
		12	-	-	+	+	+	-	-	-	-	-
		13	-	+	-	-	+	+	-	-	-	-
		14	+	+	-	-	+	+	+	-	+	-

-		Number Stu- dents	/ɪm/ and /ɪn/ Pronoun- cedas [ɛ̃]	/ɪŋ/ Pronoun- ced as/ɪŋɪ/	/aɪ/,/eɪ/ Pronoun- ced as/ ajɪ /, /ejɪ /	/ð/ Pronoun- ced as[d,v]	/θ/ Pronoun- ced as[f,t]	/æ/ Pronoun- ced as/a/ or /e/	/e/ Pronoun- ced as/ i:/	/ɪ/ as /aɪ /	Pure French pronun- ciation	/ɔ:/ Pronoun- ced as/ a:/
C o m m u n a l L y c é e	**Test I**	1	-	+	-	+	+	+	-	-	-	-
		2	+	+	-	-	+	+	-	-	+	-
		3	-	-	+	+	+	+	-	-	-	+
		4	-	+	-	-	-	+	-	+	-	-
		5		-	-	-	-	-	-	-	-	+
		6	+	-	-	+	+	+	-	-	+	-
		7	-	+	+	-	-	+	+	-	-	+
		8	-	-	-	+	+	-	-	+	-	-
		9	+	+	-	+	+	+	-	-	-	+
		10	-	-	-	-	-	-	-	-	-	-
		11	-	+	-	-	+	+	-	+	+	-

o		12	-	-	-	+	+	+	-	-	-	-
f		13	-	+	-	-	-	+	-	+	-	+
		14	-	-	+	+	-	+	+	-	-	-
	Test	1	-	+	-	+	+	+	-	-	-	-
	II	2	+	+	-	-	+	+	-	-	+	-
		3	-	-	+	+	+	+	-	-	-	+
		4	-	+	-	-	-	+	-	+	-	-
G		5		-	-	-	-	-	-	-	-	+
i		6	+	-	-	+	+	+	-	-	+	-
s												
h		7	-	+	+	-	-	+	+	-	-	+
i		8	-	-	-	+	+	-	-	+	-	-
h		9	+	+	-	+	+	+	-	-	-	+
a		10	-	-	-	-	-	-	-	-	-	-
		11	-	+	-	-	+	+	-	+	+	-
		12	-	-	-	+	+	+	-	-	-	-
		13	-	+	-	-	-	+	-	+	-	+
		14	-	-	+	+	-	+	+	-	-	-

	Test III	1	-	+	-	-	+	+	-	-	+	-
		2	+	-	+	+	+	+	-	-	-	+
		3	+	+	-	-	-	+	-	+	-	-
		4	-	-	-	-	-	-	-	-	-	+
		5	-	-	-	+	+	+	-	-	+	-
		6	+	+	+	-	-	+	+	-	-	+
		7	+	-	-	+	+	-	-	+	-	-
		8	-	+	-	+	+	+	-	-	-	+
		9	-	-	-	-	-	-	-	-	-	-
		10	-	+	-	-	+	+	-	+	+	-
		11	-	-	-	+	+	+	-	-	-	-
		12	+	+	-	-	-	+	-	+	-	+
		13	+	-	-	+	+	+	-	-	-	
		14	-	-	+	+	-	-	-	-	+	+

C		1	-	+	-	+	+	+	-	-	-	-
o		2	+	+	-	-	+	+	-	-	+	-
m		3	-	-	+	+	+	+	-	-	-	+
m		4	-	+	-	-	-	+	-	+	-	-
u		5		-	-	-	-	-	-	-	-	+
n		6	+	-	-	+	+	+	-	-	+	-
a		7	-	+	+	-	-	+	+	-	-	+
l		8	-	-	-	+	+	-	-	+	-	-
		9	+	+	-	+	+	+	-	-	-	+
L												
y		1	-	+	-	+	+	+	-	-	-	-
c	**Test**	2	+	+	-	-	+	+	-	-	+	-
e	**II**	3	-	-	+	+	+	+	-	-	-	+
e		4	-	+	-	-	-	+	-	+	-	-
		5		-	-	-	-	-	-	-	-	+
		6	+	-	-	+	+	+	-	-	+	-
o		7	-	+	+	-	-	+	+	-	-	+
f		8	-	-	-	+	+	-	-	+	-	-
		9	+	+	-	+	+	+	-	-	-	+
	Testl	1		+	-	-	+	+	-	-	+	-

K		2		-	+	+	+	+	-	-	-	+
a		3		+	-	-	-	+	-	+	-	-
y		4		-	-	-	-	-	-	-	-	+
o		5		-	-	+	+	+	-	-	+	-
g		6		+	+	-	-	+	+	-	-	+
o		7		-	-	+	+	-	-	+	-	-
r		8		+	-	+	+	+	-	-	-	+
o		9		-	-	-	-	-	-	-	-	-

As predicted in the general introduction, ten kinds of error were said to cause troubles to Burundian learners of English. The first kind of error corresponded to the production of nonsense words. As an example, we find the presence of nasalization of English words, that is the sound [ɛ̃]. The second and third were errors due to interdentals. Sounds like /ð/, / θ/were simplified to /d, v/ and /f,v/ The fourth and fifth were errors due to adding a vowel sound /ɪ/. Learners pronounce /ŋɪ /instead of /ŋ/ and the insertion of consonant /j/ where there are glides /eɪ/, /aɪ/ and pronounce /ejɪ/, /ajɪ/ instead. The sixth kind of error was the deviant phonetic realization of /æ/. Some learners pronounced /a/, others /e/. The seventh and the ninth kinds of errors were due to overgeneralization. The ninth corresponded to a pure rendition of the French phonetic system. The tenth proved to be a mistake rather than an error.

IV.4. Discussion of Findings

The discussion of findings is an attempt at pronunciation analysis. This pronunciation analysis reveals some errors that Burundian learners of English make. Five steps that Theo Van Els et al (1984) suggested highlight the objective of this work: 1.identification of errors 2. description of errors 3. explanation of errors 4. evaluation of errors 5. correction of errors.

IV.4.1. Identification of Errors

Errors which are under study in this work are grouped in four major groups according to their causes. The first group includes the production of nonsense words (e.g. the word“ implication” which is phonetically realized /ɛ̃mplɪkeɪʃn/ or totally French word (eg: the word:“influence” which is phonetically realized as /ɛ̃flyɑ̃s/. These two kinds of errors are due the same cause: Transfer from French.

The second group is made up of errors due to epenthesis. The production of words like "morning" is phonetically realized by some subjects as /mɔ:nɪŋɪ/ and the personal pronoun "I" is phonetically rendered by some subjects not as /aɪ / but as /aji/. These two kinds of errors are a result of transfer from Kirundi. The third group comprises the deviant phonetic realization of the interdentals. It should be remembered that interdentals do not exist in both languages French and Kirundi.

In Kirundi the consonant cluster "th" does not exist. So, it is assumed that if for example, the voiceless interdental /θ/ is phonetically realized as / t/ the reason is that it is assimilated to its French counterpart [t] in terms of orthographic representation. In some other cases it is also realized as /f/ which as a result of consonant simplification. This simplification is due to transfer from Kirundi. That is why, for instance, some pupils pronounce the word "*thrill*" as /trɪl/ and some others /frɪl/ . For the voiced interdental /ð/ , the problem of orthographic representation between French and English and its phonetic rendition is also deviant. In a word like "*rather*" it may be realized / as /rædə/ and in a word like "*weather*" it may be realized as /wevə/.

The last and fourth group is constituted by errors resulting from failure to discriminate English vowels from French and Kirundi vowels. Within this group one can make two subgroups comprising first errors due to overgeneralization, for example, orthographic representation of '*ea*'in"*weather*" which is realized as /i:/ by some subjects and the 'i' in '*wither*'which is phonetically realized as / aɪ /. Second errors due to a deviant phonetic realization of the vowel sound / æ / which is rendered either as [a] / or /[e]/ in words like "*thrash*" or "*rather*" and the

phonetic realization of the vowel sound /ɔ:/ which is produced as /ɑ:/ /in the words like "*all*" and "*false*".

IV.4.2. Description of Errors

This description is based on ten kinds of errors which are mentioned in three tables. The errors are described according to the task in which they occur. Indeed, the errors which are under study are the same but they do not have the same frequency of occurrence. That is why I have decided to describe these errors task by task.

In order to understand the errors that are discribed in the three tables, the way the error of pronunciation is read is also mentioned in the chart. For example the sound /ɪ m/ or /ɪn/ is phonetically pronounced by learners as [ɛ̃] which is an error due to French nasalization of the sound [ɛ̃] as in *simplification* and *implication.* I t is noteworthy that in the French language when the nasals m, n, ng"are preceded by the sound / I /, they form the nasalised vowel [ɛ̃]. Having a look at the tables about the results from students' tests, one realizes that from the beginning errors related to interdentals /ð/ and /θ/ are persistent. /ð/ is realized either as a voiced stop [d] or as a voiced labiodental fricative /v/.

Moreover errors due to epenthesis /ɪŋɪ/ are more frequent than those due to French nasalization [ɛ̃]. As for the deviant phonetic realization of /e/ in the word "*Weather*", many pupils do not have difficulties to pronounce. The wrong phonetic realization of /. æ / also frequently occurs. Furthermore, pure French pronunciation is observed with words like "interference" and "influence". This happened eleven times. The deviant phonetic rendition of / ɔ:/ as / a: / occurs in the

tables in a number of pupils who failed the RP of the word "false" than they failed the RP of "*all*". Last but not least, it is noteworthy that the errors of pronunciation of / aɪ / as / ajɪ / and / I / as / aɪ/ occurred, but not frequently.

In the second test, the production of nonsense words is observed. For example, [sẽmplifikeɪʃən] or [ẽflyãs]. It is in this respect that the error from the first category /ɪm/ /ɪn/ as /ẽ/ is observed in many pupils compared to test one. The errors related to interdentals occurred at a higher rate with the same deviant phonetic realization of /æ/ as frequent as in the first test. This /ɪŋ / which is phonetically realized as /ɪŋɪ/ has the same rate of occurrence in the Test two likewise in Test one. The sound /e/ which is phonetically rendered as /i:/ for example, in the word "*leather*" pronounced /li:ðə/ by some pupils occurs in Test One and Test Three at almost the same rate. Errors that reveal a pure French pronunciation are observed in the second Test. In the other two tests, there are not. The phonetic deviation of / ɔ: / which is rendered as /ɑ: / appear in the first Test and in Test Three but frequent in Test One. Finally, it is noticeable that pronunciation due to epenthesis which consists of the diphthong /aɪ/ is realized as /ajɪ / does not occur in the second test.

There were less errors in the third test copmparatively to other test. In fact the use of this test was to show how a diphthong / aɪ / is phonetically pronounced by some pupils. What is more, this test was intended to test the phonetic rendition of the interdentals. In this test, errors due to epenthesis occurred at a high rate. Also, the mispronunciation of the sound /I/ as /ajɪ / occurred but not as frequent as the errors due to epenthesis; or the use of the possessive "my" which is pronounced by some

learners as /majɪ/. In addition, the voiced interdental fricative /ð/ is more present in this task than its counterpart voiceless interdental /θ/.

IV. 4. 3. Explanation of Errors

The kinds of errors which have been the focus of this work can be explained according to three processes claimed in Torone (1978) which are: negative transfer, approximation and overgeneralization.

IV.4.3.1. Errors due to Negative Transfer

Chart 13: Errors due to Negative Transfer Evaluated in Percentages

Errors due to Negative Transfer from French		**Errors due to Negative Transfer from Kirundi**
/ɪm/ /ɪn/ as /ɛ̃/for examples: *influence, implication*	Pure French Pronunciation	/aɪ/ as / ajɪ/ for example *my*

The figures mentioned in this table represent only the rate of learner's mispronunciation. If we take the example of the error "/ɪn/, /ɪm/ as /[ɛ̃]/, we see that the rate is 22.8%.

This means that only 22.8% of the learners make the error. 77.2% of the learners pronounced the word correctly. This mispronunciation is caused by two different causes. Firstly, mispronunciation is caused by language transfer from French and secondly it is caused by language transfer from Kirundi.

In the Test One, for example, learners mispronounce words like "something" and "reading"as /sʌmfɪŋɪ/, and /rɪdɪŋɪ/. Words ending in –ING form are always rendered in the same way. The above mentioned words are the fewest among other errors which can help explain the role of epenthesis in the acquisition of English phonology by some Burundian learners.

IV. 4. 3.2. Errors Due to Approximation

Chart 14: Errors Due to Approximation Evaluated in Percentages

Task	**/ð/ *as* [d, v]**	**/θ/ *as* [f, t]**	**/æ/ *as* [*a*, *e*]**
	Percentage of Pronunciation Error Occurrence	Percentage of Pronunciation Error Occurrence	Percentage of Pronunciation Error Occurrence
Reading text	56.1	54.3	63.6
Word list	36.7	46.4	32.1
Interview	57.8	52	75.4

This group is constituted by two consonant sounds /ð/ and /θ/and one vowel sound /æ /. The sound / ð / has been produced by many learners either as a voiced dental stop /d/ or as a voiced labiodental fricative /v/ or again a dental approximation of the English sound /ð/ and is produced as [d]. When a learner produces such a pronunciation error, he / she does so because he / she is attempting to produce the target sound but fails to do it. Therefore, he / she mispronounces the sound. As an illustration, one may give the word''leather'' which is pronounced by some learners as /ledə/or the word "rather" which is pronounced as /rædə/ or again the word "Weather" which is mispronounced as/wevə/. The same case

occurs with the sound /θ/ which has been produced by learners as the voiceless labiodental fricative /f/, for examples the word "think" was mispronounced by learners as /fɪŋk/ or the word "through" is also mispronounced as / fru/ as a result of simplication.

Indeed, leaners make approximation in order to make simple the pronunciation. All the above mentioned errors related to the interdentals can be explained as a result of the learner's strategies of errors. Learners incorporate the phonological rules already learned in previous languages in order to produce the target language sound.

Finally, the vowel sound /æ/ is phonetically pronounced by some learners as /a/ or / *e*/. This kind of error is also a result of approximation. It would be a great mistake if one limits oneself on the approximation cause. In fact, it is good to indicate that in Kirundi language there is no intermediate vowel sound between /a/ and /e/. So it is normal for a Burundian learner of English to be tempted to produce /a/ or /e/ instead of /æ/. Therefore, one can say that the wrong pronunciation of /æ/ is a product of an interaction of approximation and negative transfer from Kirundi.

IV.4.3.3. Errors due to Overgeneralization

Chart 15: Errors due to Overgeneralization evaluated in percentages

Test	Kinds of Errors	
	/e/ as /ɪ/	/ɪ/ as /aɪ/
	Percentage of Error Occurrence	Percentage of Error Occurrence
Reading text	5.2	1.7
Word list	16.0	19.6
Interview	12.2	8.7

These pronunciation errors have been produced with the words *"weather", "Weathering", "leather", "whither" and "withering"*. These errors proved to be interesting to this study after a long observation of their occurrence during the data collection and analysis. These words have been meant to test the problem of interdentals. That is how it was discovered that a lot of pupils mispronounced the sound /e/ in *"weather", "weathering" and "leather"* as /i:/ and the sound /I/ in "Wither" was produced by the relatively significant number of subjects as /aI/. Such errors are said to be the consequence of overgeneralization because the spelling "ea" is most of the time phonetically realized as /i:/ in words like *"appeal", "steal", "reveal" and "retreat"* and many more. The same case goes for the spelling "I" which in many words is pronounced /ajɪ/ like in the following examples. *"nice", "slice", "rice", "wise" and "mice"*.

IV. 4.4. Evaluation of Errors

The evaluation of errors can be then made through a table form which is somehow a summary of the three tables presented in percentages. If one looks at the figures mentioned for the three tests, one can assert that there is a great need for improvement in the teaching of interdentals. It is clear that the rate of pronunciation error occurrence is frequent in the first two tests – the interdental prove to be a headache for Burundian learners of English. The rate of the mispronunciation of /θ/ is lower compared to the difficulties learners have when pronouncing the sound /ð/. The learners tend to simplify the sound. There is also room for improvement in the teaching of cognate forms. As one can observe, the rate of error occurrence among the words having the sounds /ɪm/ and / ɪn/ is 22% in the first, whereas it is 25.4% in the second test. The pronunciation of the words ending in consonant form has proved to be a real problem for Burundian pupils. This error has the same rate, if one considers the average of the three tests slightly above 56%.

Chart 16: Summary of the Three Charts in Percentages

	Kinds of Errors									
Tests	/ɪm/ /ɪn/ as /ɛ̃/	/ð/ as / d, v/	/θ/ as /f, t/	/æ/ as /a, e/	/ɪŋ/ as /ɪŋɪ/	/aɪ/ as /aji/	/e/ as /i:/	/ɪ/ as /aɪ/	Pure French Pronun-ciation	/ɔ: / as /a:/
Reading test	22.8%	56.1%	54.3%	63,6%	58,9%	28%	5.8%	1.7%	5.4%	2%
Word list	25.4%	35.7%	46.4%	52.1%	60%	20%	16.0%	19.6%	16%	0%
Interview	16.2%	57.8%	52%	15.4%	56.9%	31.5%	12.2%	8.7%	3.5%	2%

IV.4.5. Prevention and Correction of Errors

In language learning, some kinds of mispronunciations indicate learning activity taking place in learners'mind. In fact, learners try to create a language for themselves. Errors are therefore inevitable in every learning process. Although those errors related to mispronunciation are inevitable, a teacher of language should not surrender in such a situation.

If one tries a link between errors mentioned so far in the data analysis and the different suggestions for pronunciation correction (see chapter two section of Prevention and Correction of Errors), it appears any approach may be applied to the situation of Burundi. However, the problem related to instruments may arise. Then, it is wise to suggest in the meantime using more exposure and reteaching technique to overcome some of the errors. For example, a teacher has to give learners pronunciation exercises and help them practise listening to English speakers on the radio.

Departing from Chomskyian theory of learning when he says that language is behaviour and also a complex system of set rules which are internalized to enable speakers to use those rules to communicate, the question such as, first, "Do Kirundi and French speech sounds have an impact on English Phonemes?" was answered because English proved to have some speech sounds which are not there in the learners'L_1 and L_2 . By implication, Burundian learners who have internalized Kirundi rules first, French rules second and who are now trying to internalize English ones, communicate much easier in Kirundi than in French and much easier than in English. This agrees, by implication, with the hypothesis put as follows:

"The English language has some speech sounds that are not there either in Kirundi and French speech sounds."

The second question of the study, "To what extent are some Kirundi and French speech sounds different from the English speech sounds?" was answered. The hypothesis which was formulated as "The differences that exist between Kirundi and French phonemes which influence the pronunciation of English words by Burundian learners" was confirmed by the findings. The second question: "To what extent are some Kirundi and French speech sounds different from English speech sounds?" was answered from the findings. In fact, the hypothesis showed that the differences that exist between Kirundi and French phonemes influence the pronunciation of English words by Burundian learners. Learners transferred L_1 and L_2 sounds into English. The third and last question was: "What are the characteristics of Burundian learners' pronunciation?" the findings showed that the Burundian learners of English pronunciation are characterized by: negative transfer, approximation, overgeneralization which unquestionably agreed with the hypothesis.

To conclude, this chapter deals first with the presentation of data (a chart checklist of pronunciation by the 2nd Arts form learners). Second it deals with the analysis of data where wrong pronunciation is coded as + and good pronunciation coded as —. Finally it deals with the discussion of findings which are concerned with the identification of errors, the explanation of errors description of errors, the evaluation of errors and the correction of errors.

CHAPTER V: GENERAL CONCLUSION AND RECOMMENDATIONS

V.1. General Conclusion

From the beginning, pronunciation has been the focus of this study. It only focuses on ten kinds of errors. Furthermore, it would be good to notice errors made by learners due to language transfer because of the subject matter which is under study. It has been shown in the findings, after data analysis, that Burundian pupils are more influenced, in their pronunciation, by the French and Kirundi sound systems.

This observation therefore confirms the assumptions made by other scholars like Odlin (1989) that the existence of cognate forms may induce learners to establish correspondence between sounds that are phonetically different and that the degree of translatability between L_1 and L_2 may be the source of errors due to negative transfer. Indeed, these assumptions have proved true because errors due to transfer from French have a wide range of occurrence. However, influence from Kirundi cannot be neglected. For a Burundian learner, pronunciation error has its importance and significance. In addition to errors due to language transfer, it has been demonstrated that there are errors due to approximation and overgeneralization. Among errors due to approximation, it has been shown that there are errors caused by the influence from Kirundi. Yet, the influence from French has proved to be more important because the pupils have simply to make the rules of their own. Learners transfer some French sounds into English.

This situation supports some scholars like Barton (1976, 1978), Lado and Yoshida (1982)'s assumption that the knowledge of vocabulary can influence the perception

of the L_2 sounds. Indeed, it has been seen during the data analysis that the words which have French spelling were at times mispronounced. After the analysis of ten kinds of errors in pronunciation, it has been observed that some errors are more important than others. That is how it has come out that the interdentals /ðθ/ are really a particular difficulty for Burundian learners of English. It has also been discovered that English words which had false friends in French have caused much difficulty to the pupils. Other errors cannot be neglected because, as I said earlier, every error is important and significant. So, they deserve due attention and care. That is why the last section of the findings chapter is reserved for some suggestion put forward by some scholars in order to prevent or correct errors have tried to make a link between these suggestions and the errors studied and then propose what is applicable to the teaching of English in Burundi.

This work is divided into five chapters. The first chapter is entitled "General Introduction" is concerned with the background and the statement of the problem. It also includes the aims and the importance of the study, the motivation, the scope and delimitation of the topic. The second chapter is a review of theories and views about the native languages (NL) phonology Pronunciation challenges Analysis. The methodology chapter deals with the justification of the choice of the subjects, the questionnaire, the data collection procedure, the data analysis. The fourth chapter gives the findings of the research. And the last chapter provides conclusions and recommendations.

V.2. Recommendations

Considering the fact that the English language is taught and learnt as a FL in Burundi which, by implication, means that it is influenced by L_1 and L_2 – Kirundi and French; Considering the fact that Engish language phonology has little to do with L_1 phonology and L_2 phonology due to the fact that they do not belong to the same family, which is a reason for mispronunciation of English language words by Burundians learners. Considering that most Burundian learners of English undoubtedly run the risk of being unintelligible, the researcher formulated the following recommendations:

1. To the Teachers:

Teachers of English should take into account Hill (1967:77)'s advice when he says "It is impossible for a teacher to teach a better pronunciation than his own: What a conscientious teacher can do is to learn to speak with a pronunciation that is internationally intelligible and then teach his student to do the same." To be successful, each teacher should have his/her own dictionary especially the dictionary that provides the learner with the phonetic transcription. In addition, before he sets off to teach, he should make sure he is able to pronounce correctly new words that are in his lessons. He should also ask learners to imitate him/her when pronouncing words and tell them that if pronunciation is not mastered, the speaker runs the risk of being unintelligible.

To help their learners, teachers should get their learners used to the good pronunciation of English by giving them homeworks related to spoken language – about pronunciation of English. To do this, they need to use topics to create a debate. For example, one topic a week, the discussion of the topic would group

learners from the same neigbourhood and the following week during the first lesson, the teacher should call one group of students or two to come to discuss their topic and the aim is to check whether the homework is done in order to correct possible pronunciation errors. For the diversity of English pronunciation across the world, English teachers are asked to advise their learners to speak the Non Regional pronunciation (NRP) in order to communicate easily and effectively.

2. To Students:

Students should understand that they have taken up a language that has little to do with their L1 and L2 and make efforts to learn the English sound system. They should go by the advice from their teachers in terms of pronunciation Students should expose, from time to time their weak points. They should also speak their mind about the difficulties they encounter and be patient because it is sometimes not easy to learn the speech sounds of a language which has little to do with their own.

3. To Course Designers:

The B.E.P.E.S (Bureau d'Etudes et Programmes de l'Enseignement Secondaire), which can be translated in English as 'High Schoool Training Programme and Studies office' should collaborate with the government so as to revise the English teaching programmes in place, in order to design adequate pronunciation programmes to be taught in classrooms, instead of the occasional pronunciation exercises which are done without any referential pronunciation element taught previously. In addition, the new programme should include the teaching of phonetics and phonology in secondary schools because it has been experienced that it can help a lot in learners' pronunciation of English at the phonological level.

There should also be an initiative to equip classrooms with plugs, where it is possible, and radios which can enable students to listen to native English speakers' pronunciation using tapes. Where plugs are not possible because of luck electricity,it would be better to afford a radio which functions using batteries. The government should think about setting up language laboratories in different secondary schools.

4. To Future Researchers:

Given that most of the difficulties learners experience in learning English lie in vowel speech sounds, my invitation for future researchers is that of acquisition of English speech sounds: a, e, i, o, u in all their aspects. So it may be interesting to do research in testing the phonetic rendition of English vowels by Burundian learners. My further invitation for further research in the field of pronunciation especially the study of intonation for further research in intonation patterns. In fact, during my data collection, I have observed so many errors related to intonation patterns.However, since it was not my point of focus,I did not deal with them. It was proved that Burundian learners use Kirundi intonation patterns of an English word.

BIBLIOGRAPHY

1. Published Works

Bollinger, D. (1975). *Aspects of Language* (2nd ed).Harvard: Harvard University Press.

Brooks (1964); *Didactic Procedures.*in Els,*ed.* London: Edward Arnold (Publishers) Ltd..

Brown, G. (1977). *Listering to Spoken English.* London: Longman.

Corder, S. Pit (1982). *Error Analysis and Interlanguage.*Oxford: Oxford University Press.

Els, Theo Van, et al. (1984). *Applied Linguistics and the Learning and Teaching of Foreign Language*, ed. London: Edouard Arnold (Publisher) Ltd.

Goodman, Kenneth, S. (1971). "Psycholinguistic Universals in the Reading Process" in *The Psychology of Second Language Learning*, ed. by Pimsleur P and Quinn, T., Cambridge: Cambridge Universtity Press.

Grimes, Joseph E. (1969), *Phonological Analysis*. Part one, Sumer Institute of Linguistic, Inc, Santa Ana, 1st edition Guatemala.

Hermann (1880). *Sound change*-Linguistics. University of California, Berkeley.

Hill, L.A. (1967), *Selected Articles on the Teaching of English as a Foreign Language.* Oxford: Oxford University Press.

Krashen, S.D.(1981). *Second Language Acquisition and Second Language Learning.* Oxford: Oxford Pergamon Press 3.

Ladefoged, P. (1985). *A Course in Phonetics.* New York: Harcourt.

Lass, R.(1984). Phonology. *An Introduction to Basic Concept.*Cambridge: Cambridge Universtity Press.

McCarthy.(1978). *The Teaching of Pronunciation.* Cambridge: Cambridge University Press.

Nida, E.A. (1971). "Sociopsycholinguistical problems in language mastry and retention" in *the Psychology of Second Language Learning*, ed. by Pimsleur P and Quinn, T., Combridge: Combridge Universtity Press.

Norrish, J. (1987). *Language Learners and their Errors*, Hong Kong: Macmillan Publishers Ltd.

Norrish, J. (1987). *Language Learners and their Errors*, Hong Kong: Macmillan Publishers Ltd.

Norrish, J. (1987). *Language Learners and their Errors*, Hong Kong: Macmillan Publishers Ltd.

Norrish, J.(1987). *Language Learners and their Errors*, Hong Kong: Macmillan Publishers Ltd.

Odlin, T. (1989). *Language Transfer*, Cambridge: Cambridge Universtity Press.

Oller, Jr John W. (1971) "Language communication and second language Learning" in *The Psychology of Second Language Learning*, ed. by Pimsleur P and Quinn, T., Cambridge: Cambridge Universtity press.

Quinn, T. (1989). *Language Transfer*, Combridge: Cambridge Universtity Press.

Roach, P.(1983). *English Phonetics and Phonology.* Cambridge: Cambridge University Press.

Tarone, E.E.(1989) "The Phonology of Interlanguage" in IOUP, G an Weinberger S.H; ed, *Interlanguage Phonology*, Massachusetts: Newbury House Publishers.

Theo Van, et al. (1984), *Applied Linguistics and the Learning and Teaching of Foreign Languages, ed.* London: Edward Arnold (Publishers) Ltd.

Troubetzakoy, N.S.(1949). *Principes de Phonologie*. Paris: Librairie C. Klinncsieck University Press.

2. Unpublished work

Kayonde,O.(1998). "Teaching Pronunciation to Beginners : Errors Made by Fifth Form Pupils in Some Secondary Shools. B.A Thesis; University of Burundi".

Ntahokaja, J.B.(1994). «Grammaire structurale du Kirundi » Buja: Université du Burundi.

Rémy, N. (1994). "An Analysis of Pronunciation Errors." B.A Thesis; University of Burundi.

3. Dictionaries

Dictionnaire de français Larousse

Oxford Advinced Learner's Dictionary 7th edition

4. Internet Sources

Beebe (1980, 1983). Second Language Pronunciation Learning and Teaching *https://www.Cambridge .org, core, article.*

Chomsky (1959)'s Pronunciation Teaching *web.ntpu.ed.tw workshop, method.*

Carrol (1958) : Teachers of English to Speakers of Other Languages, Inc.LPP *Lpp.in2p3.fr, pmb, opac-css-doc-num.*

Dickerson (1975): Normative Study of British English Speaking. *https://www.researchgate.net, publication*

Jacobson (1941,1968): Phonological Development in Enfancy.University of York *https://york.ac.uk.publication*

Johasson (1973).Pronunciation Instruction and Syllabic Patterns Discrimination. *https://www.research* gate.net, publication

Lado (1957).The Native Language Influence on the Production of English Sounds by Japanese.- The Reading Matrix *www. Readingmatrix, article*

Mowrer N.(1952): Phonological Development.Babbling Drift Drifts. *https://www.coursehero.com* file pdllf

Newmark (1966). Linguistics and Second Language Acquisition Teaching. *www. ajol.info, spl, article, download*

Schmidt (1977).Models of Second Language Acquisition. *https://www. routledgehandbooks.com*

Scovel (1976) .English Pronunciation .*www.Learningtopronounceenglish.*

Sekiya (1984). English Pronunciation .

Selinker (1969) Acquiring Linguistic Items of L_2-Academy Publication.

Skinner (1957).Pronunciation Study. *Ad Study.webcrawler.com. www. academypublication.com, vol 03*

Taylor (1975). Studying Pronunciation. *www.wow.com/Studying + pronunciation*

Winitz (1969): Anglophone Pronunciation of Foreign Languages. *https:// en.m.wikipedia.org, wiki*

APPENDICES

Appendix A. Letter addressed to the teacher

University of Burundi

Le 12/9/2012

Faculty of Arts and Social Sciences
Department of English Language and Literature

Dear teacher,

I am addressing the following questionnaire in order to request you to make a help for contribution to writing of a thesis about **AN ANALYSIS OF PRONUNCIATION BY BURUNDIAN LEARNERS OF ENGLISH.**

I will be thankful if you answer this questionnaire as honestly as possible.

Yours

Venant Misago

APPENDIX B: Students's Tests

Test I: Reading Passage: Papa and I

This formed only part of day's portion because there were many things that happened that you didn't see. No, my son, there must be a hope! It must exist! Even all this only denies Him, He must exist! Papa stopped suddenly and forced himself to smile. Then he added, even a poor man has to have something. Even if it is only a hope! Even if it's a false hope.

Test II:

The second was made up of a list of words to be read by learners each in his/her turn. Below is the list of words:

1. Implication
2. Influence
4. Import
5. Information
6. Interference
7. Importance
8. Linguistics
9. Indication
10. Thanking
11. Thinking
12. Thorn
13. Weathering
14. Rather
15. Though
16. Gathering
17. Thought
18. Thrill
19. Doing
20. Wither
21. Leather

Test III:

The third test consists of an Interview. This part is made up of simple questions that I asked pupils. I tried to create a natural state of communication so as to get an informal situation for exchange.

1. What's your name?
2. How old are you?
3. Where were you born?
4. Where do you live now?
5. How do you come to school?
6. What are your hobbies?

Depending on pupil's hobbies, the following questions had to vary.

7. a. If the pupil's liked reading I asked him who his favorite writer is.
   b. If the pupils liked playing, I asked him/her the kind of game he or she liked most and who his/her favorite famous star in that game is.

   c. If the pupil liked politics, I asked him/her what he/she thinks about the changes in Burundi.

   d. If the pupil liked music, I asked him/her what his/her famous singer is.

8. What do you intend to do after secondary school?
9. What choice of department do you think you will make?
10. What is the ambition of your life?

APPENDIX C: Teachers' Questoinnaire

The designed teachers' questionnaire was used to find out information about the research questions already set. The questionnaire consisted of the following questions.

1. Do you teach English pronunciation in your class?

   Yes ☐ No ☐ No answer ☐

2. What are the different pronunciation problems that students have?

   .....

3. What is the place of English pronunciation lessons compared with other English lessons?

   .....

4. To what extent do Kirundi and French pronunciations affect the way learners speak English?

   .....

5. What are some of the problems you as an English teacher encounter while teaching pronunciation?

   .....

6. a. Are the teachers of other subjects concerned with the way students speak English?

   b. Does this have an impact on students' pronunciation of English?

   Yes ☐ No ☐ No answer ☐

7. Do impact of the above situation influence students to make pronunciation errors?

   Yes ☐ No ☐ No answer ☐

8. Do you test students about English Pronunciation?

Yes ☐ No ☐

a) When..... b) How..... c) Why? (Purpose).....

9. What do you do to help them overcome the problem of pronunciation?

.....