UNIVERSITY of RWANDA

COLLEGE OF EDUCATION

EXAMINING THE CONTRIBUTION OF PHONOLOGY TO DEVELOP STUDENTS' PROFICIENCY IN SPEAKING ENGLISH AT SECONDARY SCHOOLS

CASE STUDY OF KAYONZA DISTRICT

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Kigali, July 30, 2024

DECLARATION

I, Albert Nshimiyimana, do hereby; declare that this dissertation is my own work, and no similar work has been previously submitted for the award of any degree at the University of Rwanda or any other university. Where other materials from other sources were used, referencing was duly specified, and the book has been checked through anti-plagiarism system.

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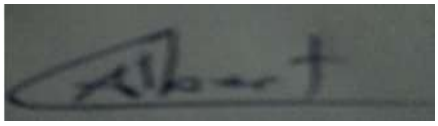
Signature: 

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APPROVAL

We, Dr. Patrick Ujwiga Anguru and Dr. Jean Paul Ngoboka confirm that this research report was carried out by Albert NSHIMIYIMANA under our supervision, and it has been submitted to the School of Education with our approval as the University of Rwanda supervisors.

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Date: July 30, 2024

DEDICATION

To my fiancé, my daughter, both my parents, all siblings: brothers and sisters, my relatives and my friends, I dedicate this research piece.

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May Almighty God bless you all!

ABSTRACT

Various education stakeholders believe that, albeit language is not everything in education, however; without language everything is nothing in education. Indeed, speaking English impeccably requires correct sounds pronunciation for accurate communication. Lack of phonological awareness befalls this communication. The scheme of this research was to assess the level of pronunciation skills of secondary teachers and their students by looking for challenges that hinder them from teaching and learning phonology to set strategies to teach correct pronunciation skills. To reach this, a mixed research design was applied both quantitatively and qualitatively, to pull in data for examination of pronunciation pitfalls causes of four schools in Kayonza district. Thus, one hundred respondents (teachers and students) were purposively sampled from the school population of 8, 943. Observations, questionnaire, and interviews measured the levels of pronunciation of teachers and students. One category of data was quantified and analyzed statistically with SPSS, while qualitative data were dissected thematically to sort out key points related to English sounds articulation. Out of this route, on the whole, results reveal the relationship between pronunciation and speaking skills is statistically significant with a regression mean square of 13.342 and residual mean square is .133; while F is100.048, F value is bigger than F critical value. This suggests a highly positive correlation between variables which is significant with a P-value that levels at $.000^{b}$. Therefore, mispronunciation of vowel sounds and consonant sounds of teachers and students is obvious in the schools surveyed. Based on these findings, henceforth; teachers should overcome their challenges by adopting strategies that substantially spearhead teaching pronunciation skills in English language context. For smooth communication in a classroom, it is imperative for a teacher, and any party involved in the conversation, to correctly articulate English sounds according to the two fundamental laws of pronunciation: the place of articulation versus the manner of articulation in the vocal tract, with theoretically and practically abide by the International Phonetics Association through authentic imitation of standard English sounds. Otherwise, no communication improvement will take place, and thus; students will learn wrong word sounds that ring up un-English in the ears of English natives.

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LIST OF ACRONYMS AND ABBREVIATION

GS: Groupe Scolaire

ES: Ecole Secondaire

i.e: id est

e.g: exempli gratia

SOS: save our souls

SPSS: Statistical Package for the Social Sciences

APA: American Psychological Association

EFL: English as a Foreign Language

L1: first language

MT: Mother Tongue

L2: Second Language

SBM: School Based Mentor

TOEFL: Test of English as a Foreign Language.

CHAPTER 1:

GENERAL INTRODUCTION

This research has focused on contribution of phonology to develop students' proficiency in speaking skills in secondary schools. It has investigated the level of teachers' pronunciation skills and the genesis of mispronunciation. It probed strategies and techniques to improve pronunciation and closes with correlation between pronunciations skills and speaking skills. The chapter guides the reader to understand the topic through background, problem statement, research questions and research objectives. It enlarges the significance of the study and general structure of thesis.

1.1 Background of the Study

Various factors have shaped the evolution of English phonology in education including linguistic research, pedagogical methods, technological advancements, and changes in societal attitudes towards language teaching. Tochon (2013) in their book *Signs and Symbols in Education* argued that, according to history, tradition phonics approach was a cornerstone of English language in shaping pronunciation skills. This approach emphasized teaching students the relationship between letters and sounds, the phonics, typically through explicit instruction and practice. This method dominated English language education in 20th century. In the late 20th c, the whole language approach emphasized the importance of meaning and context in reading instruction rather than focusing solely on phonics. While the phonics disappeared entirely, it took a backseat to other methods in teaching process.

Moreover, (Hall & Hastings, 2017) supported the return to phonics in late 20th and early 21st centuries, which was a resurgence of interest in phonics-based instruction, spurred by research investigations that suggested its effectiveness, particularly, for slow readers and English language learners. This led to the widespread adoption of phonics-based programs in many English-speaking countries which integrated technology in teaching and learning process. The advancement of technology, particularly digital tools and applications, found more resources than ever for teaching phonology by then. Interactive games, online exercises, and speech recognition software were just a few examples of how technology has been integrated into phonics instruction-Multisensory approaches, recognizing that learners have different learning styles and preferences, educators have increasingly embraced multisensory approaches to teaching phonology. These approaches

incorporate auditory, visual, and kinesthetic elements to engage students into learning to reinforce it.

Based on pronunciation issue, there was emphasis on teaching pronunciation as part of English language instruction. This reflects a recognition of the importance of effective communication in a globalized world, where English is often used as a lingua franca. Pramesti & Susanto (2023) emphasized that, research and professional development is another thing that speed up the use of phonology in education. Ongoing research in linguistics and education continue to inform and shape the way phonology is taught in the classroom to enrich effective communication. Thus, professional development opportunities for educators ensure that they stay up-to-dated with the latest research and best practices in teaching phonology.

Kemenade (2018) reported that, English came to Africa primarily through colonialism. European super power country, including the British, French, Portuguese, and others who colonized Africa continent from 15th century and extended up to 20th century. As part of their colonial rule, these powerful countries imposed their languages, cultures, and institutions on indigenous populations. According to History, English came in Africa mainly because of British Colonialism which was the biggest colonial empires in Africa. It covered 17th, 18th, 19th and early 20th centuries. It started in British colonies such as Nigeria, Ghana, Kenya, and South Africa. It influenced these countries to quickly adopt English as the official language for commerce, administration, and education. On the other hand, missionaries brought Christianity from English-speaking nations , and articulated the need of English through hospitals, schools, and churches (Hall & Hastings, 2017). Therefore, Africans leaders were obliged to adopt English as the medium of communication in Church services, offices and schools.

An English teacher told students to put punctuation on sentence states “The woman without her husband is nothing.’’ He asked everyone to punctuate the sentence written. It is a well-known fact that punctuation can change the meaning of sentence. After a while the teacher asked everyone to read out the sentence he wrote. How many sentences do you think the teacher heard from students? The same case about the man who called his boss “Sir’’ with an open mouth and the boss could not recognize that he was the one who was addressed. Mispronunciation provoked the loss of two million of what? since the boss did not recognize that message which concerned him. From March 13, 2023 up to March 20, 2023 in all district of Rwanda, there were training on English proficiency.

Two school-based mentors (SBM) in primary and one school-based mentor (SBM) in secondary were invited to attend the trainings. At Kayonza secondary schools, as there were 80 trainees, there were 80 Englishes. There was a time for group presentation and time for feedback. The events illustrated that teachers excel in language structure, but lack phonological awareness. Among 80 teachers who were interviewed read the word ‘’think.’’ Only 20% managed to read the word accurately. Despite relying on the context, it is hard to understand whether or not the speaker pronounces the word “first” as fast or first. It is against this background that this research sought to investigate teachers’ level of phonological awareness

1.2 Problem Statement

When the Government of Rwanda adopted English language as the Medium of Instruction in 2008, there emerged many mispronunciation issues of words in schools because of the unpreparedness of teachers to teach in this language. Due to phonological unawareness, teachers mispronounced words they encounter in teaching anyhow. Consequently, students in turn take that bad model of mispronunciation and equally blindly imitate their teachers by memorizing words because the teacher pronounced them, and therefore, their pronunciation is correct. Yet, pronunciation laws exist and nobody seem to consider this important linguistic branch. In the same stream of thought, (Anguru, 2014) argued that, linguistic corpus has shown a serious shift and allophonic variants of consonant sounds that totally change the meaning of sentences to nothingness, or to another word, which the speaker does not intend to mean, and listeners do not understand the intended message either.

Teachers and learners of English face challenges of applying the standard pronunciation as native speakers do. Poor awareness of English sounds results in miscommunication as it often occurs with the consonant sounds such as, /θ, /ð/, /r/ and /l/ in the word like *right* and *light* for most Rwandan speakers of English because these sounds are allophones in Kinyarwanda, that is /r/ can be said /l/ and vice versa without changing the meaning of the words because they are in complementary distribution, that is, if the sound /r/ occurs, the sound /l/ does not. However, in English, those are different sounds: change of one for the other will definitely change the meaning of the words, thus; *right* is not *light*. This linguistic fact makes the unaware listener lose the meaning and end up with misunderstanding, thus; no communication established because of only

one incorrect *phoneme /r/ or /l/*. Thus, the wrong position of tongue in the mouth is a great problem in non-native speakers of English.

Mispronunciation is a product of various aspect in linguistic phenomena such as mother tongue interference known as prosodic interference, people's code switching from French to English. Sabih-Ul-Hassan et al. (2023)'s view is that, one's first language influences the utterance of English sounds. This is true because the Mother Tongue (MT) interference has a significant effect on pronunciation of second language. Mispronunciation is also caused by displacement of people from different areas with their creoles and pidgins in relation with English language. These creoles and pidgins are kinds of Englishes, the mixture of vernaculars and the Target Language (TL), that is English.

The insufficient skills to display correct pronunciation breaks communication channel between interlocutors, and, as a result this affects children long-life learning. It has negative impacts on those who looks for scholarship to study abroad while passing Test of English as a Foreign Language (TOEFL) or British council test. They lose study abroad grants because of poor quality of pronunciation. As Rosa (2018) has equally argued that, pronunciation is the most important skill that English language students have to master. This makes them communicate efficiently and effectively in social environments such as, classroom, discussion forum, and any other situation that exposes them to speaking English.

Psychologically, people understand when their internalized pronunciation aligns with the external pronunciation as perceived by their hearing cortex. During teaching process when teacher was reading a text for comprehension entitled "air in forest" the students understood *the hair on man's head*. They carefully follow to link the context and the tittle of the story, but the story ended up without leaving any message and content at all. For example, in one secondary school, a teacher pronounced the article 'the' as /z/ instead of /ðə/. The teacher taught two hours mispronouncing that word. The question is, "Did the message reach the students?" Some teachers, especially those who do not teach English, believe that there is no need for accurate pronunciation of words. That is why they pronounce words the way their former teachers taught them too. In case they find a new word, they fail in correctly producing these word sounds because they do not know the sounds

in the word, or they may know the written sound symbols from dictionaries, but fail in their correct pronunciation.

The present study sought to examine the contribution of phonology to develop students' English proficiency in speaking skills in Rwandan schools. In Kayonza schools, students of the same school speak similar English, with the same errors in English sounds pronunciation. This is social learning theory of Bandura, which stipulates that, learners' imitation of English role models are their teachers. The accurate pronunciation of teachers in teaching process enables learners to cope with learning by gaining correct and accurate pronunciation of English sounds too, and positive interaction in society because society is the product of education. This research piece has investigated the pronunciation level of teachers and students to set strategies that overcome mispronunciation of English sounds to close the gap in this research area where nobody has so far and deeply tackled the issue. English sounds pronunciation guides the reader of this research piece.

1.3 Significance of the study

The Research on how phonology affects pronunciation of English language competency has important significant in linguistic education. Comprehending the process of language acquisition, whereby; the study of language sounds, or phonology, is essential to language teaching and learning process. Examining how phonology affects English competency can shed light on how language learners pick up language skills, particularly with regard to producing and understanding English sounds correctly. Thus, understanding how phonology affects students' English competence can help educators create curricula and instructional strategies. With this information in mind, educators may create more efficient plans for teaching phonics, listening comprehension, and pronunciation, which enhance students' general English language proficiency. Speaking and listening are two communication skills that are directly impacted by phonological proficiency. Teachers and students can concentrate on pronunciation accuracy, which improves communication efficiency, in situations where English is used as a second or foreign language. Therefore, research in phonology affects students' English competency for the knowledge of language learning, communication, and cultural fusion, let alone bearing instructional strategies.

1.4 Research objectives

The research structured two types of objectives namely: General objective and Specific objectives.

1.4.1 General Objectives

This research aimed at upgrading teachers' competencies in teaching English as the medium of instruction to enhance their skills in correct pronunciation for a better communication.

1.4.2 Specific objective of the Study

At the end of this research, the researcher was be able:

1. To identify the level of pronunciation skills of English language teachers in secondary schools.

2. To investigate the challenges that hinder English language teachers from pronouncing English words accurately.

3. To set the strategies that enhance pronunciation skills of English language teachers in secondary schools.

4. To examine the relationship between pronunciation of words and speaking English.

1.5 The Research Questions

The research was guided by these questions:

1. What is the level of pronunciation skills of English teachers in Rwandan schools?

2. What are the challenges that hinder teachers from pronouncing English words accurately**?**

3. What strategies should be adopted to enhance pronunciation skills in Rwandan schools?

4. What is the relationship between pronunciation skills and English proficiency?

1.6 Hypothesis of the study

The study demonstrated two hypotheses mainly:

H0: Teachers do not pronounce English sounds well.

H1: Teachers pronounce English sounds well.

1.8 Study Limitation, Delimitation and Assumptions

The first set of restrictions relates to the study's limits. These include things like the sample size's possible limitations, which can limit how far the results can be applied if the participant pool is not diverse. Time constraints, which are prevalent in research, have an impact on a number of factors including data collection, processing, and interpretation. As a result, the study's depth and comprehensiveness may be compromised. Furthermore, the study's quality and scope may be constrained by resource limitations, such as inadequate money for research and restricted access to technology. Additionally, given that, language competency may have an impact on phonological skills; participant variances in English language proficiency may create constraints. This research merely project was constrained in terms of time, geography, and subject topic, which is theme. Therefore, the scope enlarges each area lenses whereby scope in space enlarged that since the study is in relation of linguistic branch for researcher and graduates from the University of Rwanda, special attention falls on examining how pronunciation affected English status in Rwandan. Inductive reasoning oriented the focus on Kayonza district G.S. Mukarange Catholic and G.S. E S Nyamirama as public schools and new life Christian Academy and SOS Nyamirama all located. Since this study is in field of linguistics for the researchers and graduates from the University of Rwanda, special attention is to examining the contribution of phonology in shaping English proficiency in Rwandan schools. The theme of phonology is considered to equip Rwandans with effective use of English. The studies temporal scope encompasses two years, mainly 2022 and 2023. The reason for selecting this period was that the researcher intended to use primary data that fall within the current specified timeframe.

According to the causality premise, knowing the underlying reasons behind mispronunciation provided insights into students' speaking abilities. Lastly, the study highlighted the importance of teachers' involvement in the research process by assuming that they have valuable potentials to implement strategies for improving students' speaking skills. Consequently, this study addressed research issues about the importance of phonology to students' proficiency in speaking abilities, even though it recognizes its limits, delimitations, and underlying assumptions.

1.8 Organization of the Study

The researcher focused on two sectors namely: Mukarange and Nyamirama in Kayonza district. The dissertation described in details particular activities that were carried out as a component of

the research organization. The first chapter enlarged background, problem statement, research objectives and questions, significance, scope of the study and research structure were all covered in details. The second chapter gathered various books, book chapters and article journal that are in relation with pronunciation, phonology and aspects of speaking proficiency. It dug deep into language teaching theories which militate for acquisition of pronunciation skills. Empirical literature experiences here and there were flourished to link this thesis with global researchers. The thesis's third chapter covered the research instrumentation, target population, sample design, validity and reliability of research tools. It illustrated data collection methods, data analysis and their interpretation. The research findings are finally detailed in chapter four. Chapter 5 summarized the research main idea on pronunciation and directs future actions on the topic by offering a research conclusion and suggestions based on the study's findings and missing points to solve the problem investigated.

CHAPTER 2:

REVIEW OF THE RELATED LITERATURE

This chapter track down various ideas of famous scholars who conducted research on the topics related to the contribution of phonology and pronunciation. This chapter critically reviewed books, book chapters and articles that highlight the contribution of phonology and pronunciation to students speaking skills. Theories, empirical review, definition of key terms and conceptual framework on phonological issues have been addressed.

2.1 Definitions of key terms

This part demonstrates the definition of key terms where various idea of different strong scholars were brought to present full information on the terms.

2.1.1 Phonology

Phonology is a branch of linguistics that studies how sounds are systematically arranged in languages and how the mind abstractly represents them (Darcy, 2018). It focuses on the study of speech sounds, or phonemes, and how they express meaning within a certain language system. The study of phonology looks at the patterns and laws that control how phonemes are distributed, combined, and altered in various language contexts.

2.1.2 Phonetics

Phonetic is another branch of linguistics that is closely related to phonology. It focuses on the actual characteristics of speech sounds. Boulware-gooden et al. (2015) defined phonetics as a more empirical and concrete study of articulation, acoustic characteristics, and perception of speech sounds, whereas; phonology is the study of abstract, cognitive elements of sounds within a language system.

2.1.3 Morphology

Morphology is a subfield of linguistics that deals with the structure and formation of words in languages. It examines how words are built from smaller units called morphemes, which are the smallest meaningful units of language (Sariçoban & Kuç, 2010). The study of morphology examines how word segments, or morphemes, combine or stand alone to produce a variety of meanings. For instance, the morpheme cookie becomes cookies when the suffix -s is added. This result in cookies which is the plural form of cookie, the singular.

2.1.4 Pronunciation

Pronunciation refers to the manner in which a person speaks a language, the way a word is pronounced. It is the way in which a word or language is spoken or articulated. It encompasses various aspects of speech production, including sounds, stress, rhythm, intonation, and overall clarity of speech (Carr & Honeybone, 2007). It is the process or outcome of making speech sounds, including intonation, stress, and articulation within the international standard of pronunciation.

2.1.5 Intonation

Intonation refers to the rise and fall of pitch in speech. It conveys information such as sentence type (statement, question, and command), emphasis, and emotional tone. Mastering intonation is crucial for conveying meaning accurately and for effective communication (Setyosari & Cahyono, 2020). The rise and fall of the voice during speech is described by intonation. Falling, rising, and fall-rise intonation are the three basic intonation patterns used in English. The way the voice falls on the last stressed syllable of a phrase or group of syllables is known as falling intonation.

2.1.6 Vowels

Vowels are sounds that are produced in English and many other languages. There are five classic vowel letters in English mainly: A, E, I, O, and U. When Y stands for a vowel sound, it is occasionally also regarded as a vowel. Par example, “myth" or "gym”. (Huruf et al., 2024) stated that, there is no obstruction to the flow of air when it passes from the lungs to the lips. All vowels are voiced and oral, i.e. produced with the vibration of the vocal cords. Vowels are an essential part of spoken languages, and are important for the phonetic organization of words, the syllable. The Cambridge International Dictionary has ordered that, there are 14 vowel sounds not 12 vowel sounds as it was in past decade. Those are: **/ɪ/ /e/ /æ/ /ʌ/ /ʊ//ɒ/ /ə/ /i: / /ɑ: / /ɔ: //ɜ:/ /u: /.**

2.1.7 Consonants

Consonants are speech sounds that are produced in the vocal tract with varying degrees of closure or constriction. They serve as the structural foundation of syllables and greatly enhance speech comprehensibility.

2.1.7 English phoneme

A phoneme is a speech sound. On the phonological level, it is the smallest unit of sound that semantically distinguishes one word from another. On the other hand, a grapheme is the written representation in a letter or cluster of letters of one sound. There are 44 sounds in English, with some variation depending on accent and articulation. The 26 letters of the alphabets represent the 44 English phonemes individually and in combination. Basing on Bizzocchi (2017) suggests that a phoneme is the smallest unit of sound in a language that can distinguish one word from another. In English, phonemes are the distinct sounds that make up words, and altering a phoneme can change the meaning of a word. For example, the phonemes /r/=/l/ for many Rwandan speakers and transfer this linguistic interference to their students.

2.1. 8 Speaking Skills

Speaking is a communication process, which is a primary medium to express ideas and the ability to effectively communicate orally. It is also a medium of interaction with people in sharing ideas and releasing problems. (Torky,2014) defined, speaking as the productive oral skill that produces systematic verbal utterance to convey meaning. For Kürüm (2016), speaking is considered the mostly sought skill for an individual to be accepted as a competent person in a foreign language. These skills encompass a range of abilities that enable a human to convey information, express ideas, and interact with others through spoken language.

2.1.9 English proficiency

English proficiency that indicates the ability to use English in discussions and perform complex tasks. Manuel (2022) suggested that, understanding someone's skill in English is to understand what they mean. A high degree of proficiency indicates the ability to carry on intricate conversations, make use of more advanced language and syntax, and express oneself in a number of ways.

2.1 Theoretical review

2.2.1 Pronunciation Teaching Theory

Pronunciation teaching theory encompasses various approaches and methodologies aimed at effectively teaching pronunciation skills to language learners. Jones (1997) claimed that, there are segmental and supra segmental features which deals with pronunciation teaching often addresses both segmental features (individual sounds) and supra segmental features (stress, intonation, rhythm). Understanding and practicing these elements are crucial for achieving clear and natural-sounding pronunciation.

Kwegyiriba et al. (2022) asserted that, audio-lingual method deals with the method, which emphasizes repetition, imitation, and drilling to develop accurate pronunciation. Learners listen to model pronunciation and then mimic it to reinforce correct sounds and patterns. Communicative Approach: In the communicative approach, pronunciation instruction focuses on facilitating effective communication rather than solely on achieving native-like pronunciation. Learners are encouraged to prefer intelligibility and clarity over achieving perfect pronunciation. Minimal Pair Technique: This technique involves contrasting similar sounds that differ in only one phonetic feature (e.g., /l/ vs. /r/ in English). By practicing minimal pairs, learners can improve their ability to distinguish and produce specific sounds accurately (Kwegyiriba et al., 2022).

As Al Abdely (2021) stated, error analysis in pronunciation teaching theory often involves analyzing learners' pronunciation errors to identify patterns and areas for improvement. Understanding common pronunciation difficulties makes teachers tailor instruction to address learners' specific needs. Naturalistic Approach: This approach emphasizes exposing learners to natural spoken language through authentic materials such as audio recordings, podcasts, and videos. Learners engage with real-life language contexts to develop their pronunciation skills in a meaningful and immersive way. Kwegyiriba et al. (2022), claimed that, visual Feedback Techniques: Visual feedback tools, such as spectrograms and waveform display, provide learners

with visual representations of their pronunciation. This enables learners to identify and correct pronunciation errors more effectively. Integrated Pronunciation Instruction: Integrating pronunciation instruction with other language skills (e.g., speaking, listening, reading, and writing) helps learners connect pronunciation practice with real language use and enhances overall language proficiency. Recognizing that learners may have different pronunciation goals and needs, individualized instruction allows teachers to tailor pronunciation activities and feedback to address each learner's specific challenges and strengths.

According to (Nasim et al.,2022), Technology-Assisted Instruction: Pronunciation teaching theory increasingly incorporates technology-based tools and resources, such as pronunciation apps, speech recognition software, and online platforms, to provide learners with interactive and personalized pronunciation practice opportunities. These theories and approaches contribute to a comprehensive understanding of how to effectively teach pronunciation and help learners develop clear, intelligible, and confident spoken English. Effective pronunciation instruction considers learners' individual needs, learning styles, and language goals while providing opportunities for meaningful practice and feedback (Jones, 1997).

2.2.2 Social learning theory

Social learning theory, pioneered by Albert Bandura, emphasizes the importance of social interactions, observation, and modeling in the learning process. Albert Bandura first brought social learning theory in board in 1961 due to the experience of bobo doll whereby researchers physically and verbally abused a clown-faced inflatable toy in front of preschool-age children; this led the children to later mimic the behavior of the adults by attacking the doll in the same fashion (Hurlimann, 2007). Results revealed that children exposed to aggressive models reproduced considerably more aggressive behaviors resembling that of the models, and that their mean aggression scores were significantly higher than subjects in the nonaggressive and control groups. ‘As children our parents are our role models and we will mimic their behavior in adult life.

By watching a parent behave in a violent manner towards another adult, for example father either verbally or physically abusing mum, then a child may think this is acceptable in adult life. In this study, the children see the adult hit the doll but it is not an adult they know, so maybe the children saw the behavior displayed as fun rather than experiencing violent behavior within the home.According to (Kostromitina & Kang 2021), the theory mainly focused on Modeling Pronunciation where individuals learn by observing others. In language learning, learners can

improve their pronunciation by observing and imitating native speakers or proficient speakers of the target language. Teachers can provide clear models of pronunciation through audio recordings, videos, or live demonstrations, allowing learners to emulate accurate pronunciation. Peer Interaction caver a part in social learning theory by highlighting the role of peer interactions in learning. Learners can benefit from practicing pronunciation in pairs or small groups, where they can receive feedback, support, and encouragement from their peers. Collaborative activities such as pronunciation games, role-plays, and peer assessments create opportunities for learners to learn from each other and refine their pronunciation skill (Carr & Honeybone, 2007).

Teacher of language pays a heed on feedback and Reinforcement. According to (Jha, 2014), this is done to emphasize the importance of feedback in shaping behavior. Teachers can provide constructive feedback on learners' pronunciation errors and offer encouragement and reinforcement when correct pronunciation is demonstrated (Budiman et al., (2023). Positive reinforcement, such as praise or rewards, reinforces desired pronunciation patterns and motivates learners to continue practicing. Modeling Corrective Feedback: In line with social learning theory, teachers can employ corrective feedback techniques that involve modeling correct pronunciation rather than simply pointing out errors. By providing clear examples of correct pronunciation and encouraging learners to imitate these models, teachers facilitate the internalization of accurate pronunciation patterns. Social learning theory acknowledges the influence of cultural factors on learning. In language learning, pronunciation is often influenced by cultural norms and practices. Teachers can integrate cultural elements into pronunciation instruction by exposing learners to authentic materials such as songs, poems, and dialogues, which reflect the natural rhythm, intonation, and pronunciation patterns of the target language community. Promoting observation, imitation, peer interaction, feedback, and community engagement among language learners improves pronunciation and builds oral communication confidence (Budiman et al., (2023).

Today imitating people is a habit for those who are willing to acquire language. By this social learning theory, the learners are oriented to interactive activities such: online social tools, personal interaction and community language related activities. For sure, this brings a clear picture of suitable term to fit in certain context, right position in sentence and stress pattern of a word. Accurate pronunciation by English Language Learning is important for communication, and also benefits academic achievement (Chen & Goswami, 2011). Since we are in fourth Industrial revolution, everything requires computers and machine to be performed productively. According to (Chen & Goswami, 2011), the cooperative learning (CL) model incorporates five essential

elements: positive interdependence; individual accountability; face-to-face promoted interaction; social skills; and group processing. Examples working along with virtual classes that unifies colleagues and learner, you can reduce language learning experience simulations and role-plays.

2.1.3 Constructivism theory and social cognitive theory

The behaviorists headed by the Swiss psychologist called Jean Piaget Piaget (1896-1980). He established constructive theory that is considered like main point to help learners construct knowledge in the environment through experiences. According to this teaching theory, knowledge is uncertain; the learning process of knowledge is also the construction process of knowledge; students are the main body of learning activity and they construct knowledge on their own initiatives. Constructivism is a philosophy of learning that is predicated on the notion that students actively create knowledge by their experiences as opposed to passively taking it in. According to Harasim (2018), There are various reasons why this method can be especially useful when teaching pronunciation whereby Constructivist methods place a strong emphasis on active learning. This is when teaching pronunciation, students actively construct words, sounds, and sentences while getting feedback and gradually improving their pronunciation.

This method of teaching pronunciation often involves contextualized practice, including role-playing or conversation simulations, which give students the opportunity to practice pronunciation in authentic and relevant contexts. Harasim (2018) argues that, Constructivist theory emphasizes the importance of social contact in the learning process. When teaching pronunciation, this implies that students frequently work in groups or pairs, rehearsing dialogues, giving feedback to one another, and picking up tips from their peers. I strongly agree that, the theory to give the reflective thinking among students by asking them to consider how they have learned. When it comes to pronunciation, this could entail learners critically evaluating their pronunciation abilities and identifying areas for growth through peer and self-assessment.

According to (Bada & Olusegun 2015), constructivism believes that, students can learn about and practice the sounds of the target language by participating in exercises that concentrate on particular phonetic features. This is important because immediate feedback is essential for developing proper pronunciation habits, and tools like voice recognition software, pronunciation apps, and audio recordings can offer it. For pronunciation exercises, students can benefit from working in pairs or groups so they can share knowledge. They are able to correct and encourage one another while also imitating each other's pronunciation. (Bada & Olusegun 2015) suggests that, putting students in situations where they must apply particular pronunciation traits in context aids in their internalization of these traits. This helps learners practice intonation and stress in their

requests and queries. Therefore, the environments allow the students to acquire language pronunciation through self –corrections.

2.3 Empirical Review

2.3.1. The Challenges of teaching pronunciation

Teachers may face a variety of difficulties in teaching pronunciation of words to their students who learn English as a second or foreign language. As regard, Sabih-Ul-Hassan et al. (2023) agreed that, among these difficulties are absence of uniform phonetic rules. This means that pronunciation rules in English can be complicated and erratic, and may hinder educators to provide students with precise instructions. The teaching process is made up of more difficulties such as disparity between pronunciation and spelling, the abundance of exceptions and irregularities equally overload these challenges. Reading through Ghounane (2018)'s thought on the issue, different learner's backgrounds make it hard for instructors to teach students who come from a variety of linguistic backgrounds, and who have a unique phonology in their original tongue. This argument demonstrate that a number of students from remote area are similarly affected by their dialects.

Al Abdely (2021) suggested that, the interference of learners' native tongues can affect how they pronounce words in English. This results in accent elements sticking around or make it harder to pick up new phonetic contrasts. No one can deny individual variation of students differ from one another in terms of learning styles, preferences, and pronunciation skills. The typical example in Rwanda is that, students from Northern Province differ from those in Eastern province. (Nangimah, 2020) stated that, absence of explicit instruction on pronunciation instruction may be given less attention in some school settings than other language skills like grammar, reading, and writing. Lack of resources or expertise for teaching pronunciation successfully may cause teachers to prioritize other language skills over the development of precise and clear pronunciation. Indeed, communicative language teaching does not focus on phonological skills but on communication.

The limited opportunity of real English pronunciation models where learners are not living in an English-speaking context may hinder learners to have much opportunity as native speakers (Asikin & Ibrahim (2020). Thus, students could find it difficult to acquire precise pronunciation if they do not regularly interact with native speakers, or real audio materials. Additionally, learners

can overcome pronunciation challenges and gradually improve their proficiency by living in a supportive learning environment that promotes experimentation and self-awareness. Undoubtedly, environment is the root cause of all pronunciation dissimilarities in Rwanda and other countries, which do not interact with English often. On the other hand, there is similitude in mispronunciation of words due to commonness in acquiring wrong English sounds because of linguistic interference of vernaculars in English, the target language which is learned.

2.3.4. The techniques for teaching phonology to enhancing speaking proficiency in English

The acts of learning English are simply acts of learning its basic elements like vocabulary, grammar phonetics and phonology. There are various techniques that lead to good pronunciation such as *Phonetic Alphabet Practice*. The International Phonetic Alphabet (IPA) leads to understanding the precise sounds of English. This makes develop sounds accuracy production while pronouncing them. Being familiar with listening practice requires regular listening to native English speakers, such as podcasts, audiobooks, or watching movies, and TV shows boost up pronunciation skills. Pay a heed to words pronunciation with the aim to mimicking sounds which is best at increasing pronunciation quality. Shadowing is another technique, which involves listening to native speakers and simultaneous repetition of what they say, mimicking their intonation, rhythm, and pronunciation. This technique enhances fluency and accent. Minimal pairs of sounds where practice occurs between similar sounds, which confuse speakers such as /l/ and /r/. This practice of minimal pair exercises train the ear to detect subtle differences. Tongue Twisters practices enhance articulation of sounds and fluency. Mimic difficult phrases many times improves clarity and agility in speech production.

Learners are advised to record and review their records sounds while speaking English sounds. After practice, they may record their weaknesses and strengths in pronunciation. Paying attention to correct model Tutor or Language Partner makes learners follow the native speaker or a fluent English speaker. This provides authentic feedback on one's pronunciation improvement. Thus, using pronunciation applications and websites is the most accurate way to improve one's own pronunciation. Surely, a number of online resources and applications provide exercises, tutorials, and feedback on pronunciation. Mastering word stress and sentences is another technique, which contributes to pronunciation skills. This means to remember where stress is needed and it is not needed remains the key to developing correct pronunciation, thus impeccable near-native accent

at 99% if not 95 %. After fulfilling these techniques discussed, regular practice for correct sounds sustainability is required.

2.2.3 The Relationship between pronunciation and English-Speaking skills

There is a substantial and complex correlation between English language competency and pronunciation. Various relationships between pronunciation and English proficiency such as clarity of communication is paramount in speaking skills. This demonstrates that, the speaker's pronunciation has a big impact on how effectively they are understood. (Gimson, 1980) adopted from (Talebzadeh & Gholami, 2015) supported that, English pronunciation self-concept means self-evaluation of a person's English pronunciation mastery, which is shaped during the time spent for pronunciation learning. It is in this regard, therefore; clear pronunciation facilitates effective communication, while mispronunciation can result in misunderstandings. This is mainly because clear pronunciation improves understanding of what is being heard. (Talebzadeh & Gholami, 2015) suggested that learning the skills and components of English language is dependent on pronunciation. This provokes speaking with confidence that makes pronunciation correct, and strengthens students' comfortability while speaking English, and inspires them to participate in discussions more confidently.

As any language, English is spoken with a variety of accents throughout the world. Even if accents are common and give language more nuance, proper pronunciation is still necessary for efficient communication. Language learning programs frequently include exercises, drills, and feedback mechanisms related to pronunciation in a range of contexts. The Social Interaction is in contexts where people speak English, pronunciation has an impact on social interactions. Pronunciation accuracy can promote constructive interactions, and assist learners in establishing rapport with native speakers.

2.3.10 Relationship between phonetics and phonology

Phonology and phonetics are two closely related branches of linguistics that deal with speech sounds, but they are an approach of studying sounds from different perspectives. Al-Hindawi et al. (2018) defined phonetics as concerned with physical properties of speech sounds. It examines how humans produce sounds in the vocal tract, including the movements of the tongue, lips, vocal cords, and other articulatory organs. Arvaniti (2007) explained that, phonetics analyzes the

acoustic properties of speech sounds, such as, their frequency, amplitude, and duration. In essence, phonetics focuses on the raw data of speech sounds without considering their linguistic function or meaning. Phonetics is sounds realization.

Reading through Arvaniti (2007), phonology is concerned with abstract, mental representation of speech sounds in a particular language. It deals with how sounds function within the sound system of a language, and how they interact with each other to convey meaning. Phonology examines the patterns and rules governing the distribution and organization of sounds in a language, including phonemes, allophones, syllable structure, and phono tactics. Martinez Areta (2016) adds that, it also investigates processes like assimilation, deletion, and insertion that occur in spoken language. On the other hand, Arvaniti (2007) demonstrated that the relationship between phonology and phonetics is intricate and mutually informative such as data source, whereby; phonology relies on data provided by phonetics to understand the physical properties of speech sounds. Phonetics benefits from phonological analysis to understand sounds function in language.

When you look at Al-Hindawi et al. (2018)'s research study, you recognize that phonetics provides raw data that phonology interprets. to derive meaningful linguistic patterns and rules. For example, phonetics might identify various allophones of a phoneme, while phonology explains why these allophones occur in specific contexts. Purwanto (2019) demonstrated that *phonology provides theoretical frameworks for understanding the abstract structure of language sounds, while phonetics offers practical tools and methods for analyzing and measuring speech sounds*. (Martinez, 2016) established that, applications of both phonology and phonetics have practical applications in fields such as speech therapy, language teaching, forensic linguistics, and speech technology. This is why, the word phonetics and phonology are spoken together as if they are collocation. The terms are intertwined because one depends on the other in shaping pronunciation.

2.3.5. The Causes of English mispronunciation of words and phrases

Phonetic discrepancies are one of the many reasons for English words and phrases to be mispronounced. (Toçi, 2020) argued that, English has a large number of sounds that are absent from other languages, thus the speakers of other languages may find it challenging to pronounce certain phonemes. To this end, English has many sounds, which Kinyarwanda does not have. The impact of one's mother tongue onother languages usually borrow phonemes and pronunciation

patterns from English. This makes regional accents to be another cause. There are numerous English-speaking locations in the world and each has its unique pronunciation rules and accents. Rosa (2018) stated that, lack of exposure to immersive environments, and deficiency of exposure to spoken English area may hinder the development of accurate pronunciation. Relating this to context, the speakers who do not have formal education and formal English language training lead to serious problem of mispronunciation.

On mispronunciation Antaris & Omolu (2019) argued that, this can be caused by linguistic evolution where language evolves through time, disparities in pronunciation which is accepted as correct form whereas it is false or incorrect. This may arise from changes throughout time in populations or generations. Word stress and intonation that may change due to different generation of people and location because incorrect intonation or stress placement can lead to mispronunciations. Therefore, (Jones, 1997) decided the best way to comprehend people is to listen to them carefully to improve one's pronunciation by avoiding pronunciation errors they display which could be a wrong model to follow. Many EFL learners experience inhibition and anxiety when they communicate with their peers. Because of inhibition, they lack confidence to pronounce words appropriately.

2.3.6 The Types of pronunciation

There are various types of pronunciation which present unique facet of spoken language and interlinguistic. These include mainly standard pronunciation, which is recognized or distinguished in a way of pronouncing a language, and is frequently connected to well-educated individuals or employed in formal settings like academia, public speaking, and broadcasting. The typical example of pronunciation in English are General American (GA) that is used in the US and Received Pronunciation (RP), which is used in UK.

The production process involves the tongue in a large way, but the lips and jaw posture play a significant role by making the vowel creation process. Different levels of openness correlate to various English tongue heights, including high, mid, and low. The NAE (General American, GA) vowel phonemes are distinguished by length and height in the accompanying chart on page 27.

Geographical factors lead to regional pronunciation variances within a language. They may be regional variations in intonation patterns, phonetic traits, and accents. According to (Pena, 2018), there are regional accents within English, for instance, Scottish, Cockney, and Southern American English. Those areas have their specific ways of pronouncing English sounds which cannot be

understood by everyone from elsewhere. Purwanto (2019) illustrated sociolect pronunciation is about social characteristics including education level, cultural background, and socioeconomic standing have an impact on sociolect pronunciation. This is frequently found in group of people who share the same attributes. It might contain characteristics like youth slang, urban dialects, or business jargon that are specific to certain socioeconomic groups or areas. Pitt et al. (2019) avowed that Ethnolect Pronunciation works along with a broader community, ethnic or cultural groups' linguistic traits which reflect the way that some groups pronounce their language according to their society. Language interaction, immigration, or aspects of cultural identity can give rise to ethnolects.

According to (Jones, 1997), there are merely dialectal pronunciation according to the term it describes the distinctive speech patterns and pronunciation quirks of a particular speaker. Each person has a unique idiolect that is influenced by a variety of elements, including social context, linguistic background, and life events. Jones (1997) suggested that historical pronunciation deals with the way a language was spoken in the past not as in contemporary times. For Purwanto (2019), foreign accent pronunciation comes in where speakers of one language apply their native pronunciation patterns to a language they are learning. Language learners, linguists, and anybody else interested in the complexity of spoken language and linguistic variety need to understand these various forms of pronunciation.

2.3.7 The laws of pronunciation

This are physical mechanisms by which the tongue, lips, and vocal cords in the vocal tract produce speech sounds are the main subject of articulatory phonetics. When students comprehend articulatory phonetics, they can control the movements of their articulators to produce sounds more precisely. Acoustic phonetics studies explain that acoustic properties of speech sounds, including their frequency, amplitude, and duration (Pitt et al., 2019). By analyzing auditory characteristics, linguists are able to differentiate between various spoken language sounds and patterns. Patterns of intonation aligns the tone to describe the changes in pitch, and melody that occur throughout speech. Languages use tonal patterns to convey semantic nuances, such as those found in declarative statements, questions, or emotive tones (Sabih-Ul-Hassan et al., 2023). In many languages, speakers use their mother tongue intonation to meet the statements targets especially, in declarative statement and questions.

According to (Al Abdely, 2021), orthographic representations are written symbols that are used to represent speech sounds in written language. Thus, understanding the difference between spoken and written forms is essential for literacy and communication, even if pronunciation and orthography do not always match up perfectly. A framework for understanding articulation, organization, and interpretation of sounds in language is provided by these laws of pronunciation: the place of articulation, that is, where in the vocal tract does the sound produced occur? The manner of articulation states how does the sound produced occur in the vocal tract? The speaker of English must understand and apply these laws applied to impeccably communicate in spoken language in a clear, accurate, and effective manner.

2.3.8 The Sounds that are difficult in other languages

When you look at language, each language has its specific sound that may exist in this language and not in the target language that is learned. This is illustrated by the fact that a number of sounds in the first language are not equal to those in the target language (second language). A quick glance at French reveals that many English sounds fail the speakers of French in pronouncing because the sounds do not exist in French. According to Hum (2020) who suggested that, the sounds /θ / indicated by (th) is not found in French so, it is difficult for a French speaker to pronounced it. . The voiced dental /ð/ indicated by (th) as in "this" is always challenging to French speakers, mainly, because it is not found in French. There are many vowel sounds in English than in French, these English vowel sounds are: "ee" as in see "oo" in food. Hum (2020) adds that, Rhotic consonants French "r" sound and English "r" are pronounced very differently. Therefore, "r" causes complication for speakers of French.

Comparing English phonemes and Spanish phonemes, English has more consonants than Spanish consonants. Pitt et al. (2019) suggested that, there are fourteen phonemes shared by both languages (Spanish and English). The Spanish cannot pronounce (Voiced and Voiceless) the "th" but “d" or "t" instead. When the lower lip touches the upper teeth in English, it results /v/ whereas Spanish speakers, it makes "b" sound. This means that the sound /v/ is mispronounced by Spanish. On the other hand, Dutch speakers encounter difficulties in English sounds. For Dutch to pronounce Voiced and Voiceless sounds is difficult because they do not have those sounds like Spanish they pronounce “d” or "t" sound. The Dutch cannot differentiate English sound "v" and "w" sounds. English contains a variety of "r" sounds, such as the retroflex approximant [‘] and the alveolar

approximant [′]. Dutch speakers may find it difficult to pronounce these sounds and may replace them with the "r" sound. Dutch speakers cannot produce English ‘l’.

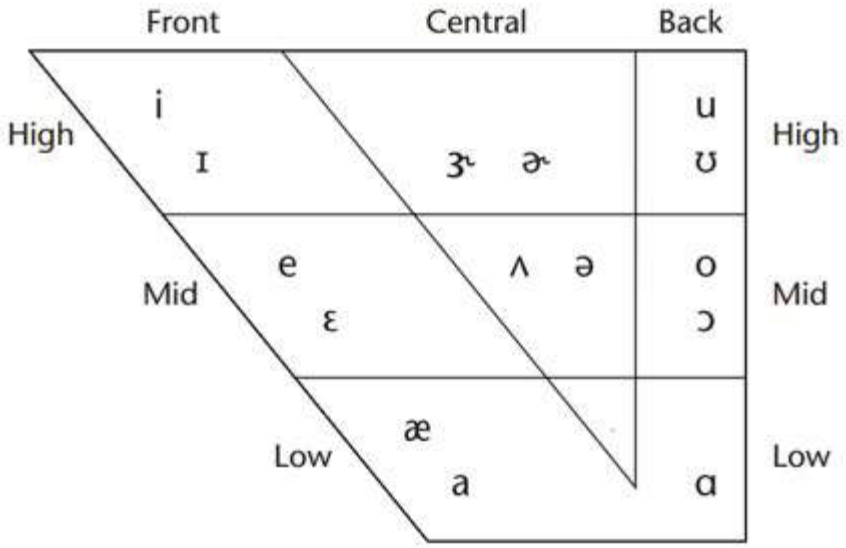
According to (Tochon, 2013), the dental consonant (/θ/ and /ð/), challenges the speakers whose mother tongues do not have them, such as "think" (/ŋk/) and "this" (/ðɪs/). It is difficult to get the hang of placing the tongue between the teeth for /θ/ and the voiced aspect for /ð/. Fricatives /ʃ/, /ʒ/ sounds like /tʃ/ (as in "chop" /tʃɑp/) and /dʒ/ (as in "judge" /dʒʌdʒ/) need to be combined with a stop, which can be difficult to pronounce correctly, particularly for speakers whose original tongues do not have these sounds. The nasals, that is, consonants of the nose (/ŋ/): Although nasal consonants are widespread in many languages, certain learners may find it difficult to produce nasal sounds correctly, such as /ŋ/ (as in "sing" /sɪŋ/). The glottal fricative /h/ in some languages, like English, can be difficult for beginners to master since it needs careful neck breathing control. The process by which airflow is restricted or uttered to form speech sounds, when it exits, the mouth or nose travels through the vocal tract, and leaves the lungs open.

Rwanda like other nations whose English is not their mother tongue have challenges in producing a schwa sound /Ɛ:/ which is pronounced with much difficulties. Anguru (2014) argued Bantu language speakers shift the schwa sound to /a:/. It is spoken in different words like, “first lady” where it is heard /fa:st leidi/ which means “the lady who is fast.” Undoubtedly, the sound /æ/ as well exists in English, but fails speakers of other languages. In general, the consonants sound /r/, /l//,/θ/, and /ð/) are difficult because they are unique sounds in English.

2.3.9 The Position of tongue in the mouth of the English native speaker during vowel sound production

There are various ways to position the tongue in the mouth while articulating the vowel sounds. Some are in the front position others take central position of tongue, while others take position in back of the tongue. The wrong position of tongue in the mouth provokes pronunciation that affect a whole word or phrase. According to (Pitt et al., 2019), the sound quality varies based on tongue and lips as area of being positioned while quantity of sound concerned with the time of when vowel sound is long in production process. However, a vowel sound length depends very much on the environment in which it is located in the word. The diagram in Figure 1 on page 27 hereafter shows the right position of tongue in the mouth of the native English speaker for specific vowel sounds.

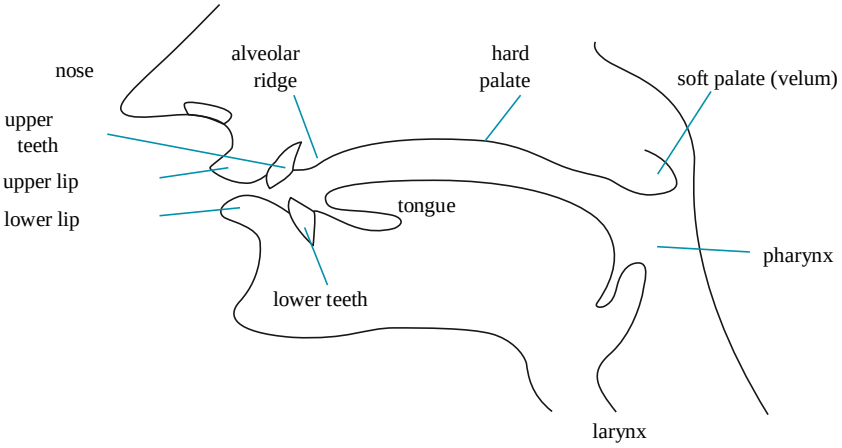
Figure 1: Diagram of Vowel sound



Source: Secondary data, Cambridge international dictionary (P.

When the month of English native speaker produce a vowel sound, the tongue takes a position according to the vowel sound produced. They are separated as follows: / u:/ɪ/ /ɔ/, /ɒ/ /ʌ/, /a:/ front vowel, central, and back vowel sounds are combined. It may take front position with month closed, mid-closed, mid opened or opened. The front vowel sound are I, e, æ, ɛ, a. simply, e and i are front vowel sound. The other sounds manipulate tongue to bend in central of the tongue with semi-closed month. The vowel sound that makes tongue to take central position are ʌ and ə. A more aligned dental arch is achieved by placing the tip of the tongue on the roof of the mouth, which guides tooth growth and alignment. Additionally, by keeping the jaw muscles balanced and relaxed, proper tongue position helps avoid snoring, tongue flipping, and teeth grinding. (Anguru, 2014) emphasized that, it is crucial to know how to pronounce a sound correctly than to only name it, comprehend its fundamental structure, or write down its phonetic or phonemic transcription which many teachers do. However, when they are asked to produce the sound correctly, they fail in doing so.

Figure 2: Diagram of articulation place and manner



Second source: (Pitt et al., 2019)

Reading through Mccrocklin (2012), there are various ways to articulate the consonants such as stops or plosives. Those consonants are articulated noises by totally stopping the airflow and then letting it go again. For example, /p/, /b/, /t/, /d/, /k/, and /g/ are stops. Fricatives are created by turbulence in the vocal tract by restricting airflow via a small channel as in /f/, /v/, /s/, /z/, /ʃ/, and /ʒ/. Affricates terminate with a fricative release and start with a stop closure, that is,/tʃ/ (as in "chair") and /dʒ/ (as in "judge"). To make nasal sounds, drop the soft palate, or velum, which lets air enter the nasal cavity while keeping the oral cavity closed as in /m/, /n/, and /ŋ/. Approximants cause the vocal tract to narrow, but not to the point where turbulence is produced as are in /w/, /j/, and the English "r".

The location in the vocal tract where a consonant sound is made is referred to as the place of articulation. It is one of the main criteria used to categorize consonants. Véliz-Campos (2018) stated that, there are numerous primary articulation places such as, bilabial, brings both lips together to produce a consonant as in /p/, /b/, and /m/. Labiodental imposes lowering lip to touch the upper teeth as in /f/ and /v/. Dental oblige the tongue close to the teeth as in "th" sounds in "thin" (/θ/) and "this" (/ð/). Alveolar, alveolar ridge, the area directly below the top front teeth, /t/, /d/, /s/, and /z/. Palatal are spoken in the middle of the tongue. /ʃ/ (as in "shoe") and /ʒ/ (as in

"measure"). Glottal are in glottis consonants that produced by constriction or closure as in [h], as in hat and [ʔ], as in uh-oh.

2.3 Research gaps

Tremendous studies have been conducted to investigate the mechanism to enrich effective communication via phonology all over the world. The problem of languages variation based on dialects and regional displacement have been illustrated in different research studies. However, integration of phonological awareness in overcoming mispronunciation problem is a solution. The study on technology-Assisted Phonological Instruction would be essential in evaluating the effectiveness of technology-based on the tools and applications (e.g., pronunciation software, mobile apps, and online resources) in facilitating phonological instruction and, thus; improving English language learners' pronunciation skills.

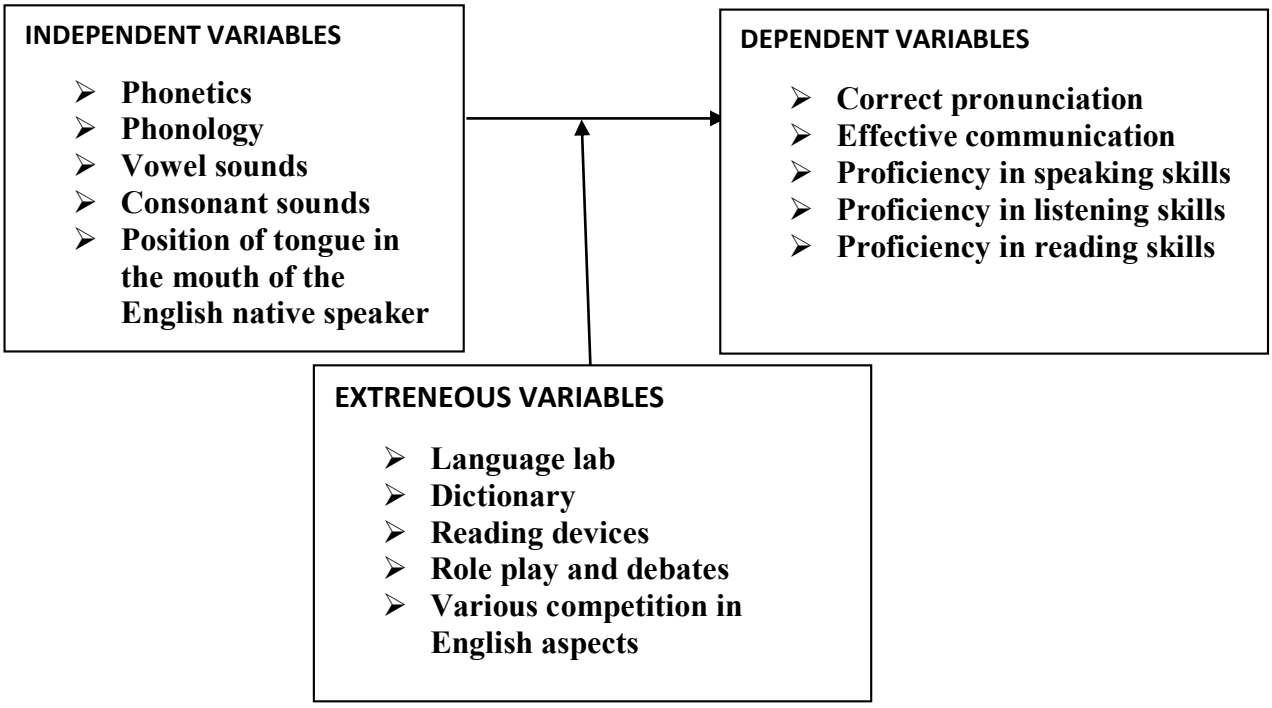
Examining the role of teacher training programs in equipping educators with the knowledge and skills necessary to effectively teach phonology in English language classrooms, including strategies for integrating phonological instruction into existing curricula and addressing learners' diverse needs. Mispronunciation of words in Rwanda is a great barrier to hinder achieving English proficiency and results in undermining speaking skills, reading skills and listening skills as well. The study filled the gap of probing the reason for mispronunciation and its effect for students' speaking English proficiency.

2.4 Conceptual framework

Conceptual framework is important to represent the variables at play in this research study. This chart examines the contribution of phonology to develop students' proficiency in speaking English in Rwandan schools by diagramming parts involved in answering the main research question. This outlines the key components and relationships required in understanding this phenomenon. The current situation is characterized by mispronunciation and poor communication as problems caused by lack of phonological awareness. Dependent variables were proposed as feedback on independent variables which are the missing aspects to have correct pronunciation, thus develop an acceptably sound pronunciation.

The study illustrated independents variables to reinforce dependent variables and extraneous variables to enhance dependent variables as well. All variables indicated phonetics, phonology; vowel sounds consonants sounds and position of tongue in the mouth of the English native speaker. These variables shape correct pronunciation, effective communication, proficiency in speaking skills and reading proficiency. The intervening variables are there to upgrade dependent variables.

Figure 3: Conceptual frameworks



2.5 Summary of the chapter

The second chapter presented the definition of key terms and theories related to contribution phonology to develop students' proficiency in speaking skills. The theory of teaching pronunciation, illustrates the main part of teaching pronunciation and strategies to use while teaching pronunciation.

The second theory is Bandura's social learning theory, which shows how one acquires the pronunciation from interactors. Constructivism and social cognitive theory congregate to display the role of environment in shaping pronunciation. In related literature, the challenge of teaching pronunciation like; absence phonetics rules, time limits for teaching pronunciation, different learners background and prosodic features interference and individual variations. It explains the relationship between pronunciation and English-speaking skills, where scholars illustrated that two the terms (pronunciation and speaking skills) are intertwined to increase the comprehensibility, intelligibility and confidence. Further, the speaker who possesses those skills speaks fluently and

accurately. The research study has brought techniques of teaching phonology for enhancing speaking skills. The causes of mispronunciation of words.

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Tremendous studies were conducted to investigate the mechanism to enrich effective communication via phonology all over the world. The problem of languages variation based on dialects and regional displacement have been illustrated in different researches. However, integration of Phonological awareness in overcoming mispronunciation problem is a solution. The Study on technology-Assisted Phonological Instruction would be essential in evaluating the effectiveness of technology-based on the tools and applications (e.g., pronunciation software, mobile apps, and online resources) in facilitating phonological instruction and improving English language learners' pronunciation skills.

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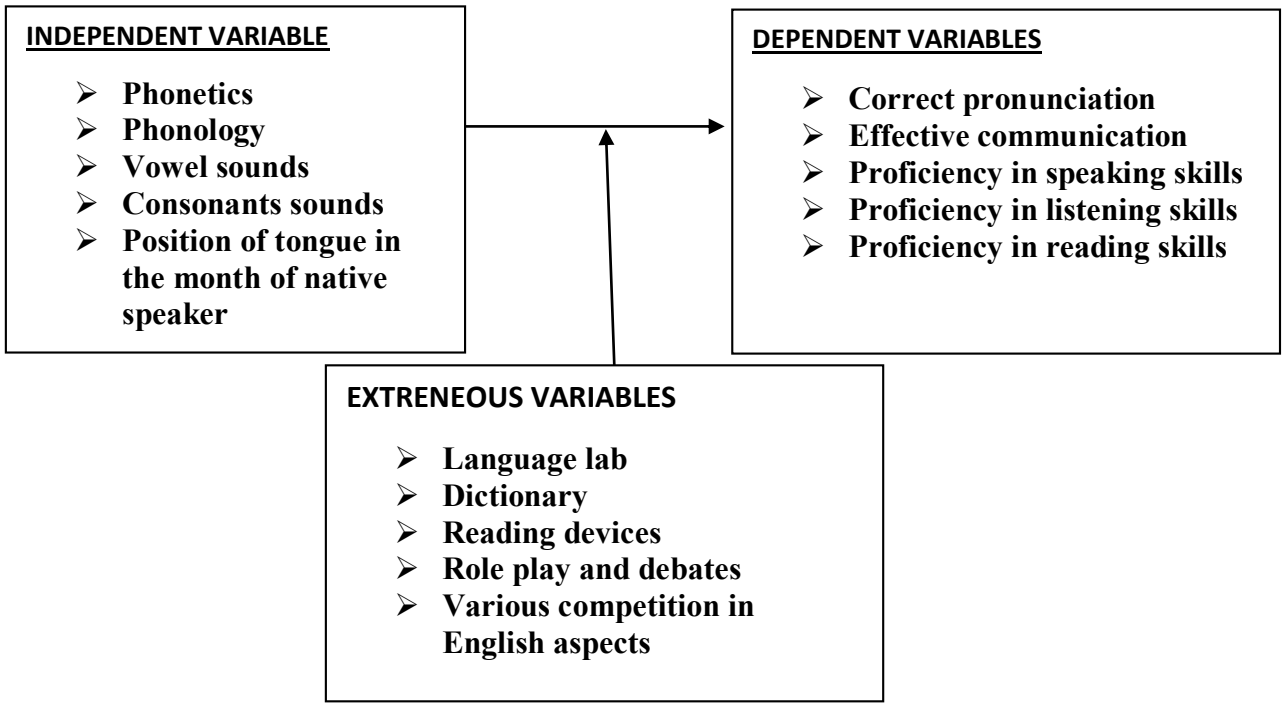
The study illustrated independents variables to reinforce dependent variables and extraneous variables to enhance dependent variables as well. All variables indicated phonetics, phonology; vowel sounds consonants sounds and position of tongue in the month of English native speaker. These variables shape correct pronunciation, effective communication, proficiency in speaking skills and reading proficiency. The intervening variables are there to boost up dependent variables.

Figure 4: Conceptual frameworks



2.5 Summary of the chapter

The second chapter presented the definition of key terms and theories related to contribution phonology to develop students' proficiency in speaking skills. The theory of teaching pronunciation, illustrates the main part of teaching pronunciation and strategies to use while teaching pronunciation.

The second theory is social learning theory by Bandura, which shows how one acquires the pronunciation from the interactors. It undergoes in constructivism and social cognitive theory to display the role of environment in shaping the pronunciation. In related literature, the challenge of teaching pronunciation like: absence phonetics rules, time limits for teaching pronunciation, different learners background and prosodic interference as well as individual variations. It explains the relationship between and English-speaking skills where the scholars illustrated that two terms are intertwined to increase the comprehensibility, intelligibility and confidence. Further, the speaker who possesses those skills speak with fluency and accuracy. The researcher brings the

techniques of teaching phonology for enhancing speaking skills. The causes of mispronunciation of wards and phrase are also detailed in this chapter two. Two main types of pronunciation are General American (GA), which is used in UK and US and Received Pronunciation (RP), which is, used England.

CHAPTER3:

RESEARCH METHODOLOGY

This research study used different methods to meet objectives it has set to examine the contribution of phonology for speaking skills. Thus, the methods to be used in collecting data, the ways of presenting them and means to interpret collected data are clarified in this chapter.

3.1 Research paradigm

With the goal of enabling an investigation of the contribution of phonology to student's proficiency in speaking, the current study adopted the post-positivist research paradigm and combined quantitative and qualitative methods. By addressing both the objective and subjective parts of the research process and utilizing both quantitative and qualitative approaches, the post-positivist approach allowed the researcher to get insights into a phenomenon (Dawadi et al., 2021) as cited in (Cuschieri, 2021).

3.2 Research approaches

The study engaged mixed methods whereby observation, questionnaires and interviews were in forefront to collected data that match objectives of the study. The quantitative data were processed by mean and standard deviation which clarified kurtosis and skewness of the deviation of the data distribution and their correlations. On the other hand, qualitative data presented thematic way.

3.3 Research design

Islamia (2016) stated that, research design can be considered as the structure of research. It is the "Glue" that holds all parts of a research project together. The research rest on this design. For this reason, varied mixed methods, that is, quantitative and qualitative methods were used for gathering data that were analyzed with SPSS. Qualitative data considered data from observations and interviews. The questionnaires and structured interviews were set to investigate the levels of English pronunciation of teachers and students, the challenges, techniques and relationship between English pronunciation and speaking skills. Observation checklist was set to check the availability of intervening variable such as language laboratory, dictionary and reading devices.

3.4 Targeted population

Shukla (2020) stated that, population refers to the set or group of all the units on which the research findings are to be applied. In other words, possesses variable characteristics under study, and for which findings of research can be generalized. Thus, this study examined the contribution of phonology to develop students' proficiency in English speaking skills nationwide. It was carried in Eastern province, Kayonza district and two sectors mainly: Mukarange and Nyamirama. In Mukarange sector, the research took place at New Life Christian Academy and GS Mukarange Catholic. In Nyamirama sector, two selective schools were SOS Nyamirama and E S Nyamirama. Therefore, the targeted population of this study were 8943 with a sample of 100 respondents as it is illustrated in the table hereafter:

Table 1: Population of the study

Table 3. 1 Population of the study

Title t of respondents	**Targeted population**	**Categories**	**Targeted population**	Sample
MUKARANGE SECTOR	New Life Christian Academy	Teachers	41	5
		Learners	1,120	20
	G S MUKARANGE CATHOLIC	Teachers	73	5
		Learners	4638	20
NYAMIRAMA SECTOR	SOS NYAMIRAMA	Teachers	32	5
		Learners	1476	20
	E S NYAMIRAMA	Teachers	21	5
		Learners	1542	20
Total	Data area	Respondents	8943	100

Source: Primary data, 2024

3.5 Sample size

The study presented information related to the target population and the way population was selected. To obtain the best accurate respondents, purposive sampling method was considered and

teachers of English were purposively sampled and students were randomly selected. The chosen respondents were carefully considered according to the kind of information needed and the research problem at hand. Also, structured interviews for teachers and students were conducted to probe the levels of pronunciation difficulty.

To sample participants of this research study, Yamane's (1967) formula was used where (n= N/ (1+N (e) 2))

Therefore,

N=Targeted population

n= sample population

(e)= Margin of error

Now; N = 8943

e = 10% = 0.1, then:

Therefore,

$n = \frac{8943}{1+8943\ (0.1)^2} = 99.9 \approx 100$ respondents

3.6 Data collection instruments

The researcher applied three main tools: observation, questionnaires and interviews. The selection of methods was based on nature and categories of data that could meet objectives of the study. Two types of tools were utilized to gather both quantitative and qualitative data. The instrument number one was the questionnaire for teachers. The questions in the questionnaires tested phonological aspects such as vowel sounds, and consonants sounds and knowledge of the tongue position in the mouth of English native speaker. The questions examined whether or not teachers knew the correct position of tongue in the mouth of a native speaker either front, central or back of the tongue. The questionnaires dug deep into the strategies and techniques the teachers apply while teaching pronunciation. After teachers were asked open questions, the correlation between pronunciation and speaking skill was recorded. Questions required respondents to read sentences, words, vowel sounds and consonant sounds. One open-question was brought to investigate the correlation between pronunciation and speaking skills. Likert scale questions with the addition of

option to confirm the extent of which respondents respond to strategies or techniques e.g: N=Neutral, A=Agree, SA=Strongly Agree, D=Disagree, and SD=Strongly Disagree were this five-point scale. The last tool for data collection was observation where the research observed the values of English language in school, tools necessary to increase English language skills at schools and how teachers and students interacted in schools.

3.6.1 Observation

This took place at the field of case study where the way English is pronounced in the selected schools. It intended to display the activities necessary for enhancing English pronunciation of both students and teachers. It was the right time to look at tools what tools schools possess such as dictionary, reading devices to enhance pronunciation and speaking skills.

3.6.2 Questionnaire

Questionnaires were set to allow the researcher to collect the most complete and accurate data in a logical flow. This was done to reach at reliable conclusions from what the researcher planned to achieve. In this regard, the researcher formulated questionnaires for teachers to assess the level of pronunciation, to identify the strategies, challenges teachers face while teaching phonology and techniques to be used in teaching pronunciation skills in secondary schools.

3.6.3 Interview

Apart from observation and questionnaires, the study shifted to structured interview, which was an important tool in data collection. It involved verbal communication between the researcher and the respondents. Interviews are used in survey designs, exploratory and descriptive studies as (Abawi, 2017) put it. Teachers for this study were given a series of sentences, words, vowel sounds and consonant sounds to read to identify their levels. The interviews imposed multiple questions and open questions to investigate challenges, strategies and techniques to enhance pronunciation skills. Students were interviewed because the researcher wanted to check the effects of teachers' pronunciation on the students' pronunciation.

3.7 Data presentation and analysis techniques

Bruin (2011) suggested that, data analyses is defined as a closely related operation with the purpose of summarizing the collected data and organizing them meaningfully. In short, studying the data to determine inherent facts. As the study used mixed methods: quantitative and qualitative

methods, however; quantitative data dominated qualitative data. Descriptive statistics of mean, standard deviation, skewness and kurtosis were applied in Statistical package for Social Sciences (SPSS) software version 26.0. The quantitative data were presented in tables and analyzed by SPSS to show both mean and standard deviation. It analyzed Kurtosis and Skewness of deviation to weigh the distribution of data and their correlation in the study.

Pearson coefficients was used to link the correlation between independent variables and dependent variables and illustrate the way independents variable impacts on independent variables. ANOVA, which is statistical analysis in this study, was used to test the results from the difference between research results from unrelated samples or groups. It is in this regards that, ANOVA was brought in use to test the results of teachers and students. For qualitative data from observed aspects and interviews presented in discourse and analyzed in thematic according to topics related to the research problem of this study.

3.8 Reliability and validity of data collection instrumentation

Reliability is the measure of how these scores can stay the same when using the same instrument on different occasions, while validity is the measure of how each instrument's individual scores are meaningful and aid the researcher in drawing the correct conclusion on the measured construct (Mohamad et al., 2015). To ensure that the conclusions drawn from this study are valid and pertinent to the subject under investigation, several measures have been taken into account.

3.8.1 Construct validity

Whether the research instrument's item measure the ideas they should assess is known as construct validity. These ideas are what give a study's measurable variables their form. First and foremost, a thorough review of the literature in accordance with the research topic, and related research objectives were conducted before developing the questionnaire items to guarantee that the validity of the instruments is appropriate. It involved a thorough comprehension of the study's constructs and concepts and related variables that were measured.

3.8.2 Content validity

Verifying each test item's contribution to the topic under investigation, and how a test covers all the content in connection to the research objectives are necessary for content validity. Prior to the questionnaire being used in the current study, twelve English teachers, who served as reviewers, scored it to ensure that items on the questionnaires could measure what they were supposed to measure. This was accomplished by figuring out the content validity ratio (CVR) for each of the twenty-two items (22) of the questionnaire. The methods to assess this content validity Lawshe (1975, p. 567)'s formula. It entails gathering opinions on the applicability of each item, and question in the instrument from subject matter experts, who are usually educators or professionals in the topic area. This impartiality contributes to ensuring that, the evaluation fairly portrays the subject matter it is designed to evaluate. Therefore, this formula reads:

$$CVR = \frac{\left(n_e - \frac{N}{2}\right)}{\frac{N}{2}}$$

The content validity ratio (CVR) is expressed by the number of panelists N, and the number of panelists that states that, *a particular questionnaire item is crucial to the study is represented by* ne. The CVR value that was obtained from this study ranged from a minimum of 0.67 to a maximum of 1.00. After computation, the average CVR value reads 0.84. In the table of contents validity ratio values (Lawshe, 1975, p. 568), every result obtained was higher than the 0.56 minimum allowed value. As a result, every question on the questionnaire has been authentically approved.

Table 2: Minimum values of CVR at $\alpha = 0.05$

No of panelists	5	6	7	8	9	10	11	12	13	14	15	20	25	30	35	40
Min CVR	0.99	0.99	0.99	0.75	0.78	0.62	0.59	0.56	0.54	0.51	0.49	0.42	0.37	0.33	0.31	0.29

Source: Secondary data (Lawshe, 1975; p. 568)

Furthermore, two qualified teachers in English verified on both oral test and the questionnaire. Both verifiers have agreed upon the final number and dimensions of the questionnaire items. Additionally, they concurred on the oral test that was designed to administer to students.

3.8.3 Face validity

The study questionnaires and interviews test face validity. They were determined by how well-crafted and easily comprehensible its questions take into account the characteristics of the group of respondents. According to a consensus among other English educators, oral examination and questionnaires were developed using clear, and intelligible English language that corresponds with the level of understanding the respondents group.

3.8.4 Reliability

The goal of oral test or questionnaire reliability is to guarantee that the answers may be repeated when given the same question. In particular, the reliability of Likert scale questions was guaranteed by calculating the Cronbach's Alpha (α) to ascertain the internal consistency of items. A measure of internal consistency dependability called Cronbach's alpha was calculated with the use of the Statistical Package for the Social Sciences (SPSS). Fifteen respondents that were comparable to each other submitted Likert scale replies that ranged from "strongly disagree" to "strongly agree." Tables hereafter draws the computed value of Cronbach's alpha as well

Table 3:Cronbach's Alpha for 5-point Likert scale items

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.804	.804	13

Source: Primary data, 2024

Table 4: Cronbach's Alpha for each 5-point Likert scale item

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Q1	46.13	73.838	-.438	.687	.861
Q2	46.53	49.981	.686	.967	.765
Q3	46.87	47.695	.805	.971	.750
Q4	46.47	51.267	.794	.993	.758
Q5	45.53	62.410	.342	.669	.800
Q6	46.73	45.495	.870	.913	.740
Q7	46.67	58.952	.287	.968	.805
Q8	45.40	62.400	.424	.978	.798
Q9	45.60	58.257	.473	.975	.789
Q10	45.73	60.210	.321	.841	.800
Q11	45.73	57.638	.366	.962	.798
Q12	45.53	58.410	.414	.972	.793
Q13	45.47	57.838	.603	.979	.783

Source: Primary data, 2023

Table 4, α = 0.804 is the calculated Cronbach's alpha (α) for the Likert scale items. As per the requirements in the reliability evaluation domain, this computed value is greater than 0.7, indicating a sufficient degree of consistency and reliability in the Likert scale item confirmed (Barbera et al., 2020). Table 4 notably column six (6), shows that the Cronbach alpha value may

be improved by eliminating either item in Q1 or item in Q7. As a result, this analysis indicates that every object was kept in its original location without being taken out.

3.9 Logical and Ethical considerations

Ethical and scientific approval was obtained from the administration of the University of Rwanda, College of Education. The researcher requested the authority (acceptance letter for data collection) from Kayonza District and took it to E S Nyamirama and New Life Christian academy. The introductory letters were addressed to head teachers of the selected schools in Kayonza District to meet teachers and students in the selected schools. Moreover, the research obtained consent letter from participants. They were assured the investigation was only for academic purposes and any confidential information obtained was treated with overriding confidentiality.

3. 10 Summary of the chapter

The researcher gave a thorough explanation of the research paradigm, methods, and design which were used in this research methodology. The targeted population within the academic year of 2023/2024 was 8, 943 population, all were students and teachers in senior two from various schools in Kayonza. A questionnaire and structured interviews for teachers and only interviews for students were used as data collection tools. The questionnaire covered a variety of topics related to pronunciation faults in English words and phrases. For collected data, descriptive statistics were used, and for qualitative data thematic analysis was applied to screen the data. The researcher observed strict guidelines for the reliability and validity of the instruments, and complied with ethical guidelines at all times, respecting participants consent, privacy and data security.

CHAPTER 4:

DATA PRESENTATION, ANALYSIS, INTERPRETATION OF RESULTS AND DISCUSSIONS

This chapter presents the findings with analyzed data in line with meeting the research objectives and research questions. Moreover, the results were interpreted in line with the existing literature with relevant meaning according to the context in which the research was conducted. Furthermore, a comparison with previous studies on similar topics has been documented to allow readers to get insights from the solution to the research problem in the study skeleton.

4.1. Demographic characteristics of respondents

The characteristics of respondents play a crucial role in educational research as they affect both data collection process and subsequent interpretation of results. Gaining insights into attributes like education level, experience, and background enables researchers to place responses in context, detect possible biases, and derive more substantial and dependable conclusions, thus ensuring the research maintains its significance and trustworthiness.

4.1.1 Gender of respondents

Table 5: Teacher's gender

gender	Number	Percentage
Male	12	60%
female	8	40%
Total	20	100.0%

Source: Primary data, 2024

The results resulted that among 20 teachers, 12 teachers whose 60% are males whereas 8 teachers whose 40% are females. This reveals that the majority of English teachers are male based on the majority of 60%.

Table 6: Gender of the students

Gender	Number	Percentage
Male	49	62%
Female	31	38%
Total	80	100.0%

Source: Primary data, 2024

The respondents of the study are placed in two categories mainly teachers and students from senior two. Therefore, 49 students with 62% are boys whereas 31 students with 38% are girls. This reveals the majority of students are boys because with 62% and girls carried 38.5% in this study.

4.1.2 Qualifications of teachers

Table 7: Qualification of teachers

1 Qualification	Number of holders	Percentage
Secondary certificate A2	0	0.0%
Diploma A1	4	20%
Bachelors A0	15	75%
Masters	1	5%
Total	20	100.00%

Source: Primary data, 2024

The researcher intended to know the qualifications of English teachers in secondary schools and findings reveal that no one with A2 certificate in secondary as English teacher and 4 teachers whose 20% are holders of Diploma (A1), whereas; 15 teachers whose 75% are holders of Bachelors (A0) and one teacher is a holder of Master's degree. Therefore, the majority of secondary teachers are holders of Bachelors A0.

Table 8: Teachers' working experience

Rage	Number of respondents	Percentage
Under 2years	1	5%
2-4 years	3	15%
5-7 years	5	5%
8 years and above	11	55%
Total	20	100.00%

Source: Primary data, 2024

The researcher wished to probe teachers' experience, and it is in this regard that the findings revealed that one teacher has got 2 year-experience, 3 teachers reveal 15% have 2-4 years experience and 5 teachers have 5-7 year-experience, whereas; 11 teachers average 55% have above 8 years working experience. Therefore, most English teachers are experienced.

Presentation of findings

This part presents results from the data analyzed. The study aimed to assess the awakening of teachers on pronunciation and English as the medium of instruction to relate to pronunciation to speaking skills because, it is a double-edged sword in accurate language learning. The analysis was based on specific objectives of the study, that is; to identify the level of pronunciation skills of English language teachers, to investigate the challenges that hinder English language teachers from pronouncing English word accurately, to set strategies that enhance pronunciation skills of English language teachers, to examine the relationship between pronunciations of words and speaking English in secondary schools. The results are categorized in accordance with objectives.

4.2 The level of pronunciation skills of English language

The first objective identified the level of pronunciation skills of English language of teachers and students in secondary schools in Kayonza District, Rwanda.

Table 9: The level of pronunciation skills of English language (Teachers=20)

Descriptive Statistics

Pronunciation of words and sentences	N	Range	Sum	Mean	Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
She sells seashells on the seashore.	20	1	26	1.30	.470	.221	.945	.512	-1.242	.992
This method brings the picture to mind.	20	1	29	1.45	.510	.261	.218	.512	-2.183	.992
There is nothing delicious as a loaf of bread.	20	1	25	1.25	.444	.197	1.251	.512	-.497	.992
Five frantic frogs fled from fifty fierce fishes.	20	1	21	1.05	.224	.050	4.472	.512	20.000	.992
Various items like bag, bitter batter, a cone of beef and a curved bow.	20	1	22	1.10	.308	.095	2.888	.512	7.037	.992
Myth	20	1	23	1.15	.366	.134	2.123	.512	2.776	.992
Relatives	20	1	24	1.20	.410	.168	1.624	.512	.699	.992
These	20	1	31	1.55	.510	.261	-.218	.512	-2.183	.992
Cherish	20	1	21	1.05	.224	.050	4.472	.512	20.000	.992
Judge	20	0	20	1.00	.000	.000	.	.	.	.
Vowel sound	20	1	24	1.20	.410	.168	1.624	.512	.699	.992
Consonant sound	20	2	38	1.90	1.021	1.042	.218	.512	-2.183	.992
Position of tongue	20	2	46	2.30	.979	.958	-.681	.512	-1.719	.992
Valid N (listwise)	20									

Table 10: The mean and standard deviation of teachers' pronunciation level

Statement	Correct		Somehow		Incorrect		Total		
	N	%	N	%	N	%	N	Mean	Sd
Sentence: She sells seashells on the seashore	14	70.0	6	30.0	0	0	20	1.30	.470
Word: This method brings the picture to mind	11	55.0	9	45.0	0	0	20	1.45	.510
Word: There is nothing delicious as a loaf of bread	15	75.0	5	25.0	0	0	20	1.25	.444
Word: Five frantic frogs fled from fifty fierce fishes.	19	95.0	1	5.0	0	0	20	1.05	.224
Word: Various items like bag, bitter batter, a cone of beef and a curved bow	18	90.0	2	10.0	0	0	20	1.10	.308
Word: Myth	17	85.0	3	15.0	0	0	20	1.15	.366
Word: Relatives	16	80.0	4	20.0	0	0	20	1.20	.410
Word: These	9	45.0	11	55.0	0	0	20	1.55	.510
Word: Cherish	19	95.0	1	5.0	0	0	20	1.05	.224
Word: Judge	20	100.0	0	0	0	0	20	1.00	.000
Vowel sound	16	80.0	4	20.0	0	0	20	1.40	.821
Consonant sound	11	55.0	0	0	9	45.0	20	1.90	1.021
Position of tongue	7	35.0	0	0	13	65.0	20	2.30	.979
Overall Mean								**1.36**	

Source: Primary data, (2024)

Correct=1, Somehow=2, Incorrect=3

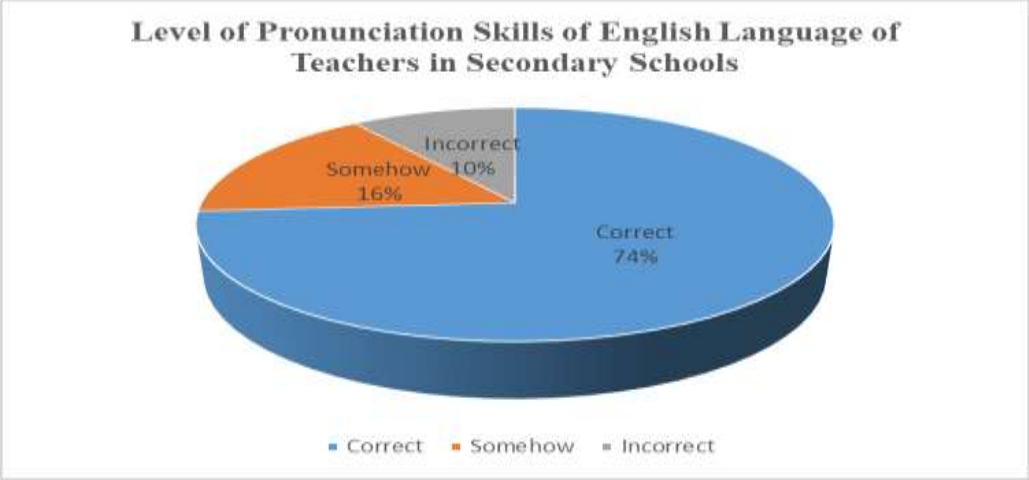
Table 10 presents the results of first objective of this study identify the level of pronunciation skills of English language of teachers in secondary schools in Kayonza District, Rwanda. The data was analyzed, out of 20 teachers (respondents) with their individual pronunciation, on the sentence (She sells seashells on the seashore.), the 70.0% pronounced the words-sentence correctly and 30.0% pronounced them *somehow*. In the sentence, "This method brings the picture to mind", 55.0% pronounced words correctly and 45.0% spoke them out *somehow*. In the words-sentence "There is nothing delicious as a loaf of bread," 75.0% pronounced the words correctly and 25.0% pronounced *somehow*. In the sentence, "Five frantic frogs fled from fifty fierce fishes," 95.0% spoke correct and 5.0% pronounced them *somehow*." In the sentenced, "Various items like *bag, bitter batter, a cone of beef* and *a curved bow*" 90.0% pronounced them correctly and 10.0% spoke

out somehow. In the word (Myth), 85.0% pronounced it correctly and 15.0% said it correctly somehow. In the word (Relatives), 80.0% said the word correctly and 20.0% pronounced it correctly *somehow*. In the word, "These, 45.0% pronounced it correctly and 55.0% said it correctly *somehow*." In the word (Cherish), 95.0% pronounced it correctly, and 5.0 % spoke it correctly *somehow*. In the word (Judge), 100.0% of respondents spoke it out correctly.

In the Vowel sounds, 80.0 % pronounced them correctly and 20.0% said them somehow correctly. In the consonant sounds, 55.0% articulated them correctly and 45.0% mispronounced them. In the position of the tongue, 35.0% pronounced vowel and consonant sounds correctly and 65.0% pronounced them incorrectly.

The overall mean was 1.36 that was between speaking correctly (1) and speaking incorrectly somehow (2). Obviously, there is significant pronunciation skills of English language of teachers in secondary schools in Kayonza District, Rwanda. Studies and Demirezen (2017) cited in Pennington & Richards (1986) argued that, unfamiliar consonants are difficult for students to say. They need to develop a long-term memory for all of those sounds, and practice them by using their articulators to articulate combinations of those sounds when speaking.

Figure 5: The level of pronunciation skills of English language (Teachers=20)



Source: Primary data, (2024)

Fig 4: Shows the level of pronunciation skills of teachers of English language in secondary schools. It shows the percentage of each category (pronouncing English sounds correctly, somehow, and

incorrectly). Out of 20 teachers (respondents), the results show that 74% speak English language correctly, 16% speak somehow, and 10% speak incorrectly. It indicates that, there is good on average correct pronunciation of English language, but with regular intensive training of teachers, their pronunciation can improve and, consequently; that of their students may likewise improve in secondary schools.

Table 11: The level of pronunciation skills of English language (Students=80)

Descriptive Statistics

	N	Range	Sum	Mean		Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
She sells seashells on the seashore	80	1	146	1.83	.043	.382	.146	-1.744	.269	1.066	.532
This method brings the picture to mind	80	1	149	1.86	.039	.347	.120	-2.146	.269	2.670	.532
There is nothing delicious as a loaf of bread	80	1	145	1.81	.044	.393	.154	-1.632	.269	.680	.532
Five frantic frogs fled from fifty fierce fishes.	80	1	141	1.76	.048	.428	.183	-1.257	.269	-.430	.532
Various items like bag, bitter batter, a cone of beef and a curved bow	80	1	142	1.77	.047	.420	.177	-1.342	.269	-.204	.532
Myth	80	1	97	1.21	.046	.412	.169	1.433	.269	.053	.532
Relatives	80	1	94	1.18	.043	.382	.146	1.744	.269	1.066	.532
These	80	1	141	1.76	.048	.428	.183	-1.257	.269	-.430	.532
Cherish	80	1	111	1.39	.055	.490	.240	.471	.269	-1.825	.532
judge	80	1	100	1.25	.049	.436	.190	1.177	.269	-.631	.532
Vowel sound	80	2	214	2.67	.083	.742	.551	-1.865	.269	1.515	.532
Consonant sound	80	2	224	2.80	.068	.604	.365	-2.718	.269	5.524	.532
Position of tongue	80	2	214	2.67	.083	.742	.551	-1.865	.269	1.515	.532
Valid N (listwise)	80										

Source: Primary data, (2024)

Table 13: Mean and standard deviation of students' level of pronunciation

	Correct		Somehow		Incorrect		Total		
Statement	N	%	N	%	N	%	N	Mean	Sd
Sentence: She sells seashells on the seashore	14	17.5	66	82.5	0	0	80	1.83	.382
Sentence: This method brings the picture to mind	11	13.8	69	86.2	0	0	80	1.86	.347
Sentence: There is nothing delicious as a loaf of bread	15	18.8	65	81.2	0	0	80	1.81	.393
Sentence: Five frantic frogs fled from fifty fierce fishes.	19	23.8	61	76.2	0	0	80	1.76	.428
Sentence: Various items like bag, bitter batter, a cone of beef and a curved bow	18	22.5	62	77.5	0	0	80	1.78	.420
Word: Myth	63	78.8	17	21.3	0	0	80	1.21	.412
Word: Relatives	66	82.5	14	17.5	0	0	80	1.18	.382
Word: These	19	23.8	61	76.3	0	0	80	1.76	.428
Word: Cherish	49	61.3	31	38.7	0	0	80	1.39	.490
Word: Judge	60	75.0	20	25.0	0	0	80	1.25	.436
Vowel sound	13	16.3	67	83.7	0	0	80	2.68	.742
Consonant sound	8	10.0	0	0	72	90.0	80	2.80	.604
Position of tongue	13	16.2	0	0	67	83.8	80	2.68	.742
Overall Mean								**1.85**	

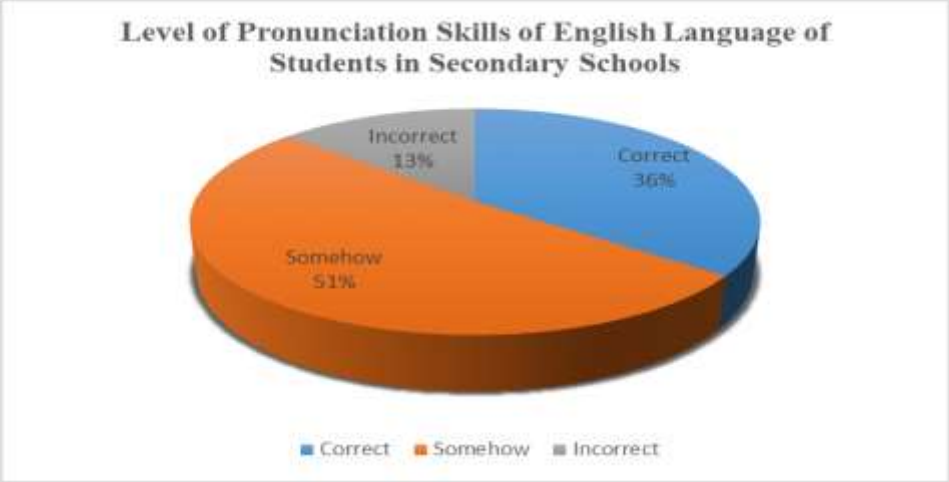
Source: Primary data, (2024)

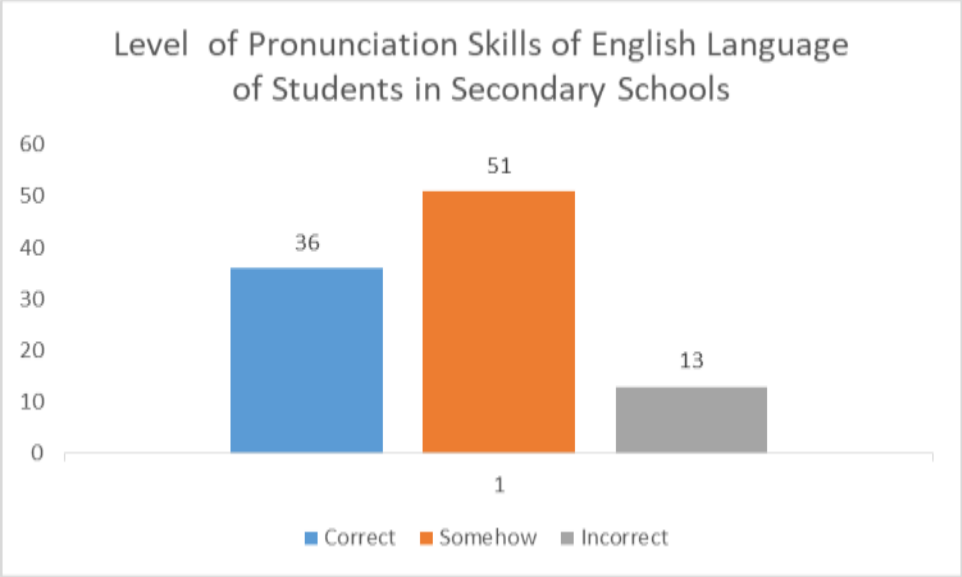
Correct=1, Somehow=2, Incorrect=3

Table 13 presents the results of first objective of this study identifyy the level of pronunciation skills of English language of students in secondary schools in Kayonza District, Rwanda. The data was analyzed, out of 80 students (respondents), on the Sentence (She sells seashells on the seashore), the 17.5% spoke correct and 82.5% spoke somehow. On the word (This method brings the picture to mind), 13.8% spoke correct and 86.2% spoke somehow. On the word (There is nothing delicious as a loaf of bread), 18.8% spoke correct and 81.2% spoke somehow. On the word

(Five frantic frogs fled from fifty fierce fishes), 23.8% spoke correct and 76.2% spoke somehow. On the word (Various items like bag, bitter batter, a cone of beef and a curved bow), 22.5% spoke correct and 77.5% spoke somehow. On the word (Myth), 78.8% spoke correct and 21.3% spoke somehow. On the word (Relatives), 82.5% spoke correct and 17.5% spoke somehow. On the word (These, 23.8% spoke correct and 76.2% spoke somehow. On the word (Cherish), 61.3% spoke correct and 38.7% spoke somehow. On the word (Judge), the 75.0% spoke correct and 25.0% spoke somehow. On the Vowel sound, 16.3% spoke correct and 83.7% spoke somehow. On the Consonant sound, 10.0% spoke correct and 90.0% spoke incorrect. On the Position of tongue, 16.2% spoke correct and 83.8% spoke incorrect. The overall mean was 1.85 that was between speaking correct (1) and speaking somehow (2), it presented that there was low significantly pronunciation skills of students compared with teachers English language in secondary schools in Kayonza District, Rwanda.

Figure 6: the level of pronunciation skills of English language (Students=80)





Source: Primary data, (2024)

Figure 5 shows the level of pronunciation skills of students of English language in secondary schools. It shows the percentage of each category (speaking correct, somehow, and incorrect speaking). Out of 80 students (respondents), the results showed that 36% speak English language correctly, 51% speak somehow, and 13% speak incorrect. It indicated that there was a problem of speaking English language in students in secondary schools. Teachers must improve the way of teaching English language to develop English speaking of students in secondary schools.

4.2.2. Challenges that hinder English language teachers from pronouncing English words accurately

The second objective investigated the challenges that hinder English language teachers from pronouncing English words accurately in secondary schools in Kayonza District, Rwanda.

Table 15: challenges that hinder English language teachers from pronouncing English (n=20)

Descriptive Statistics

	N	Range	Sum	Mean	Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Limited access to pronunciation resources	20	3	43	2.15	1.182	1.397	.743	.512	-.919	.992

production of same Sound	20	4	60	3.00	1.338	1.789	.293	.512	-1.148	.992
class sizes	20	4	67	3.35	1.309	1.713	-.105	.512	-1.363	.992
Insufficient time allocated to pronunciation practice	20	4	38	1.90	1.210	1.463	1.400	.512	1.160	.992
Orthographic issues like spelling mismatch pronunciation	20	4	40	2.00	1.124	1.263	1.236	.512	1.350	.992
Valid N (listwise)	20									

Table16: The mean and standard deviation on challenge that hinder pronunciation

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total		
Statement	N	%	N	%	N	%	N	%	N	%	N	Mean	Sd
Limited access to pronunciation resources	0	0	5	25.0	0	0	8	40.0	7	35.0	20	2.15	1.182
production of same Sound	4	20.0	3	15.0	4	20.0	7	35.0	2	10.0	20	3.00	1.338
class sizes	5	25.0	5	25.0	3	15.0	6	30.0	1	5.0	20	3.35	1.309
Insufficient time allocated to pronunciation practice	1	5.0	2	10.0	1	5.0	6	30.0	10	50.0	20	1.90	1.210
Orthographic issues like spelling mismatch pronunciation	1	5.0	1	5.0	3	15.0	7	35.0	8	40.0	20	2.00	1.142
Overall Mean												**2.48**	

Source: Primary data, (2024)

Strongly Agree=1, Agree=2, Neutral=3, Disagree=4, Strongly Disagree=5

The presents results of the second objective of this study of investigating the challenges that hinder English language teachers from pronouncing English words accurately in secondary schools in Kayonza District, Rwanda. The data was analyzed, out of 20 teachers (respondents), on limited

access to pronunciation resources, 25.0% disagreed, 40.0% agreed and 35.0% strongly agreed that there was limited access to pronunciation resources. On the production of the same Sound, 20.0% strongly disagreed, 15.0% disagreed, 20.0% were on neutral side, 35.0% agreed and 10.0% strongly agreed. There was a challenge on class sizes 25.0% strongly disagreed, 25.0% disagreed, 15.0% were on neutral side, 30.0% agreed and 5.0% strongly agreed.

For insufficient time allocated to pronunciation practice, 5.0% strongly disagreed, 10.0% disagreed, 5.0% were on neutral, 30.0% agreed and 50.0% strongly agreed. On those orthographic issues like spelling mismatch pronunciation, 5.0% strongly disagreed, 5.0% disagreed, 15.0% were on neutral side, 35.0% agreed, and 40.0% strongly agreed. The overall means of results was 2.48 that was agree (4) and neutral (5), it presented the challenges that hinder English language teachers from pronouncing English word accurately in secondary schools in Kayonza District. According to (Asikin, 2020) eight factors which appeared to cause incorrect pronunciation by students. These include learners' weakness in phonetics and phonology, Teacher's wrong pronunciation, first language interference, words related to military discourse, poor oral fluency and inaccessibility to authentic language use. The study recommends learners should improve pronunciation of English words through listening to native speakers of English language, watch YouTube videos and English movies and should own and consult a standardized phonetic dictionary.

Table 4. 1 Challenges that hinder English language students from pronouncing English (n=80)

Table17: Challenges that hinder English language students from pronouncing English

Descriptive Statistics

	N	Range	Sum	Mean	Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Limited access to pronunciation resources	80	4	192	2.40	1.337	1.787	.758	.269	-.666	.532
production of same Sound	80	4	170	2.13	1.140	1.301	.747	.269	-.084	.532
class sizes	80	4	282	3.53	1.312	1.721	-.539	.269	-.609	.532

Insufficient time allocated to pronunciation practice	80	4	162	2.03	.871	.759	.776	.269	.768	.532
Orthographic issues like spelling mismatch pronunciation	80	4	205	2.56	1.251	1.566	.411	.269	-.941	.532
Valid N (listwise)	80									

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total		
Statement	N	%	N	%	N	%	N	%	N	%	N	Mean	Sd
Limited access to pronunciation resources	9	11.3	11	13.8	6	7.5	31	38.8	23	28.8	80	2.40	1.337
production of same Sound	4	5.0	3	3.8	24	30.0	17	21.3	32	40.0	80	2.13	1.140
class sizes	25	31.3	15	18.8	27	33.8	3	3.8	10	12.5	80	3.53	1.312
Insufficient time allocated to pronunciation practice	1	1.3	3	3.8	16	20.0	37	46.3	23	28.8	80	2.03	.871
Orthographic issues like spelling mismatch pronunciation	6	7.5	16	20.0	13	16.3	27	33.8	18	22.5	80	2.56	1.251
Overall Mean												**2.53**	

Source: Primary data, (2024)

Strongly Agree=1, Agree=2, Neutral=3, Disagree=4, Strongly Disagree=5

Table 4.8 presents the results of the second objective of this study of investigating the challenges that hinder English language students from pronouncing English word accurately in secondary schools in Kayonza District. The data was analyzed, out of 80 students (respondents), on limited access to pronunciation resources, the 11.3% strongly disagreed, 13.8% disagreed, 7,5% were on neutral side, 38.8% agreed and 28.8% strongly agreed that there was limited access to pronunciation resources. On the production of same Sound, 5.0% strongly disagreed, 3.8% disagreed, 30.0% were neutral 21.3% agreed and 40.0% strongly agreed. For class sizes challenge, 31.3% strongly disagreed, 18.8% disagreed, 33.8% were neutral, 3.8% agreed and

12.5% strongly agreed. For insufficient time allocated to pronunciation practice, 1.3% strongly disagreed, 3.8% disagreed, 20.0% were neutral, 46.3% agreed and 28.8% strongly agreed. Orthographic issues like spelling mismatch pronunciation average 7.5% that are strongly disagreed, 20.0% disagreed, 16.3% are neutral, 33.8% agreed, and 22.5% strongly agreed. The overall means of results was 2.53 that was agree (2) and neutral (3), more challenges are noticed that hinder English language students compare with teachers from pronouncing English word accurately in secondary schools of Kayonza District.

4.2.3 The strategies that enhance pronunciation skills of English language

The third objective analyzed the strategies that enhance pronunciation skills of English language teachers and students in secondary schools.

Table 17: Strategies that enhance pronunciation skills of English language (Teachers=20)

Descriptive Statistics

	N	Range	Sum	Mean	Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Practice with pronunciation apps	20	4	43	2.15	1.268	1.608	.894	.512	-.294	.992
Mimicking native speakers	20	4	55	2.75	1.251	1.566	.347	.512	-.846	.992
Taking pronunciation courses or workshops	20	3	35	1.75	.851	.724	1.104	.512	1.067	.992
Using online resources	20	4	51	2.55	1.276	1.629	.636	.512	-.565	.992
Receiving feedback from colleagues or students	20	4	47	2.35	1.137	1.292	.652	.512	-.002	.992
Valid N (listwise)	20									

Table: 17 Strategies that enhance pronunciation skills of English language (Teachers=20)

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total		
Statement	N	%	N	%	N	%	N	%	N	%	N	Mean	Sd

Practice with pronunciation apps	1	5.0	3	15.0	2	10.0	6	30.0	8	40.0	20	2.15	1.268
Mimicking native speakers	2	10.0	4	20.0	4	20.0	7	35.0	3	15.0	20	2.75	1.251
Taking pronunciation courses or workshops	0	0	1	5.0	2	10.0	8	40.0	9	45.0	20	1.75	.851
Using online resources	2	10.0	3	15.0	3	15.0	8	40.0	4	20.0	20	2.55	1.276
Receiving feedback from colleagues or students	1	5.0	2	10.0	5	25.0	7	35.0	5	25.0	20	2.35	1.137
Overall Mean												**2.31**	

Source: Primary data, (2024)

Strongly Agree=1, Agree=2, Neutral=3, Disagree=4, Strongly Disagree=5

Table 17 presents the results of the third objective of this study. It analyzes strategies that enhance pronunciation skills of English language teachers in secondary schools in Kayonza District. The data were analyzed, out of 20 teachers (respondents), on practice with pronunciation applications, the 5.0% strongly disagreed, 15.0% disagreed, 10.0% were neutral 30.0% agreed, and 40.0% strongly agreed that practice with pronunciation apps should be used as the strategies for developing English language speaking. On the mimicking native speakers, 10.0% strongly disagreed, 20.0% disagreed, 20.0% were neutral, 35.0% agreed and 15.0% strongly agreed. On taking pronunciation courses or workshops, 5.0% disagreed, 10.0% were neutral, 40.0% agreed and 45.0% strongly agreed.

On using online resources, 10.0% strongly disagreed, 15.0% disagreed, 15.0% were on neutral side, 40.0% agreed and 20.0% strongly agreed. On receiving feedback from colleagues or students, 5.0% strongly disagreed, 10.0% disagreed, 35.0% were on neutral side, 25.0% agreed, and 25.0% strongly agreed. The overall means of results are 2.31 that is agree (2) and neutral (3), it illustrates that strategies enhance pronunciation skills of English language teachers are not well adopted by teachers in secondary schools in Kayonza District. Students should train their ears to listen to native speakers talking for at least ten minutes daily and give attention to the way they articulate English (Jabali & Abuzaid, 2017; Komariah, 2018). They need to watch YouTube videos and English movies, and refer to English dictionary for problematic words. They should practice English sounds by using their own organs of speech. They should not generalize English language rules and hypothesize it based on limited experience.

Table 18: Strategies that enhance pronunciation skills of English language (Students=80)

Descriptive Statistics

	N	Range	Sum	Mean	Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Practice with pronunciation apps	80	4	172	2.15	1.244	1.547	.842	.269	-.465	.532
Mimicking native speakers	80	4	220	2.75	1.227	1.506	.327	.269	-.917	.532
Taking pronunciation courses or workshops	80	3	140	1.75	.834	.696	1.039	.269	.646	.532
Using online resources	80	4	204	2.55	1.252	1.567	.598	.269	-.687	.532
Receiving feedback from colleagues or students	80	4	188	2.35	1.115	1.243	.613	.269	-.227	.532
Valid N (listwise)	80									

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total		
Statement	N	%	N	%	N	%	N	%	N	%	N	Mean	Sd
Practice with pronunciation apps	4	5.0	12	15.0	8	10.0	24	30.0	32	40.0	80	2.15	1.244
Mimicking native speakers	8	10.0	16	20.0	16	20.0	28	35.0	12	15.0	80	2.75	1.227
Taking pronunciation courses or workshops	0	0	4	5.0	8	10.0	32	40.0	36	45.0	80	1.75	.834
Using online resources	8	10.0	12	15.0	12	15.0	32	40.0	16	20.0	80	2.55	1.252
Receiving feedback from colleagues or students	4	5.0	8	10.0	20	25.0	28	35.0	20	25.0	80	2.35	1.115
Overall Mean												**2.31**	

Source: Primary data, (2024)

Strongly Agree=1, Agree=2, Neutral=3, Disagree=4, Strongly Disagree=5

Table 18: presents the results of the third objective of this study of analyzing the strategies that enhance pronunciation skills of English language students in secondary schools in Kayonza District. The data was analyzed, out of 80 students (respondents), on practice with pronunciation apps, 5.0% strongly disagreed, 15.0% disagreed, 10.0% were on neutral side, 30.0% agreed and 40.0% strongly agreed that, practice with pronunciation apps should be used as strategies for developing English language speaking. On the mimicking native speakers, the 10.0% strongly disagreed, 20.0% disagreed, 20.0% were on neutral side, 35.0% agreed and 15.0% strongly agreed. On taking pronunciation courses or workshops, 5.0% disagreed, 10.0% were neutral, 40.0% agreed and 45.0% strongly agreed.

By using online resources, 10.0% strongly disagreed, 15.0% disagreed, 15.0% were neutral, 40.0% agreed and 20.0% strongly agreed. For receiving feedback from colleagues or students, 5.0% strongly disagreed, 10.0% disagreed, 25.0% were neutral 35.0% agreed, and 25.0% strongly agreed. The overall means of results was 2.31 that was agree (2) and neutral (3), and strategies that enhance pronunciation skills of English language students are not well adopted by teachers in secondary schools in Kayonza District, Rwanda.

Sabih-Ul-Hassan et al. (2023) argued that, one of the difficulties faced by ESL/EFL learners is pronouncing English words incorrectly. The descriptive analysis of the data reveals eight characteristics that seem to contribute to students pronouncing words incorrectly. These included the students' poor phonetic and phonological comprehension, the teacher's incorrect pronunciation, the influence of their first language, vocabulary from military discourse, and their poor oral fluency. The study suggested that students should watch English movies and YouTube videos, listen to native English speakers, and own and use a standardized phonetic dictionary to help them pronounce words more accurately. Every day, students should train their ears to listen to native speakers speak for at least 10 minutes, focusing on how they pronounce English. They ought to use their own speech organs to learn English sounds. They should not extrapolate from their limited expertise and create hypotheses about the English language in general.

4.2.4 Speaking English

Researcher analyzed the variables of dependent variable that hinder proficiency in speaking skills. The results are presented as follow:

Table 19: The hinders of proficiency in speaking skills (Teachers=20)

Descriptive Statistics

	N	Range	Sum	Mean	Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
My English pronunciation is strong because I did courses in English phonology	20	4	41	2.05	1.099	1.208	1.214	.512	1.469	.992
I can ‘t speak English because i can’t pronounce vowel sounds	20	3	27	1.35	.745	.555	2.695	.512	8.236	.992
I mispronounce words because I do not know position of tongue in the month of native speaker	20	2	26	1.30	.733	.537	2.123	.512	2.776	.992
My pronunciation is weak because I have no access to listening native speakers	20	3	39	1.95	.826	.682	.722	.512	.534	.992
I do not speak fluently due to lack of pronunciation of consonants sounds and vowel sounds	20	3	30	1.50	.827	.684	1.860	.512	3.443	.992
I, always fail to listen English because of lacking English environment exposure	20	3	46	2.30	.979	.958	.067	.512	-.964	.992
My pronunciation is weak due to my weakness in phonetics & Phonology	20	2	28	1.40	.598	.358	1.245	.512	.783	.992
Valid N (listwise)	20									

Statement	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total		
	N	%	N	%	N	%	N	%	N	%	N	Mean	Sd
My English pronunciation is strong because I did courses in English phonology	1	5.0	1	5.0	3	15.0	8	40.0	7	35.0	20	2.05	1.099
I can ‘t speak English because I can’t pronounce vowel sounds	0	0	1	5.0	0	0	4	20.0	15	75.0	20	1.35	.745
I mispronounce words because I do not know position of tongue in the month of native speaker	0	0	0	0	3	15.0	0	0	17	85.0	20	1.30	.733
My pronunciation is weak because I have no access to listening native speakers	0	0	1	5.0	3	15.0	10	50.0	6	30.0	20	1.95	.826
I do not speak fluently due to lack of pronunciation of consonants sounds and vowel sounds	0	0	1	5.0	1	5.0	5	25.0	13	65.0	20	1.50	.827
I, always fail to listen English because of lacking English environment exposure	0	0	2	10.0	7	35.0	6	30.0	5	25.0	20	2.30	.979
My pronunciation is weak due to my weakness in phonetics & Phonology	0	0	0	0	1	5.0	6	30.0	13	65.0	20	1.40	.598
Overall Mean												**1.69**	

Source: Primary data, (2024)

Strongly Agree=1, Agree=2, Neutral=3, Disagree=4, Strongly Disagree=5

Table 19: presents the results of dependent variable of the hinder of proficiency in speaking skills in secondary schools in Kayonza District. The data were analyzed, out of 20 teachers (respondents), *on teachers' English pronunciation was strong because I did courses in English phonology*, 5.0% strongly disagreed, 5.0% disagreed, 15.0% were on neutral, 40.0% agreed and 35.0% strongly agreed that *teachers' English pronunciation was strong because I did courses in English phonology*. One teacher cannot speak English because he/she cannot pronounce vowel sounds, 5.0% disagreed, 20.0% agreed and 75.0% strongly agreed. One teacher mispronounces words because he/she did not know position of tongue in the mouth of an English native speaker, 15.0% were on neutral side and 85.0% strongly agreed.

Since their pronunciation was weak because they had no access to listening to native speakers, 5.0% disagreed, 15.0% were neutral, 50.0% agreed and 30.0% strongly agreed. For the statement, they did not speak fluently due to lack of pronunciation of consonants sounds and vowel sounds, 5.0% disagreed, 5.0% were neutral, 25.0% agreed, and 65.0% strongly agreed. On the *way they always fail to listen English because of lacking English environment exposure*, 10.0% disagreed, 35.0% were on neutral side, 30.0% agreed, and 25.0% strongly agreed. On *their pronunciation was weak due to my weakness in phonetics & Phonology*, 5.0% were on neutral side, 30.0% agreed, and 65.0% strongly agreed. The overall means of results was 1.69 that was between strongly agree (1) and agree (2), it presented that there was significantly the hinders of proficiency in speaking skills in secondary schools in Kayonza District. According to Asikin, 2020), as cited in Gilakjani and Mohammad Reza (2011), For students learning English as a second language (ESL), pronunciation is given priority because it is a subskill of speaking (Priya and Kumar, 2020). When students pronounce English words correctly, it helps them become better speakers. Fraser (2000) claims that students' ability to speak in English in the classroom remains difficult even after years of language instruction.

Table 20: The hinders of proficiency in speaking skills (Students=80)

Descriptive Statistics

	N	Range	Sum	Mean	Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
My English pronunciation is strong because I did courses in English phonology	80	4	166	2.07	1.100	1.209	1.078	.269	.688	.532
I can ‘t speak English because i can’t pronounce vowel sounds	80	4	208	2.60	1.098	1.205	.857	.269	-.312	.532
I mispronounce words because I do not know position of tongue in the month of native speaker	80	4	167	2.09	1.193	1.423	1.480	.269	1.364	.532
My pronunciation is weak because I have no access to listening native speakers	80	4	153	1.91	1.058	1.119	1.297	.269	1.272	.532
I do not speak fluently due to lack of pronunciation of consonants sounds and vowel sounds	80	3	132	1.65	.901	.813	1.291	.269	.762	.532
I, always fail to listen English because of lacking English environment exposure	80	4	165	2.06	1.353	1.831	1.173	.269	.016	.532
My pronunciation is weak due to my weakness in phonetics & Phonology	80	4	159	1.99	1.073	1.152	1.475	.269	1.721	.532
Valid N (listwise)	80									

Statement	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total		
	N	%	N	%	N	%	N	%	N	%	N	Mean	Sd
My English pronunciation is strong because I did courses in English phonology	4	5.0	5	6.3	12	15.0	31	38.7	28	35.0	80	2.08	1.100
I pronounce vowel sounds incorrect, and become challenge to properly speak English.	6	7.5	14	17.5	8	10.0	46	57.5	6	7.5	80	2.60	1.098
I mispronounce words because I do not know position of tongue in the month of native speaker	8	10.0	4	5.0	0	0	43	53.8	25	31.2	80	2.09	1.193
My pronunciation is weak because I have no access to listening native speakers	3	3.8	5	6.3	8	10.0	30	37.5	34	42.5	80	1.91	1.058
I do not speak fluently due to lack of pronunciation of consonants sounds and vowel sounds	0	0	5	6.3	8	10.0	21	26.3	46	57.5	80	1.65	.901
I, always fail to listen to English speaker because of lacking English environment exposure	8	10.0	9	11.3	0	0	26	32.5	37	46.3	80	2.06	1.353
My pronunciation is weak due to my weakness in phonetics & Phonology	4	5.0	7	8.8	0	0	42	52.5	27	33.8	80	1.99	1.073
Overall Mean												**2.05**	

Statement	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total		
	N	%	N	%	N	%	N	%	N	%	N	Mean	Sd

My English pronunciation is strong because I did courses in English phonology	4	5.0	5	6.3	12	15.0	31	38.7	28	35.0	80	2.08	1.100
I pronounce vowel sounds incorrect, and become challenge to properly speak english.	6	7.5	14	17.5	8	10.0	46	57.5	6	7.5	80	2.60	1.098
I mispronounce words because I do not know position of tongue in the month of native speaker	8	10.0	4	5.0	0	0	43	53.8	25	31.2	80	2.09	1.193
My pronunciation is weak because I have no access to listening native speakers	3	3.8	5	6.3	8	10.0	30	37.5	34	42.5	80	1.91	1.058
I do not speak fluently due to lack of pronunciation of consonants sounds and vowel sounds	0	0	5	6.3	8	10.0	21	26.3	46	57.5	80	1.65	.901
I, always fail to listen English because of lacking English environment exposure	8	10.0	9	11.3	0	0	26	32.5	37	46.3	80	2.06	1.353
My pronunciation is weak due to my weakness in phonetics & Phonology	4	5.0	7	8.8	0	0	42	52.5	27	33.8	80	1.99	1.073
Overall Mean												**2.05**	

Source: Primary data, (2024)

Strongly Agree=1, Agree=2, Neutral=3, Disagree=4, Strongly Disagree=5

Table 4.12 presents the results of dependent variable of the hinder of proficiency in speaking skills in secondary schools in Kayonza District. The data was analyzed, out of 80 students (respondents), on that teachers' English pronunciation was strong because they did courses in English phonology, the 5.0% strongly disagreed, 6.3% disagreed, 15.0% were on neutral side, 38.7% agreed and 35.0% strongly agreed that teachers' English pronunciation was strong because I did courses in English

phonology. On teacher can mot speak English because he/she can't pronounce vowel sounds, the 7.5% strongly disagreed, 17.5% disagreed, 10.0% were on neutral side, 57.5% agreed and 7.5% strongly agreed. On teacher, mispronounce words because he/she did not know position of tongue in the month of native speaker, the 10.0 strongly disagreed, 5.0 disagreed, 53.8% agreed and 31.2% strongly agreed.

On their pronunciation was weak because they had no access to listening native speakers, the 3.8% strongly disagreed, 6.3% disagreed, 10.0% were on neutral side, 37.5% agreed and 42.5% strongly agreed. On they did not speak fluently due to lack of pronunciation of consonants sounds and vowel sounds, the 6.3% disagreed, 10.0% were on neutral side, 26.3% agreed, and 57.5% strongly agreed. On they, always fail to listen English because of lacking English environment exposure, 10.0% strongly disagreed, 11.3% disagreed, 32.5% agreed, and 46.3% strongly agreed. On their pronunciation was weak due to my weakness in phonetics & Phonology, 5.0% strongly disagreed, 8.8 disagreed, 52.5% agreed, and 33.8% strongly agreed. The overall means of results was 2.05 that was between agree (2) and neutral (3), it presented that there was not well significant hinders of proficiency in speaking skills in secondary schools in Kayonza District.

4.2.5 Relationship between pronunciation of words and speaking English

The fourth objective examined the relationship between pronunciation of words and speaking English in secondary schools in Kayonza District, Rwanda.

Table 21: Relationship between pronunciation of words and speaking English

Correlations

		Challenges that hinder English language teachers from pronouncing English word accurately	Strategies that enhance pronunciation skills of English language teachers	Hinders of proficiency in speaking skills
Challenges that hinder English language teachers from pronouncing English word accurately	Pearson Correlation	1		
	Sig. (2-tailed)			
	N	20		
Strategies that enhance pronunciation skills of English language teachers	Pearson Correlation	.962**	1	
	Sig. (2-tailed)	.000		
	N	20	20	
Hinders of proficiency in speaking skills	Pearson Correlation	.949**	.953**	1
	Sig. (2-tailed)	.000	.000	
	N	20	20	20

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Primary data, (2024)

The Pearson coefficients relationship is between -1 to 1 whereby -1 to 0 indicates negative relationship and 0 to 1 indicates positive relationship. From -1 to -0.5 marks high negative & from -0.5 to 0 marks low negative relationship, and from 0 to 0.5 presents low positive & from 0.5 to 1 presents high positive relationship. The findings analysis resulted that the relationship between (Challenges that hinder English language teachers from pronouncing English word accurately and Strategies that enhance pronunciation skills of English language teachers) and speaking English in secondary schools was .949** and .953** respectively. It was indicated that there was a

statistically significant positive relationship between the pronunciation of words and speaking English in secondary schools in Kayonza District, Rwanda.

Table 22: Model Summary of pronunciation of words and speaking English

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.960[a]	.922	.912	.365

a. Predictors: (Constant), Strategies that enhance pronunciation skills of English language teachers, Challenges that hinder English language teachers from pronouncing English word accurately

Source: Primary data, (2024)

Table 4.14 presents the results on the overall model's significance of the pronunciation of words and speaking English in secondary schools, the results indicated that the R Square=.922. It was clear that the 92.2% of all variables of speaking English in secondary schools could be explained by one's of all variables of pronunciation of words in secondary schools in Kayonza District, Rwanda.

Table 23: Analysis of Variance of pronunciation of words and speaking English

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	26.683	2	13.342	100.048	.000[b]
	Residual	2.267	17	.133		
	Total	28.950	19			

a. Dependent Variable: Hinders of proficiency in speaking skills

b. Predictors: (Constant), Strategies that enhance pronunciation skills of English language teachers, Challenges that hinder English language teachers from pronouncing English word accurately

Source: Primary data, (2024)

Table 23: presents the Analysis of Variance of pronunciation of words and speaking English in secondary schools. The results presented that the variables were statistically significant with

regression mean square of 13.342 and residual mean square was .133 while F=100.048, F value is big compared to F critical value this means that correlation between variables is significant and P-value =.000[b], it confirmed that there was a significant relationship between the significant relationship between the pronunciation of words and speaking English in secondary schools in Kayonza District, Rwanda. Mean square residual presents the mean squared differences within secondary schools and it is components of F used to test for differences between variables or is the estimate of the variance of the errors help to assess the variation in the data that is not accounted for by the pronunciation of words in the model.

Table 24: Coefficients Regression of pronunciation of words and speaking English

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.079	.164		.485	.634
	Challenges that hinder English language teachers from pronouncing English word accurately	.351	.204	.428	1.719	.104
	Strategies that enhance pronunciation skills of English language teachers	.458	.210	.542	2.177	.044

a. Dependent Variable: Hinders of proficiency in speaking skills

Source: Primary data, (2024)

Table 24: presents the constant coefficients of independent variables of pronunciation of words and speaking English in secondary schools. The overall constant results with P value= .634 showed that there were some variables that were not significant in relationship between pronunciation of words and speaking English in secondary schools in Kayonza District, Rwanda. For the detail, it was statistically significant since P-value was less than 0.05. The results indicated that challenges that hinder English language teachers from pronouncing English word accurately was not

statistically significant with P-value =.104 and the Strategies that enhance pronunciation skills of English language teachers was statistically significant with P-value =.044. The research measure Null hypothesis because there is no relationship.

The students made much focus on Fluency and Confidence as great influence of pronunciation to speaking skills. The students said that when you how to pronounce a word accurately, it gives the confidence and courage to stand in front of class or public to express your thought without shyness and fear for being laughed at or blamed by the listeners. It increases the ability to interact in various activities such as role-play, competition and conference. According to the students, do not speak due to mispronunciation to avoid causing confusion. (Novita, 2016) argued that, pronunciation really matters while speaking a foreign language. Because students should pronounce each word correctly, the author suggests that pronunciation be taken into consideration as one of the aspects in speaking for future research.

The relationship between pronunciations brings the integration of other language skills. This is true because a speaker whose pronunciation is good is able to read, speak, listen various speaker including English speaker. Furthermore, pronunciation reduce cognitive load. It Means that when you have good pronunciation, it facilitates you listen and comprehend without much effort. The one whose pronunciation is good, s/he finds in society activity quickly and easily without complication. According to (Reading et al., 2016), pronunciation is important in speaking a foreign language. Therefore, for further research, the writer recommends that pronunciation should be considered as one of factors in speaking because the learners should pronounce each word correctly. Then, it should take deeper research in implementing pronunciation to improve speaking skill. According to (Novita, 2016), Colvin (1976, p.6) claims that A person who is unable to speak or comprehend the language is effectively excluded from community life. Without hesitancy, the presenters are able to freely share a wealth of information and thoughts with the audience. Therefore, the presenters must prepare thoroughly before engaging in these types of speaking; otherwise, the intended communication goal will not be achieved.

Chapter summary

This chapter considered collected data to be presented, interpreted and discussed. The results showed that teachers' pronunciation is not good because they read the sentences and words but they cannot pronounce single vowel and consonant sounds. Teachers cannot determine the right

position of tongue in the mouth according to native speakers English. The results illustrated that the challenges such as lack of teachers training and limited time hinder pronunciation skills. The strong significant between challenges and strategies based on Pearson findings. In order to address these problems, teachers required to use tactics such as focusing on phonetics, using online resources and more practice of mimicking and imitating native speakers.

CHAPTER 5:
CONCLUSION AND RECOMMENDATIONS

The objective of the study was to investigate the level of secondary teachers' pronunciation skills. After finding the level of teachers' pronunciation, the researcher explored the challenges that hinder students from pronouncing English words accurately. The researcher was interested in knowing if there are techniques to overcome the challenges that were discovered as well as the relationship between pronunciations and speaking skills. To achieve these goals, the researcher developed questions to guide the study such as: What are the levels of pronunciation skills in Rwandan schools? What are strategies that can enhance pronunciation skills in Rwandan schools? What is the relationship between pronunciation of English words and proficiency in speaking English? Furthermore, what challenges hinder English teachers from pronouncing English word accurately?

The data analyses process provided a clear picture of teachers' level of pronunciation skills based on the results of both questionnaires and the interview which were given to the teachers of English from ES Nyamirama, SOS Nyamirama, GS Mukarange Catholic and New Life Christian Academy. The findings revealed that the performance of teachers on phonological skills is not good. The teachers can correctly read English words and sentences, but they cannot pronounce correctly the vowel and consonant sounds. The most salient difficult vowel sounds are: /æ/, /ə/ and /ɛ/, whereas; the most complicated consonant sounds are /θ/, /ð/, /r/, /ʒ/ and /ʃ/. Since teachers do not have pronunciation skills, learners are directly affected because their pronunciations are worse than their teachers. The results from the teachers' interviews further illustrated teachers' weaknesses in mastering English sounds as evidenced by the majority of teachers correctly reading the sentences, and words but having difficulty in pronouncing single sounds and showing the right position of the tongue similar to a native speaker. Student interviews evaluated their performance on reading sentences by focusing on their abilities to pronounce vowels and consonants.

The research found that there are various challenges, such as limited access to pronunciation resources, lack of teacher training in pronunciation and insufficient time allocated to pronunciation practice. To overcome the challenges, there are strategies such as Phonics-based instruction, repetition and drills, listening and imitation exercises, multimedia resources (videos, audio clips), tongue twisters, and pronunciation games. Therefore, there is a strong correlation between

pronunciation skills and speaking skills such as comprehensibility and intelligibility, fluency and confidence.

Limitation of the study

Despite its contributions, this work has limitations. One of the limitations is that the study was based on questionnaire and interviews with only 20 teachers and 80 students at 4 schools. In addition, the study relied on teachers' self-reported limitations of their resources and subjectivity or response bias may have been introduced. The primary focus of the inquiry was to find out the rationale behind mispronunciation of words and phrases. Based on these limitations, this research study has suggested to intensify research on phonology in all schools.

5.3 Recommendations

In order to teach pronunciation skills well, teachers should get trained on correct pronunciation of English before beginning every new school year. It is suggested that teachers teach pronunciation with regard to vowels, consonants, stress, and intonation in the learning context. The most important recommendation is to provide various exercises designed to address common articulation issues.

Teachers

Teachers should focus on the differences between how an alphabet letter is named and how that letter is pronounced in a word. In other words, how that letter is pronounced versus how it is written.

Schools head teachers

School directors need to enrich school library with dictionaries and other necessary materials to improve pronunciation and speaking skills.

MINEDUC

The Ministry of Education needs to direct curriculum designers to prepare more exercises on pronunciation of vowel sounds and consonant sounds. This should be reflected in students'

textbooks to keep habits of pronunciation skills. Therefore, the schools should be equipped with dictionaries and many software with authentic listening materials to develop standard pronunciation of teachers and students. All schools should establish smart classrooms well equipped with modern language laboratory.

Education Stakeholders

Education stakeholders ought to encourage learners to work along with authentic listening exercises through speech, audio, video and film. They have to make learners get to know the phonemic chart and use a dictionary to identify the sound of words not only blindly relying on imitations of unauthentic English sounds.

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Appendixes

UNIVERSITY OF RWANDA

Directorate of Research and Innovation (UR-DRI)

Kayonza District

Nyamirama Sector

Albert NSHIMIYIMANA

Email:albertnshimiye1994@gmail.com

Tel: 0783937956

Date: May 22nd 2024

To the Principal of SOS Nyamirama

Dear Sir,

Re: Requesting for permission to conduct a research in SOS Nyamirama

I humbly submit this letter in your office to you asking for a permission to conduct a Masters Research Project entitled "Examining the Contribution of Phonology to Students' English Proficiency in Rwandan Schools: A case study of Kayonza District'' This study will be conducted to the teachers whose lessons are delivered in English as medium of instruction. It will merely involve students. The respondents will be given a written test and oral test on various aspect of phonology.

In fact, I am a student in Masters of Education in English Education at University of Rwanda, College of Education (UR-CE) RUKARA campus in the third cohort. The permission will help me gather necessary information. Ensure you that, this will not disturb the usual teaching and learning activities.

Anticipating your feedback, I thank you very much.

Yours sincerely,

Albert NSHIMIYIMANA

UNIVERSITY OF RWANDA

Directorate of Research and Innovation (UR-DRI)

Kayonza District

Mukarange Sector

Albert NSHIMIYIMANA

Email:albertnshimiye1994@gmail.com

Tel:0783937956

Date: May 24th 2024

NEW LIFE CHRISTIAN ACADEMY

To the Principal of New Life Christian Academy

Dear Sir,

Re: Requesting for permission to conduct a research in at New Life Christian Academy

I humbly submit this letter in your office to ask for a permission to conduct a Masters Research Project entitled "Examining the Contribution of Phonology to Students' English Proficiency in Rwandan Schools: A case study of kayonza district'' This study will be conducted to the teachers whose lesson is delivered in English as medium of instruction. It will merely involve students. The respondents will be given a written test and oral test on various aspect of phonology.

In fact, I am a student in Masters of Education in English Education at, University of Rwanda, College of Education (UR-CE) RUKARA campus in the third cohort. The permission will help me gather necessary information. Ensure you that, this will not disturb the usual teaching and learning activities.

Anticipating your feedback, I thank you very much

Yours sincerely,

UNIVERSITY OF RWANDA

Directorate of Research and Innovation (UR-DRI)



Received 04/22nd/May/2024

HTTFE-S NYAMIRAMA

Kayonza District

Nyamirama Sector

Albert NSHIMIYIMANA

Email:albertnshimiye1994@gmail.com

Tel: 0783937956

Date: May 22nd 2024

To the Head Teacher of ES Nyamirama

Dear Sir,

Re: Requesting for permission to conduct a research in at ES Nyamirama

I humbly submit this letter in your office to ask for a permission to conduct a Masters Research Project entitled "Examining the Contribution of Phonology to Students' English Proficiency in Rwandan Schools: A case study of kayonza district" This study will be conducted to the teachers whose lesson is delivered in English as medium of instruction. It will merely involve students. The respondents will be given a written test and oral test on various aspect of phonology.

In fact, I am a student in Masters of Education in English Education at, University of Rwanda, College of Education (UR-CE) RUKARA campus in the third cohort. The permission will help me gather necessary information. Ensure you that, this will not disturb the usual teaching and learning activities.

Anticipating your feedback, I thank you very much

Yours sincerely,

UNIVERSITY OF RWANDA

Directorate of Research and Innovation (UR-DRI)

Albert NSHIMIYIMANA

Received 22/5/2024
by H T

Kayonza District

Mukarange Sector

Albert NSHIMIYIMANA

Email:albertnshimiye1994@gmail.com

Tel:0783937956

Date: May 27th 2024

To the Head Teacher of GS Mukarange Catholic

Dear Sir,

Re: Requesting for permission to conduct a research in at GS Mukarange Catholic

I humbly submit this letter in your office to ask for a permission to conduct a Masters Research Project entitled "Examining the Contribution of Phonology to Students' English Proficiency in Rwandan Schools: A case study of kayonza district" This study will be conducted to the teachers whose lesson is delivered in English as medium of instruction. It will merely involve students. The respondents will be given a written test and oral test on various aspect of phonology.

In fact, I am a student in Masters of Education in English Education at, University of Rwanda, College of Education (UR-CE) RUKARA campus in the third cohort. The permission will help me gather necessary information. Ensure you that, this will not disturb the usual teaching and learning activities.

Anticipating your feedback, I thank you very much

Yours sincerely,

Albert NSHIMIYIMANA

INVITATION TO PARTICIPATE IN RESEARCH ACTIVITIES

Dear Respondents

I am Albert NSHIMIYIMANA, a Master's student in the Masters of Education in English Education program at the University of Rwanda's College of Education (UR-CE). I am collecting data on topic research entitled: "*Examining the Contribution of Phonology in Enhancing English Proficiency in Rwandan Schools*." A Case of Kayonza District." I have targeted four schools, namely; ES Nyamirama, SOS Nyamirama both located in Nyamirama sector and New Life Christian Academy, GS Mukarange Catholic located in Mukarange sector because your job is most important there. Therefore, do not provide your names anywhere on this examination paper. I will will protect your anonymity and confidentiality for the envy of the research. Please respond as truthfully as possible. Please take a few minutes to complete this examination paper.

I look forward to seeing your massive participation in this research.

Sincerely

Albert

Albert NSHIMIYIMANA

EXAMINATION PAPER ON TEACHERS' PHONOLOGICAL KNOWLEDGE

Instructions: This questions paper contains two sections A and B

- Section A: Demographic characteristics of respondents.
- Section B: Both multiple choice questions and open questions which require respondents to answer in detail.
- Each questions in section B carries 5 Marks
- Attempt all questions in 60 minutes.
- Choose the best options for multiple questions and writing in detail on open questions.

Section A: Demographic characteristics of respondents

Please Tick [√] the most appropriate alternative/s.

Q1. What is your gender? a. Male [ ]

b. Female [ ]

Q2: Choose your educational level among the following

a. Secondary level (A2) [ ]

b. Diploma (A1) [ ]

c. Bachelor's degree (A0) [ ]

d. Masters [ ]

Q3. How long have you been teaching English?

a. Under 2 years [ ]

b. 2- 4 years [ ]

c. 5- 7 years [ ]

D. 8 years and above [ ]

Section B: Closed questions and open questions (50 Marks)

1. **In the following group of words, rewrite the consonant letter where one of these consonant sounds /θ/, /ð/, /r/, /l/, /ʒ/ and /ʃ/ are heard. (5 marks)**

   For example: Shop, red, love, vision, think, this

S h **/ʃ/** Shop o **ɟr/,** red answers , **/ʒ/** vision **ɟθ/,** think e **ð/,** this d **/l/,** love

2. **Link the word with its phonological structure (5 marks)**

3. a. Can i. /θɪŋk/
4. b. Fidget ii. /ˈfɪdʒɪt/
5. c. Among iii. /ˈfɛðə/

   . Think v. /əˈmʌŋ/

7. e. Feather vi. /kæn/

. Can . /kæn/ Fidget /ˈfɪdʒɪt/ Among /əˈmʌŋ/ Answers Think /θɪŋk/ Feather /ˈfɛðə/

4. Underline the corresponding vowel sound in the group of the following words. (5 marks)

/i: / sit, bit, big, pin, find

/æ/ cat, bag, hat, fat, put

/ ə/ account, afar, about, pollute

/ ɜ:/ four birth, kernel, earn, heard, herd,

5. Based on the bolded sounds on the left, underline the part of the word that contains the vowel sound on the right (5 marks)

/eɪ / face, make, eight, gray, buy

/ai/ naïve, maize, day, buy, high

/oi/ hoist, boil, spoil, voice, joint

/ ʊə/ poor, tour, pure, power

/ aʊ / cow, horse, loud, wow, house,.

6. Place these vowel sounds in their right position in the mouth of the English native speakers. They are: /ɪ/ /e/ /æ/ /ʌ/ /ʊ//ɒ/ /ə/ /i: / /ɑ://ɔ://ɜ:/ /u:/ **(5 marks)**

a) Front: : /ɪ/ /e/

b) Central: //ɒ/

c) Back: ɔ:// /u:/

7. Which strategies can be implemented to enhance pronunciation skills? (Select all that can be applicable) (5 marks)

a. Phonics-based instruction

b. Repetition and drills

c. Listening and imitation exercises

d. Multimedia resources (videos, audio clips)

e. Tongue twisters and pronunciation games

8. What is the relationship between pronunciation and English speaking skills? (5 marks)

.....

.....

9. What are the main challenges faced by teachers and students in improving English pronunciation skills? **(Select all that can be applicable) (5 marks)**

a. Limited access to pronunciation resources

b. Lack of teacher training in pronunciation

c. class sizes

d. Insufficient time allocated to pronunciation practice

e. Others…….

10. What do you do to improving your English pronunciation skills? **(Select all that can be applicable) (5 marks)**

a. Practice with pronunciation apps

b. Mimicking native speakers

c. Taking pronunciation courses or workshops

d. Using online resources

e. Receiving feedback from colleagues or students

Good luck!

ORAL EXAMINATION ON THE CONTRIBUTION OF PHONOLOGY TO ENHANCE PRONUNCIATION SKILLS FOR STUDENTS

<u>Instructions</u>

Thank you for participating in our interview process. To ensure that you perform to the best of your ability, please carefully read the following instructions before beginning the test:

- This test is designed to evaluate your skills, knowledge you have in phonology. Please answer all questions to the best of your ability.
- **Multiple-choice questions:** Select the option that best answers the question.
- **Short answer questions:** Provide concise and clear responses.
- Read each question carefully before answering.
- The total time allowed for this test is limited to 5 minutes.

1. **Read the following sentences loudly**
    i. She sells seashells on the seashore.
    ii. This method brings the picture to mind.
    iii. There is nothing delicious as a loaf of bread.
    iv. Five frantic frogs fled from fifty fierce fishes.
    v. Various items like bag, bitter batter, a cone of beef and a curved bow.
2. Read the words with voice
    1. Myth
    2. Relatives
    3. These
    4. Cherish
    5. shelves
3. **Read the vowel sounds aloud**

    /ɪ:/,

    /3:/

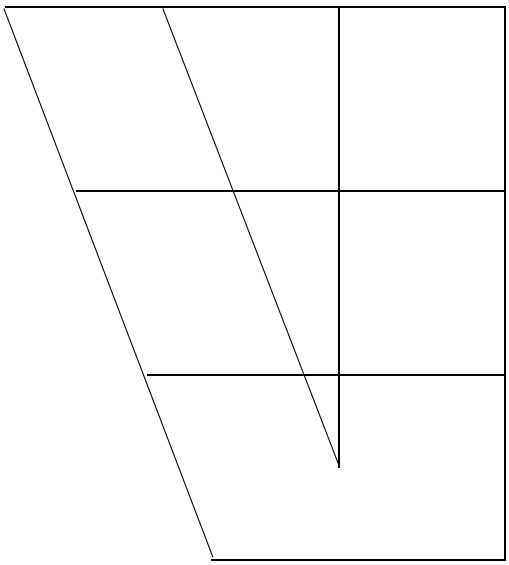
    /æ/

    /ə/

    /ʊ/
4. **Read the consonant sounds**

    /θ/, /ð/, /r/, /l/, /ʒ/ and /ʃ/

5. Show the right position in the mouth of the English native speakers where these vowel sounds : /ɪ/ /e/ /æ/ /ʌ/ /ʊ//ɒ/ /ə/ /i: / /ɑ: / /ɔ: //ɜ:/ /u: / are spoken



6. Which strategies can be implemented to enhance pronunciation skills? (Select all that can be applicable)

a. Phonics-based instruction

b. Repetition and drills

c. Listening and imitation exercises

d. Multimedia resources (videos, audio clips)

e. Tongue twisters and pronunciation games

7. In few words, say how your pronunciation affects your ability to communicate effectively in English?

8. By using these scales: strongly agree (**SA)**, agree (**A)**, neither agree nor disagree (**Neither A nor D)**, disagree (**D)** and disagree strongly (**DS**). Show the extent of which these challenges hinder you from improving English pronunciation skills?

Challenges	**SA**	**A**	**Neither Anor D**	**D**	**DS**
Limited access to pronunciation resources					
production of same Sound					
class sizes					
Insufficient time allocated to pronunciation practice					
Orthographic issues like spelling mismatch pronunciation.					

9. By using these scales: strongly agree (**SA)**, agree (**A)**, neither agree nor disagree (**Neither Anor D)**, disagree (**D)** and disagree strongly (DS). Show the extent of how the listed Techniques help you to improving your English pronunciation skills?

Techniques	**SA**	**A**	**Neither Anor D**	**D**	**DS**
Practice with pronunciation apps					
Mimicking native speakers					
Taking pronunciation courses or workshops					

Using online resources

Receiving feedback from colleagues or students

10. By using these scales: strongly agree (**SA)**, agree (**A)**, neither agree nor disagree (**Neither A nor D)**, disagree (**D)** and disagree strongly (**DS**). Show the hinders of proficiency in speaking skills.

N0	**The hinders of proficiency in speaking skills**	**Strongly agree**	**Agree**	**Neutral**	**disagree**	**Strongly agree**
1.	My English pronunciation is strong because I did courses in English phonology.					
2.	I can ‘t speak English because i can’t pronounce vowel sounds					
4	I mispronounce words because I do not know position of tongue in the month of native speaker.					
5	My pronunciation is weak because I have no access to listening native speakers.					
6	I do not speak fluently due to lack of pronunciation of					

	consonants sounds and vowel sounds.
7	I, always fail to listen English because of lacking English environment exposure
8	My pronunciation is weak due to my weakness in phonetics & Phonology.

Observation checklist for assessing the contribution of phonology to enhancing English Pronunciation skills

1. **Pronunciation Accuracy:**

a. Correct pronunciation of English phonemes

b. Ability to distinguish between difficulty English vowel sounds: /ɪ/ /e/ /æ/ /ʌ/ /ʊ//ɒ/ /ə/ /i: / /ɑ://ɔ://ɜ:/ /u:/

c. Ability to distinguish between difficulty English consonant sounds: **/θ/, /ð/, /r/, /l/, /ʒ/ and /ʃ/**

d. The learners get feedback on the pronunciation error from teachers or their colleagues.

2. **Speaking Confidence:**

- Confidence in speaking English aloud, even when encountering unfamiliar words or phrases.
- Willingness to engage in English conversation without fear of making mistakes.
- Teachers and students debate and other role-plays, which require speaking English.

Use of Phonological Strategies:

- 1. There are authentic materials such as audio, video and audiovisual.
- 3. There are dictionaries and other textbooks to enhance sound production
- There are reading devices such reading apps