An Investigation of English Sound Production Among Nande Bilingual Students in the Democratic Republic of Congo : A Case of Bilingual Christian University of Congo

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ABSTRACT: *This article is based on a study that was conducted to examine the different areas of English sound mispronunciation by Nande bilingual students of the Bilingual Christian University of Congo (UCBC) in order to point out the instances where the phonetic system of Kinande causes difficulty for the learner of English resulting in communication and intelligibility breakdown. A total of 50 Nande students were randomly selected from the five faculties organized at UCBC and were involved in the study. The study adopted a qualitative design and used the ethnography method in which the researcher was involved in observing, listening, and asking a few questions as he was immersed in different activities (debate, presentation, dramatization, expressive reading , asking riddles, singing song, prayer, English teaching and teaching some content courses). After data analysis, it was revealed that bilingual Nande students of UCBC acquired their mother language (Kinande) before they began to acquire and to develop the English language. Moreover, the phonological system of Kinande has some sounds that are absent in English, and English has certain sounds that are absent in Kinande, which complicates the learning of those sounds and thus impede smooth communication and mutual intelligibility. Furthermore, Kinande and English have some letters that share the same spelling but they are pronounced differently. Also, teachers of English minimize the teaching of English pronunciations and thus reduce students' chance to practice pronunciation. Adding to this, teachers of English medium courses do not play their role of language teachers. They seem not to be concerned with language related items and think only TESOL faculties should address challenges related to language*.

KEY WORDS: integrated approach, bilingual students, phonological sieve, production of sounds, verbal-tonal method.

INTRODUCTION

Students of the Democratic Republic of the Congo (DRC) face a great deal of difficulties throughout their academic journey. In fact, all the students in the DRC follow the same curriculum and the medium of instruction is French that is taught as subject, and used to teach disciplinary courses (Jeff, 2019; USAID, 2021). Jeff (2019) reports that English is taught as a subject and the DRC government decided that it is taught in all the classes in the secondary education as well as in the tertiary one. At the Bilingual Christian University of Congo (UCBC), however, English is taught as a subject and it is also used to teach disciplinary courses. As teachers help students develop their English language skills, it was discovered that Nande students of UCBC mispronounce some English sounds which hinder mutual intelligibility. Levis & LeVelle (2011) claimed that good pronunciation is very important because it facilitates intelligibility among interlocutors.

This study was designed to examine the different areas of English sound mispronunciation by Nande students of UCBC. The study, thus, aims at examining the instances where the phonetic system of Kinande causes difficulty for the learner of English. Also, the study seeks to describe the effect of the different mispronunciation on mutual intelligibility. In order to be able to address the problem and achieve the research's objectives, the following questions have been proposed:

- What are the instances where the phonetic system of Kinande used in English causes an error and complicates the learning process of the English pronunciation?
- Are there differences and/or similarities between Kinande and English sound production?
- What is the effect of each of the noted areas of difficulty on mutual intelligibility?

The basic postulate of this study is that the production of English sounds is crippled by the fact that English is learned after students have acquired and mastered the phonetic and the phonological system of Kinande. In addition, English and Kinande use letters that seem to be the same in their spelling but are, unfortunately, pronounced differently. Furthermore, pronunciation lessons are minimized in bilingual classrooms because teachers hold great pronunciation limitations, and the students become heir of mistakes, errors, ambiguities that their teachers display.

THEORETICAL FRAMEWORK

This analysis is framed after the Troubetzkoy's theory of "The Phonological Sieve". Troubetzkoy (1986) said that there exists the phonological sieve that is a system of the mother tongue which disrupts the identification and the articulation of foreign language sounds. He argued that the phonological system of a language resembles to a sieve through which runs out every single word that is uttered. In the sieve, only relevant phone marks will stay to individualize the phonemes. All

fall into another sieve where phones marks stay which have the value of a call. Down again is found a sieve where the phone features are sorted out to characterize the expression of the speaking people. Every human automatically and habitually analyses everything they hear, and this analysis is done subconsciously; but the system of sieves is built up differently in each language. However, whenever a person hears another person expressing him/herself in another language, he/she, subconsciously, uses the phonological sieve of his/her mother tongue to analyze everything he/she hears. As that sieve does not fit the foreign language he/she hears, there appears a great deal of errors and misunderstanding. The foreign language sound receives a wrong phonological interpretation because they run it out through the phonological sieve of a mother tongue. Troubetzkoy (1986), thus, concluded that the people who want to use a foreign language become deaf and have trouble to identify and comprehend the different sounds.

Hereof, Kinande being the mother tongue of students, its system of listening disrupts the identification and the articulation of English sounds. When Nande students hear the teacher or other people speaking English, they subconsciously use the phonological sieve of Kinande to analyze all that they hear, therefore; there comes errors and misunderstanding. The English sound receives a wrong phonological sieve of Kinande and the students then become deaf to identify and comprehend the English sounds that weaken them to produce those sounds accordingly.

LITERATURE REVIEW

Pronunciation and Intelligibility

Intelligibility is an important aspect in all communication; it is a basic and a fundamental requirement in people's interaction. Munro (2011) reports that the lack of intelligibility results in the failure of communication. Also, the lack of intelligibility causes deafness of interlocutors (Troubetzkoy, 1986; Mashauri, 2016) which creates ambiguities (Mashauri, 2016). In their analysis, Harn and Watts (2011) revealed that pronunciation problems, vowel substitution and misplaced compound stress contribute to the misunderstanding. They argued that nonnative speakers of English have challenges to produce [æ] and its production is variable and changing by native speakers.

Reed and Michaud (2011) discussed major components of pronunciation and discovered that there are the strand of content, intent, ending and individual consonant and vowel sounds. According to them, students who have trouble and struggle to the content strand of communication tend to misunderstand the actual content of what is being said. In addition, students who struggle with the intent strand of pronunciation may understand the word but can be unable to get the intent of the content. Also, the strand of ending sound of regular verbs and noun inflectional morphology cause problems when students mispronounce them. Moreover, Reed and Michaud (2011) revealed that the consonant and vowel strand of pronunciation is the biggest pronunciation challenge and the main source of communication breakdown and unintelligibility. In order to address these

pronunciation strands, Reed and Michaud (2011) suggest that pronunciation should not be taught in isolation and the language of instruction should match the language of correction.

Kinande and English Sounds and Pronunciation Breakdown
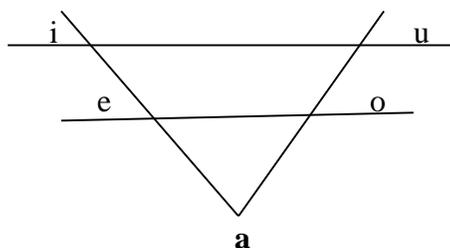
Kinande Sounds
Kinande is one of the bantu languages and it is spoken in the province of North Kivu in the eastern part of the DRC. Lewis (2009) classified Kinande in the Zone J.40, and said that Kinande descends from Niger-Congo, Atlantic- Congo, Volto-Congo, Benue-Congo, Bantoid, Southern, Narrow, Bantu, Central, J, Kinande. In the classification of Guthrie, Kinande is located in the Zone D with D_{42} as symbol, and the Tervuren School puts it in the Zone J (D-E) (Kombi, 1984).

Vowel Sounds
Kinande has seven vowel sounds (Muthaka and Kavuthirwaki, 2008) that are represented as follow:

Letter	ɑ	e	i	i̧	ỏ	u	u̧
Phoneme	[ɑ]	[e] [ɛ]	[ɪ]	[i̧]	[ə]	[u]	[u̧]

Kombi (1984) describes Kinande vowel sounds in four degree of aperture:

Consonant Sounds
The consonant sounds of Kinande are presented as follow: 1) Stops [p,t,k, ṭ,b,d., ɗ, g] 2) Affricates [ʧ,kj], 3) Fricatives [f,s, β, ɣ,h]. 4) Nasals [m,n, β]. 5) Laterals [l, ℓ]. 6) Prenasals and Nasal Homorgamic [nt,mb,nd,nz,ng]. 7) Approximant [r]. 8) Semi-vowels[w,j]. Mutaka (1990).

English Sounds

Vowel Sounds
The vowel sounds of English are classified here according to typologies:

Primary Vowel Sounds

Vowels sounds are called primary when the articulators remain more or less in the same position throughout the articulation. Mathe (2004) has called them monophthongs. They are [ɪː],[uː],[ʊ],[ɪ],[ɛ],[ɜː],[ɔː],[ɔ],[ʌ],[ə],[æ],[ɑː].

Vowel Glides

Vowel glides are called diphthongs. They entail some kind of change of position of the articulators during their production and change in the vowel quality (Mashauri, 2016). Here are the vowel glides: [ɑɪ], [əʊ], [ɪə], [ʊə], [ɛə].

Triphthongs

Mathe (2004) claimed that triphthongs are bracking and laxing before [ɹ] and took place after a set of non-centering diphthongs. The triphthongs are [ɛɪə], [aɪə], [oɪə], [əʊə], [ɑʊə]

Consonant Sounds

The English vowels are presented as follow: 1) Plosives [p,t,k,b,d,g]. 2) Fricatives [f,θ,s, ʃ,v, ð,z, ʒ,h]. 3) Nasals [m,n,ŋ]. 4) Approximant [ɹ]. 5) Lateral[l]. 6) Glides[w,j]. 7) Affricates[ʧ, dʒ]. Carr (2000).

Challenges of English Sound Pronunciation by Nande English learners

Research in challenges of English sound pronunciation by Nande English learners is at the beginning level. Lukendero (2002) discovered that a Nande English learner has difficulty to produce the English homorgamic nasal sounds which influence comprehension. They pronounce homorgamic sounds as being one sound because the phonological system of Kinande identify them as one sound. They therefore have difficulty to pronounce the words like impolite, climb, went, etc. Makasi (2000), in addition, reported that producing the fricative [b, t, d] is challenging to Nande English learners and they pronounce fricatives as being implosives. Mayanza (2006), moreover, discovered that Nande English learners face challenges to produce the fricatives [θ, ð]. They pronounce the fricative [θ] as [s] and [ð] as [d] or [z] because the fricatives [θ, ð] are absent in the Kinande phonological system.

Pronunciation Approaches

Fleg's Speech-Learning Model

Fleg (1993, 1995) developed a pronunciation strategy that he called Speech -Learning Model (SLM). Fleg says that SLM aims at accounting for how students learn or fail to learn to produce and perceive phonetic segment in the target language. He noted that units larger than a phonetic segment are important to authentic production of an L2, to the perception of those phonetic segments and to language comprehension. The assumption that he made is that "the phonetic system used in the pronunciation and the perception of segmentals remain adaptive of the life span

and that phonetic systems reorganize in response to sounds encountered in L2 through the addition of new phonetic categories, or through the modification of old ones" (Fleg, 1995, p. 233).

In discussing the different aspects of SLM, Fleg reported that second language learners can perceive (in time) the phonetically properties of the second language speech sounds. In addition, second language speech acquisition takes time and it is influenced by the nature of input received. Moreover, the processes and mechanisms that guide successful first speech acquisition remain intact and accessible through the span of the life. Furthermore, phonetic elements of L1 and L2 mutually influence because they exist in a "common phonological space". The teacher, thus, should be aware of these aspects in order to help his or her students address the challenges of speech acquisition.

Fleg (1993,1995) also discussed the similarity and dissimilarity of the category formation. He hypothesized that the category formation for the second language sound becomes less likely through childhood as representations for neighboring first language sounds develop. In addition, L1 and L2 categories assimilate when a category is not formed for a second language sound because it is too similar to the first language sound. Also, when a new category is established for the second language sound, it may dissimilate from neighboring L1 and/or L2 sound in order to preserve the phonetic contrast.

The integrated Model
The integrated model of pronunciation was developed by Reed and Michaud in 2011. They discovered that teaching language speech in isolation did not help students develop their pronunciation skills. They thought about identifying major components of the language pronunciation pedagogy that include connected speech features, suprasegmental features, inflectional morphology, and segmentals. They believe that using the integrated model to pronunciation is the way to develop listening comprehension through auditory feedback where the learner's own increasingly target-like speech production facilitates and reinforces perception. Also, Reed and Michaud (2011) claimed that pronunciation teaching accompanies and reinforces core language instruction, and integrated pronunciation teaching is seen as a highly focused, metacognitive approach to the entire language classroom. The teacher and the learner, thus, should be partners and the corrective feedback should be given in the form of pronunciation prompts that the facilitators will design.

Verbo-tonal Model of Pronunciation
The verbo-tonal model (VTM) of pronunciation was coined by Petar Guberina in 1954, and it puts much stress on prosodic gestures that include body movements, hand movement and facial expressions. The beginning point of the VTM is the student error and no analysis can be known if it is not based on student errors (Ludovic, 2010; as cited in Lorenzi, Hardini, Sunendar &

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Mutiarsih, 2021). Ludovic (2010), thus, identified the basic principles of VTM and presented them as follow:

- Integration of phonetic correction in teaching
- The importance of body and affection
- Importance is given to intonation and rhythm
- Intuition: no direct analysis of pronunciation, no use of learner analytic awareness
- Prioritizing oral over writing (as cited in Lorenzi, Hardini, Sunendar & Mutiarsih, 2021).

Going through Ludovic (2010)'s VTM basic principles, it is good to say that intuition is needed from the language teacher because he/she must be able to analyze and to help students correct their errors. In addition, his/her body movements should be considered as a tool to help show intonation or rhythm in sentences.

Guberina (1961) developed what he called the " The proposals of the Verbo-tonal method" that begins by focusing on the perception. This beginning proposal of VTM was thought of after the Trubetzkoy's theory of the "Phonological Sieve". Troubetzkoy (1961) revealed that the phonological system of any languages is compared to a sieve through which all that we hear passes. The distinctive features that contribute to the identification of a phoneme remain in it; the rest are ignored, they are used for pragmatic or used for expressive purposes. Troubetzkoy argued that whenever L2 learners are exposed to the sound of the target language, they will interpret it using the phonological sieve of the language they acquired in their early ages and consequently become deaf for the sounds that are absent in their early acquired language. Taking all these ideas into consideration, Guberina (1961) believed that perception is focal in learning pronunciation and must come before production. In addition, Guberina proposes that the perception under VTM is extrapolated to all the processes of L2 learning because if the learner has trouble with phonic perception, this shortcoming influences negatively the acquisition of other language subskills like grammar, vocabulary, reading , etc. The second VTM proposal focuses on suprasegmentals which are very important because sounds are produced within a rhythmic-intonation movement (Bellière, 2014, as cited in Lorenzi, Hardini, Sunendar & Mutiarsih, 2021). VTM highlights the importance of the suprasementals and proposes that the stress, rhythm and intonation should precede the sounds in the teaching process. The third VTM proposal focuses on the spoken and written language and it claims that speaking and writing must remain separate at the beginning of the language acquisition. Before students begin to write, they need to internalize the speaking skill and consequently perception and production (Lorenzi, Hardini, Sunendar & Mutiarsih, 2021). The VTM points out that using writing at the early process of the language acquisition is a mistake because when students have to read, they will not be able to listen, and this would result in perception skill impairment. The fourth VTM proposal focuses on non-verbal language. Guberina (1961) posited that as the movement of the hands and the body, the face gestures, and the way of looking go along with the sound when we talk, the perception of general body movements (that he

called macroception) and the perception of articulation (that he called microception) interact in oral communication. Guberina invites teachers, thus, to teach pronunciation in a dynamic way: standing, sitting, back-talk, and so forth. The fifth and last proposal of VTM focuses on extra-linguistic factors that include mood, personality, age, context, learning expectation, etc. These factors negatively influence the acquisition of the pronunciation skills (Intravaia, 2005, as cited in Lorenzi, Hardini, Sunendar & Mutiarsih, 2021) because learning a new language is like wearing a new suit that one does not feel like wearing (Lorenzi, Hardini, Sunendar & Mutiarsih, 2021). In order to address the extra-linguistic factors to acquiring pronunciation, Intravaia (2005) invites language teachers to create *"(...) un climat d'emphatie, lever les blocages psycologiques et culturels par le respect de l'autre, la reconnaissance et la valorisation des différences, désamorcer les inhibitions susceptibles de surgir dans le groupe-class, instaurer un climat de solidarité, de collaboration et de connivence (...)"* (as cited in Lorenzi, Hardini, Sunendar & Mutiarsih, 2021, p. 263). Adding to Intravaia's invitation, Dormer (2011) said "Teaching is more about what the teacher is and not what he/she does" (p.54). She proposed that language teachers must show such dispositions as compassion, dedication, fairness, honesty, high expectation, equality, equity, empathy and empowerment.

METHODOLOGY

This study used the qualitative paradigm that used the ethnography method. It focused on investigating reality on English sound production by Nande bilingual students at UCBC. It involved the researcher participating in observing, listening, and asking a few questions (Richards, 2003) as he was immersed in different activities (Dawson, 2002) related to pronunciation. The different activities in which the researcher was involved in include the debate, presentation, dramatization, out loud reading, riddles and riddles puzzling, song singing, prayer, English teaching and teaching some content courses.

Qualitative design uses non-probabilistic and purposive sampling to select research participants (Creswell and Guetterman, 2019). In this study, I purposefully selected fifty Nande students as range of sample from the four English levels (Foundation Level: 21 students, Basic Level: 14 students, Intermediate Level: 5 students and Advanced Level: 10 students.) who study in the five faculties organized at UCBC. In order to respect research ethics, I requested the participants' consent, I told them the reason and the goal of the study, and I guaranteed them the anonymity (Creswell and Guetterman, 2019).

Data presentation
The different activities in which I was immersed were helpful in the identification and description of Errors. The contact between two languages leads to reciprocal contamination (Mbusa, 2006) and this contamination between Kinande and English resulted in the following corpus:

Words	Participants' Realization	Correct Realization
1. Into	[entu]	[´ɪntə]/ [´ɪntu:]
2. Faith	[feif]	[´fɛIθ]
3. Without	[wizaut]/[widaut]	[´wɪðaʊt]
4. Intervened	[entevenid]	[ɪntə´vɪ:nd]
5. With	[wif]/ [wiz]	[wɪð]/ [wɪϴ]
6. Mended	[mended]	[´mɛndɪd]
7. To	[tu]	[tə]/ [tu:]
8. Turned	[tened]	[tɜ:nd]
9. Each	[iʧ]	[ɪ:ʧ]
10. Right	[rigt]	[ɹɑɪt]
11. Indeed	[indid]	[ɪn´dɪ:d]
12. Hurt	[hut]	[hɜ:t]
13. Faced	[fased]	[´fɛɪst]
14. Confusion	[kofuzion]	[kən´fu:ʒn]
15. Thing	[ting]/ [fing]	[θɪŋ]
16. Seems	[sɪmz]	[sɪ:mz]
17. My only	[mionℓɪ]	[mɑɪ´əʊnlɪ]
18. Emergency	[emagesi]	[ɪ´mɜ:dʒənsɪ]
19. Take	[take]	[tɛɪk]
20. Know	[kno]	[nəʊ]
21. Tough	[toug]	[t∧f]
22. Bough	[bug]	[baʊ]
23. Laugh	[lag]	[lɑ:f]
24. Stumble	[stumble]	[´st∧mbl]
25. Through	[froug]	[θɹu:]
26. Thorough	[doroug]	[´θ∧ɹə]
27. Learn	[lɛn]	[lɜ:n]
28. Heard	[hed]	[hɜ:d]
29. Word	[wod]	[wɜ:d]
30. Sounds	[sɑunds]	[´saʊndz]
31. Bird	[bad]	[bɜ:d]
32. Sake	[sɑk]	[sɛɪk]
33. Call	[kɑl]	[kɔ:l]
34. Meat	[mit]	[mɪ:t]

35. Great	[gret]	[gɹɛɪt]
36. Threat	[frɛt]	[θɹɛt]
37. Mother	[mɑde]	[mʌðə]
38. Moth	[mov]	[mɔ:θ]
39. Both	[bof]	[bɛʊθ]
40. Bother	[bovɛ]	[ˈbɔðə]
41. Brother	[bɹəvɛ]	[bɹʌðə]
42. There	[vɛr]	[ðɛə]
43. Here	[hɛrə]	[hɪə]
44. Rose	[ros]	[ɹɛʊz]
45. Them	[vɛm]	[ðəm]
46. Alive	[aˈlive]	[əˈlaɪv]
47. This is the day	[visizvedɛɪ]	[ðɪsɪzðədɛɪ]
48. Institute	[ɛstitut]	[ˈɪnstɪtju:t]
49. Failed	[fɛld]	[fɛɪld]
50. Society	[soˈsiɛtɪ]	[səˈsaɪətɪ]
51. Domain	[ɗomɛn]	[dəˈmɛɪn]
52. Educate	[eɗukɛt]	[ɛdʒuˈkɛɪt]
53. Others	[ovez]	[ʌðəz]
54. Made	[mɑd]	[mɛɪd]
55. Weigh	[wɛɪg]	[wɛɪ]
56. Disturb	[dɪstaβ]	[dɪsˈtɜ:b]
57. Talk	[tolk]	[tɔ:k]
58. Listen	[lɪsten]	[lɪsn]
59. Hour	[hɑue]	[aʊə]
60. When	[whɛn]	[wɛn]
61. Heir	[hɛr]	[ɛə]
62. Knock	[knok]	[nɔk]
63. Glad	[glɑd]	[glæd]

FINDINGS

The main question for this study was **"What are the instances where the phonetic system of Kinande used in English causes an error and complicates the learning process of the English pronunciation?"** In the analysis of the corpus made from 50 students, ten instances have been identified that are likely to complicate the learning process of the English sounds and obstruct communication and mutual intelligibility.

Use of Homorgamic Nasals as Single Sound in English

Homorgamic sounds are nasal consonant that share the same place of articulation with the following consonant. E.g. [nd], [nt]. During the investigation, Nande students failed to produce homorgamic nasals as single sounds in English, yet English does not consider them to be two distinct sounds:

- Corpus 6, mended→[mended] instead of [ˈmɛndɪd]
- Corpus 11, indeed→[indid] instead of [ɪnˈdɪːd]

Short Vowels were realized as Long Ones

Short and long vowel sounds are different by tenseness and laxness. The long vowel sounds sound heavier than the short ones. A Nande student learning English mispronounces long vowels and the error has been attributed to the fact that Nande vocalic system lacks long vowel sounds. Students, therefore, pronounced incorrectly long vowel sounds.

- Corpus 8,turned →[tened] instead of [tɜːnd]
- Corpus 9, each →[iʧ] instead of [ɪːʧ]

Overcorrection

Murefu (1996) reported that overcorrection is a psychological result of correcting something. It is the use of a wrong sound thinking that one is trying to correct. For a Nande student, this phenomenon consists of distorting some English sounds to the phonetic system of Kiyira.

- corpus 56, disturb→[dɪstaβ] instead of [dɪsˈtɜːb]
- corpus 42, them→ [vɛm] instead of [ðəm]

Realization of [l] into [ɭ]

Both [l] and [ɭ] are laterals but the difference is found at the place of formation. [l] is an alveolar whereas [ɭ] is a retroflex. This phenomenon is too familiar with a Nande student but frequently ignored in English. The error is quickly identifiable when [l] is used only with high vowel sounds [ɪ] and [u] as in *my only* [mɑɪˈəʊnlɪ] pronounced [mionɭɪ] in the corpus 17.

Realization of [d] into[ɖ]

The articulatory confusion of the stop retroflex [ɖ] is due to the fact that the plosive alveolar [d] does not appear in the spoken Kinande (Murefu, 1996).

- Domain [dəˈmɛɪn] pronounced [ɖomɛn], corpus 51
- Educate [ɛdʒuˈkɛɪt] pronounced [eɖùkɛt], corpus 52

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Realization of [h]

Avery and Ehrlich (1992) have remarked that [h] is produced with breathing out of air. In English [h] can either be aspirated or not. In Kinande, however, the laryngeal fricative [h] is always aspirated.

- Heir [ɛə] pronounced [hɛr], corpus 61
- Hour [ɑʊə] pronounced [hɑue], corpus 59

Silent Letters are realized

The silent letters are those letters which are present in the orthography but are not pronounced. Those letters, thus, have disappeared from pronunciation. Unfortunately, Nande bilingual students learning English still keep those sounds that constitute an error.

- knock [nɔk] pronounced [knok] corpus 80
- talk [tɔ:k] pronounced [tolk] corpus 62

–ed →[ɛd]

The simple past and the past participle of English regular verbs are made in adding –ed. This –ed morpheme is only pronounced [ɛd] by Nande students; this is the reason why the word like the followings were badly produced:

- Faced →[fased] instead of [ˈfɛɪst] corpus 13
- mended→[mended] instead of [ˈmɛndɪd] corpus 6

s→[s]

A Nande student learning English knows that the letter "s" is used both in Kinande and English. He/she, unfortunately, ignores that the same "s" can hold varied pronunciations in English. This fact is the root cause of Nande students to generalize the pronunciation of "s".

- Confusion [kənˈfu:ʒn] pronounced [kofuzion] corpus 14
- Rose [ɹɛʊz] pronounced [ros] corpus 44

Monophthongization of Diphthongs

Kinande is a bantu language which contains phonemically seven vowels that are pure vowels. The diphthongs as well as triphthongs are, therefore, not attested. This reason explains why a yira student mispronounces the diphthongs and triphthongs.

- alive→[aˈlive] instead of [əˈlaɪv] corpus 46
- failed→[fɛld] instead of [fɛɪld] corpus 49

DISCUSSION

The main objective of this study was to examine the instances where the phonetic system of Kinande used in English causes an error and complicates the learning process of the English pronunciation. The analysis of the corpus demonstrated that pronunciation plays a crucial role in communication, comprehension and mutual intelligibility. In addition, the analysis of the corpus revealed that bilingual Nande students of UCBC acquired their mother language (Kinande) before they began to acquire and to develop the English language. Moreover, the phonological system of Kinande has some sounds that are absent in English, and English has certain sounds that are absent in Kinande which complicates the learning of those sounds and thus impede smooth communication and mutual intelligibility. Furthermore, Kinande and English have some letters that share the same spelling but they are pronounced differently. Also, teachers of English minimize the teaching of English and thus reduce students' chance to practice pronunciation. Adding to this, teachers of English medium courses do not play their role of language teachers. They seem not to be concerned with language related items and think only TESOL faculties should address challenges related to language. This finding is in agreement with results of other studies conducted by researchers in the field of teaching English as a second or foreign language. Anderson (2015) reported that each language has its own sounds. Students will easily learn English sounds that are similar to their mother language but will have trouble with the sounds that are different. In view of the finding, Nande students of UCBC face no problem with sounds that are similar with English but face pronunciation challenges with English sounds that are absent in Kinande phonological system. Uzun (2022) claimed that pronunciation errors influence the intelligibility of learners of English as a foreign language. Owing to the fact that the contact of two languages leads to reciprocal contamination (Mbusa, 2006), Kinande (being the mother tongue of the students) interfere with English to create language transfer (Mashauri, 2016, Mbusa, 2006, Murefu, 1996). Pronunciation plays a capital role in order to have smooth communication and intelligibility (Munro, 2011; Harn and Watts, 2011; Reed and Michaud, 2011; Levis and LeVelle, 2011, Robinett and Prator, 1985) but lack of intelligibility causes deafness of interlocutors (Troubetzkoy, 1986; Mashauri, 2016) which creates ambiguities (Mashauri, 2016). In the language of Harn and Watts (2011), pronunciation problems, vowel substitution and misplaced compound stress contribute to the misunderstanding between interlocutors. In his study on salient pronunciation errors and intelligibility of Turkish speakers, Uzun (2022) discovered that vowels were leading sources of pronunciation breakdown.

The work of addressing language related problems of students is not the only apanage of the ESOL teachers. All teachers are language teachers (Dormer, 2019; Gottlieb, 2015) and all learners are language learners (Gottlieb, 2015), and this makes all teachers accountable to develop the learners' both content and language skills. Isnaini, et al. (2022) reported that implementing bilingual education program consequently demands both content and language teachers to differently play

their roles in order to make difference in students' lives. These teachers, in addition, have to design both language and contents objectives (Dormer, 2019), they are required to teach and assess content and language, develop expertise in content subject, language, teaching and learning (Isnaini, et al., 2022). In order to help ESOL learners develop the skill they need in pronunciation, the teacher has to teach pronunciation using a variety of strategies (Hahn and watts, 2011; Sardegna, 2011, Mashauri, 2016, Baker 2011), integrate the pronunciation lesson and not teach it in isolation (Reed and Michaud, 2011), plan pronunciation lesson recurrently (Dormer, 2019), practice the pronunciation lesson again and again (Sudlow, 1986; Saafeld, 2011, Anderson, 2015) because pronunciation can be deteriorated unless practiced, reviewed and reinforced (Sudlow, 1986).

CONCLUSION

Good pronunciation is recommended among speakers of a language for mispronunciation can hinder intelligibility (Mbusa, 2006). People who use the phonological sieve of their mother tongue to analyze a foreign language stumble against errors, misunderstanding… and, thus, become deaf for the identification and comprehension of the sounds (Trubetzkoy,1986). It is in this respect that a special care was put on the analysis of the production of some English sounds by Nande bilingual students of the Bilingual Christian University of the Congo. Data analysis revealed that the pronunciation of some English sounds by Nande learners are due to the fact that the Kiyira phonological system is different from that of English. As an example, Kinande has seven vowel sounds whereas English does have twenty –five. Also, though English and Kinande both may have some consonant/ vowel letters, they are unfortunately not pronounced the same way. Moreover, teachers of English minimize the teaching of English and thus reduce students' chance to practice pronunciation. Adding to this, teachers of English medium courses do not play their role of language teachers. They seem not to be concerned with language related items and think only TESOL faculties should address challenges related to language. In view of these findings, it is recommended that English teachers of UCBC teach English pronunciation using the integrated approach in which they will devote enough time for practice because practice does make perfect. Teachers of content courses, in addition, should play their role of language teachers because all teachers are language teachers (Dormer, 2019; Gottlieb, 2015) and all learners are language learners (Gottlieb, 2015), and this makes all teachers accountable to develop the learners' both content and language skills. Furthermore, teachers (ESOL and content) should engage the learners in the learning process, they should empower them as to make them autonomous learners. They should help students construct their knowledge establishing connections between the new and the learnt knowledge to favour its integration in the students' cognitive network (Dormer, 2019). Teachers have to reiterate the pronunciation instructions and favour repetition of what is being learned and done in the classroom. Teachers have to vary methods by using multiple means, visual aids, realia, facial expressions, body movements, etc. and resources which allow the senses to engage in the pronunciation activities. They need to provide corrective feedback (that favour

learning), design the input that is comprehensible [i+1 (Krashen, 2013)]. Teachers, thus, should display teacher dispositions (empathy, empowerment, equality, equity, enjoyment, expectation, cooperation, etc.) which are great tools that favour the acquisition of pronunciation.

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