

Evaluation of Linguistic Units in Spoken and Written English That Are Due to Luwanga Phonological Transfer: Speech Sounds, Phonemes, Vowel and Consonantal Systems

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Abstract

The study examined the linguistic units in spoken and written English that are due to Luwanga phonological transfer. Based on the study, this paper discusses the findings on the linguistic units of speech sounds, phonemes, vowel and consonantal systems. The study was descriptive by design. It was carried out in Matungu Sub-County (Kenya) where Luwanga is spoken. The study targeted Form Three students who spoke Luwanga as their first language. There were 5426 Luwanga speaking Form Three students in all the thirty secondary schools that existed in Matungu Sub-County at the time of study. Out of the thirty secondary schools, only ten schools took part in the study. Out of 5426 Luwanga speaking Form Three students, only 543 were selected to make sample size. The study used two random sampling techniques to enable it get the sample size. The study came up with a systematic sampling frame of all the thirty secondary schools in Matungu Sub-County. Purposive sampling was employed. The study used tape recording, test administration and focused informal discussion methods to collect data. The collected data was then analyzed qualitatively. From the results of the study, it is evident that Luwanga speaking impacted negatively on the spoken and written English of Luwanga speakers. The influence is both negative and positive but the study was concerned with the negative one that contributed to the falling standards of English performance in Matungu Sub-County. Therefore, the Luwanga speakers are not proficient in spoken and written English because of negative language transfer from Luwanga to English. It is recommended that teachers of second language should be able to identify this phenomenon of first language transfer into spoken and written English in order to prevent the errors which may arise and should use the errors in a constructive way.

Keywords: Linguistic Units, Spoken, Written, English, Luwanga Phonological Transfer, Speech Sounds, Phonemes, Vowel, Consonantal Systems

INTRODUCTION

Luwanga speakers write English exactly the way they speak it. The wrong transfer and application of language rules from Luwanga to English plunges the speakers in serious language problems because the two languages are structurally and phonologically different. Therefore, the study investigated the challenges the Luwanga speakers face in their attempt to articulate and write English phonemes, words, phrases, sentences, achieve paragraph unity and coherence of speech or text in Standard English. Standard English, in this case, refers to a variety of English that is spoken in Britain and which enjoys high status and prestige.

This study sought to document how Luwanga speakers use English language in their everyday communication by deviating from the norm at phonemic, word, phrase, sentence, paragraph and speech or text level. Communication, in this case, refers to meaningful utterances or sentences. Meaningful sentences might be oral or written and are therefore, linked by conjunctions to create paragraph cohesion or connectors to create speech or textual coherence. This research explored how, in their attempt to speak and write English, the Luwanga speaking students err and cannot properly articulate and write English. This study assumed that this happens because there are some English phonemes, words, phrases, sentence structure, correlative conjunctions and connectors that create paragraph unity and textual coherence that are not found in Luwanga language system and which Luwanga speaking students find to be new and quite challenging to use whenever they come across them. As such, the phonemes, words, phrases, English sentence structure, correlative conjunctions and connectors pose a big challenge to Luwanga speaking students learning to speak and write the English language.

Studies on the Influence of First Language on English

The second objective of this study sought to discuss linguistic units in spoken and written English that are due Luwanga phonological transfer. Therefore, the researcher reviewed literature on the influence of first language on English. The study observed that communication is one of the most complex yet indispensable tools of life. Competence in communication means that one has learnt to do something successfully. Odlin (1989) has studied the transfer of linguistic elements from first language to English. He observes that first languages do influence the way we learn our second languages. Being a first language, Luwanga is assumed by the linguists to have an influence on spoken and written English of Luwanga speakers. Lado (as cited in Odlin, 1989) observes thus:

We assume that the student who comes in contact with a foreign language will find some features of it quite easy and others extremely difficult. Those elements that are similar to his native

language will be simple for him, and those elements which are different will be difficult. Therefore, the teacher who has made a comparison of the foreign language with the native language of the students' will know better what the real learning problems are and can better provide for teaching (p. 2).

Ochwaya (1992) observes that communication is a necessary condition for the spread of linguistic features. From this observation, there is a possibility that when a Luwanga speaker is exposed to English as a second language, the Luwanga phonological features will get transferred into the Luwanga speaker's spoken and written English and even influence the way English is learned and spoken.

Contrary to this, many parents want their children to know their mother tongues. They have complained about their children living in cities and urban centres forgetting their mother tongue. They want them to know their first language: their mother tongue which is their language of belonging and identity in addition to English. These views of parents are captured in Government of Kenya (1999) on the education system in Kenya. The commission, therefore recommended that the learners' mother tongue or the dominant language within Early Childhood Care Development Education (ECCDE) catchment area should be used as a medium of instruction in order to ensure a smooth transition from home to institutionalized learning with Kiswahili being used as a medium of instruction in Nairobi city, municipalities and urban centres where tribes are cosmopolitan. As a result of these recommendations, Luwanga became the medium of instruction for lower primary schools (Standards 1-3) and now pre-primary for Mumias East, Mumias West and Matungu Sub-Counties of Kakamega County. Having been used to speaking Luwanga in lower primary school, pupils tend to enjoy learning in mother tongue. When they get to upper primary school then to secondary school the attempt to embrace both Luwanga and English interferes with their spoken and written English. This is the dilemma in which they find themselves because they cannot express themselves wholly and proficiently in the English language or mother tongue. Sheng then finds an opportunity to grow and the spoken and English has features of the first language in them.

Nevertheless, given an option between speaking Kiswahili and English, students will always choose Kiswahili, which they find a bit easier and which they can identify with because it is closely related in structure to their mother tongue. They also come to identify themselves with Kiswahili since it is an African language that encourages item transfer and is not associated with colonialism, an experience that most Africans would like to forget and not to remember by speaking English. These views are captured in the Koech Commission report (Government of Kenya, 1999). Therefore, given opportunity, it is assumed by this study that Luwanga speakers learning English will always speak English not exactly the way speakers of English do but their own way maybe because of their ignorance of English language rules and maybe because of heavy phonological influence from Luwanga. The negative language transfer also interferes with learning and teaching. Benson (2000) observes that the cause of low performance in English language in Kenya might be first language transfer and interference within the English language.

Moreover, Bett (2008) carried out a study on classroom interaction in English in class in public secondary schools in Kericho Municipality. In the study, he observes that in Kenya where forty two indigenous languages and Kiswahili is widely spoken, there is bound to be interferences from these languages on the spoken English since students will always attempt to transfer or translate structures and vocabulary from their native language or Kiswahili to English, thus leading to errors in English. Bett's argument that in the course of speaking English there is transfer of phonological features from the native language to English is in line with this research. However, he studies Kipsigis and he does not study Luwanga and the influence it has on spoken and written English. This is the knowledge gap that this study is attempting to fill.

In his work, Ochieng (2016) keeps watch out on grammar as used or abused in newspapers. Yet, he freely admits that English must be the most "difficult" language in the world. In one of his columns, he said: "English prepositions give reporters and sub – editors a great deal of grief – even in countries where English is the mother tongue. However, despite this challenge, one cannot escape from the fact that English is the official language of communication. Therefore, one must continually strive to come to grips with it. This study has also identified prepositional phrases as an area that gives Luwanga speakers learning the English language a rough time because to them out and outside, because and because of, in and inside are the same thing yet in English the prepositions are different.

Statement of the Problem

In Matungu Sub-County, performance of most KCSE candidates in English has continued to fall without stakeholders being certain of the likely cause. The study speculated that language transfer might be the likely cause. Therefore, the researcher investigated whether the learners' first language (Luwanga) was impacting negatively on learners' spoken and written English and contributing to the falling standards of English performance and other subjects set in English among the Luwanga speaking students of Matungu Sub-County. The research observes that speaking Luwanga affects the quality of spoken and written English of Luwanga speakers. It looked at the language problem from a perspective of language transfer and borrows pedagogical strategies from Skinner's (1957) Behaviourist Theory and Krashen's (1981) Monitor Model Theory to suggest

ways to remedy the challenge.

MATERIALS AND METHODS

The study was descriptive by design. The study was carried out in Matungu Sub-County where Luwanga is spoken. Luwanga is also spoken in Mumias East and Mumias West Sub-Counties, but the researcher was only interested in studying Matungu Sub-County, his homeland. The study targeted Form Three students who spoke Luwanga as their first language. There were 5426 Luwanga speaking Form Three students in all the thirty secondary schools that existed in Matungu Sub-County at the time of study. This was the target population. Out of the thirty secondary schools, only ten schools took part in the study. The study chose Form Threes of sub-county mixed day and boarding schools with a student population of 70% from the locality to participate in the research and left out form ones, form twos and form fours. Out of 5426 Luwanga speaking Form Three students, only 543 were selected to make sample size. The ten schools and 543 Luwanga speaking Form Three students that participated in the study formed the sample size of 33% and 10% of the target population, respectively. The study used two random sampling techniques to enable it get the sample size. The study came up with a systematic sampling frame of all the thirty secondary schools in Matungu Sub-County. Purposive sampling was therefore employed because, being a resident of Matungu Sub-County, he knew those schools and the kind of data that he wanted from them. As such, the researcher used purposive sampling to save on time since all that was needed for the research was well-known to him. The study used tape recording, test administration and focused informal discussion methods to collect data. The collected data was then analyzed qualitatively.

RESULTS AND DISCUSSION

The second objective of the study was to identify the linguistic Units in Spoken and Written English that are due to Luwanga Phonological Transfer. Students' tape recorded speeches and written compositions were relied upon to describe the articulation and writing of vowel and consonant sounds, words and sentences in Luwanga. The researcher also discussed phonemes, words, phrases, sentences, paragraph cohesion and textual coherence in Luwanga and English language.

Speech Sounds

These are meaningful utterances in human communication. Speech sounds are organized and produced orally by human beings for purpose of communication. The basic form of oral communication begins with the speech sounds either as a phoneme, word, phrase, sentence, paragraph or text. This study examined all these levels and how they got transferred to the spoken and written English of Luwanga speakers.

Transfer of Phonemes from Luwanga to Spoken and Written English

The tape recorded speeches showed that there was speech sounds transfer from Luwanga to spoken and written English. The sounds were either the Luwanga articulation of vowel or consonant sound. Hence, the study concluded that there was the transfer of Luwanga speech sounds to spoken English.

Examination of Luwanga and English Vowel Systems

The tape recorded speeches gathered from the field confirmed that Luwanga has five vowels only: a, e, i, o and u. These are the speech sounds that are articulated while the mouth is open and the tongue is not touching the roof of the mouth or the alveolar ridge. The five Luwanga vowels: a e i o u are articulated exactly the they are written. The vowels do not have any other modified articulations. Therefore, words in Luwanga always make use of these five vowels (a, e, i, o and u) in deriving new words. For example:

1. *Soma* ---- learn
2. *Andika* ---- write
3. *Yirukha* ---- run
4. *Chenda* ---- walk
5. *Soma* ----- read (past tense)
6. *Kuula* ----- roof

Any vowel different from the ones above will not be a Luwanga vowel and might be problematic for a Luwanga speaker to articulate.

Were (1967), Lidonde (1978), Muhindi (1981), Ochwaya (1992) and Wangatiah (2006) in the literature review of this study affirmed that Luluhya language and therefore Luwanga dialect has five vowels: a, e, i, o, u yet English has more. In addition to these Luwanga vowels, English has æ, ə, ɜ, ʌ, ε, ɒ, ɔ and ʊ. Therefore, learners who speak Luwanga as their first language face a major challenge when it comes to correct pronunciation of words with vowel sound in English. This can be attributed to the fact that English has more vowel sounds than most African languages like Luwanga. Again, the pronunciation of vowels in Luwanga is predictable as compared to English vowels whose articulation is somewhat unpredictable.

The findings of this study have also found out that Luwanga speakers speak English with five vowels only. These vowels are: a e i o u. English, on the other hand, has more vowels. Indeed, this is what makes Luwanga speakers to speak English differently from the Englishmen. Vowel articulation therefore makes Luwanga

speaking teachers to poorly speak and teach the English language. Consequently, the learners who are also Luwanga speakers then internalize the errors that are passed on to them from their teachers of English who are also Luwanga speakers. The transfer of phonological features from Luwanga to English spoils the students' spoken English that is tested in written form in KCSE examinations. So, candidates from Matungu Sub-County who happen to sit any examinations register poor results in English language and any subjects that are tested in English like Mathematics, Christian Religious Education and Chemistry. Thus, Luwanga speakers learning how to speak English will find the English vowels: æ, ə, ɜ, ʌ, ε, ɒ, ɔ, and ʊ that are not part of Luwanga vowel system difficult to pronounce and so, may not speak English with Received Pronunciation of the native speaker. In English, the letter /y/ is sometimes considered a vowel yet it is a consonant in Luwanga. Such language disparities usually lead to failure of candidates who are Luwanga speakers in major English examinations.

Therefore the findings of this study are in agreement with Itebete (1974) findings and the research findings of Ochwaya (1992) on vowels of Luhya. This study has specifically studied Luwanga vowels and attempted to find out the effect they have on spoken English of Luwanga speakers. The study agrees with the assertion by Ochwaya (1992) that various linguists who have studied Bantu languages, from a phonological point of view have two schools of thought and have differed in their approaches and opinions whether or not one can talk of Bantu vowel and consonant system. The first school of thought by Bantuists like Brown (1972), Lidonde (1978), Muhindi (1981) and Itebete (1974) agree that Bantu languages have different phonemic systems and therefore, should be looked at isolatedly, without relating it to the rest of the Bantu languages; hence the idea that each Bantu language has its own phonological system. They also admit that languages of the same origin do share certain properties. They agree that Bantu languages of Masaba in Kenya have 5-vowel system: a e i o and u and Luwanga being a Luhya dialect and a Bantu language of Masaba in Kenya is not an exception.

Luwanga Vowel Sound Transfer to Spoken and Written English

Luwanga is a Bantu language of the Luhya dialect and it has a 5 vowel system. These are: a e i o u. Luwanga is therefore similar to all Luhya dialects and Bantu languages of Masaba (western) Kenya. Therefore, English had more vowel sounds than Luwanga. The extra English vowel sounds posed a challenge to Luwanga speakers when it came to pronouncing them and Luwanga speakers substituted them with a similar Luwanga vowel and this interfered with the spoken and written English of Luwanga speakers.

Luwanga Speakers' Inability to Articulate and Write some English Vowels

Luwanga phonological features transfer takes place when there is a challenge in articulating and writing the English vowels that are not part of Luwanga vowel system. Vowels are speech sounds that are articulated with the open mouth and the tongue not touching the roof of the mouth or the alveolar ridge. Notable difference between a native Luwanga speaker of English and an English speaker with Received Pronunciation is in way they articulate vowels. Tape recorded conversations and students' compositions showed that Luwanga has her own vowel system that is different from the English one. Thus, a Luwanga speaker will always find it difficult to pronounce and write certain English vowel sounds that are not part of Luwanga vowel system. For example:

7a. Man (English word)

7b. /man/ (Pronunciation of the English word: Man by a Luwanga speaker)

7c. /mæn/ (Received Pronunciation of the word: man by a British)

Luwanga does not have the vowel system with sound: /æ/. As a result Luwanga speakers learning to speak English mispronounce words whose vowel system is different from Luwanga as in the word: man.

8a. Fertile (English word)

8b. /fa:tail/ (Pronunciation of the English word: fertile by Luwanga speakers learning to speak English)

8c. /fɜ:tail/ (Received Pronunciation)

Luwanga vowel system does not have sound: /ɜ/. This is an English vowel sound. Therefore, Luwanga speakers learning to speak English find it difficult to pronounce sound /ɜ/ because it does not exist in the Luwanga vowel system. The difficulty experienced by Luwanga speakers in pronouncing sound /ɜ/ makes them unable to speak Standard English with Received Pronunciation. Hence, their Luwanga speaking interferes with their spoken English. Luwanga speaking teachers are therefore affected in their classroom teaching of English. Luwanga speaking learners too are affected and Luwanga speaking leads to learners' poor performance in English language and all the subjects that are set in English.

Other English vowels that are missing in the Luwanga vowel system include: the vowel /ʌ/ as in words like:

cut _____ /kʌt/

run _____ /rʌn/ and

fun _____ /fʌn/

The English vowel /ɛ/, /ɔ/ and /ʊ/ are also missing in the Luwanga vowel system. In English, /j/ and /w/ are realized as voiced palatal and labio-velar semi-vowels yet in Luwanga they are consonants. This confuses Luwanga speakers who pronounce them as consonants yet they are vowels in English. This confusion in speech between Luwanga and English vowels tends to interfere with the spoken English of Luwanga speakers. Hence,

they end up being poor teachers of phonology because of fossilization and the candidates who speak Luwanga as their first language also end up doing poorly in the area of oral skills in English. Hence, vowel articulation determines the quality of English that one speaks and whether a Luwanga speaking learner passes the English language examination.

Examination of Luwanga and English Consonantal Systems

The tape recorded Luwanga speeches from students showed that Luwanga has 18 consonants. The eighteen consonants are: b, c, d, f, g, h, j, k, l, m, n, p, r, s, t, w, y and z. On the other hand, English has 21 consonants. These are: b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y and z. The three extra English consonants are: q, v and x.

Luwanga Consonantal Transfer to Spoken and Written English

From the 180 questionnaires issued out to form three students in the field 155 confirmed that Luwanga has 18 consonants. These are: b, c, d, f, g, h, j, k, l, m, n, p, r, s, t, w, y and z. 10 respondents were uncertain and 15 respondents gave varying responses. See the table below.

Furthermore, the Luwanga speeches showed that English has 21 consonants and that there are some English consonants that are missing in the Luwanga consonant system. They are: q, v and x. Likewise, the tape recorded Luwanga speeches by students showed that there are some Luwanga consonants which do not appear anywhere in the English consonant system. These consonants are: /ts/, the aspirated /β/ and /kh/ or /x/. Therefore, the extra English and Luwanga consonants look confusing and make it possible for a Luwanga speaker to speak Standard English with Luwanga influence. Luwanga consonants not in English consonant system: /β/, /ts/ and /kh/ or /x/.

A consonant is a speech sound made by completely or partially obstructing the flow of air that is being exhaled. The captured students’ speeches showed that Luwanga has 18 consonants. These are: b c d f g h j k l m n p r s t w y and z. Some of these consonants have allophones. For instance, sound /b/ is articulated as /β/ or /mb/ as in words like: abaana, (children), abayie (chaps), batsire (have gone), mbona? (why) and imbomu (bomb).

Sound /c/ in Luwanga is articulated as a cluster sound /ch/ in words like: chama (please) and chora (draw). Sound /g/, /j/, /y/ and /z/ likewise cannot be articulated alone but are articulated when another consonant precedes them to form a cluster sound. Sound /g/, /j/, /y/ and /z/ are articulated as /ng/, /nj/, /ny/ and /nz/ in words like: nkonya (visit me), injoro (a whip), inyanya (tomato) and inzu (a house).

Moreover, it should be noted that Luwanga speakers cannot articulate voiced consonants like: b, d, g, j and z. This is because Luwanga articulates voiced consonants as if they were voiceless. The speech sounds: b, d, g, j and z would be articulated as voiceless p, t, k, ch and s as shown in the columns below:

Voiced English Consonant	Luwanga Articulation
b	p
d	t
g	k
j	ch
z	s

Last but not least, Luwanga does not have the speech sounds: q, v and x in its consonantal system. However, Luwanga speakers have a special consonantal sound /ts/ which phonetically is written as sound /x/ in words like: tsitsanga (they are coming) and tsiosi (all of them). Therefore, Luwanga consonant system is different from the English consonant system.

Luwanga Speakers Inability to Articulate and Write Voiced English Consonants

Luwanga phonological features transfer also takes place when articulation of English consonants poses a real challenge to a Luwanga speaker learning to speak English. A consonant is a speech sound that is produced by completely or partly stopping the flow of the air being exhaled through the mouth. English has 21 consonants. These are: b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y and z. Luwanga too has its own consonant system that is different from the English one. However, missing from the Luwanga consonant system are the consonants: q, v and x.

The tape recorded students’ speeches show that Luwanga speaking students speak English the Luwanga way. For instance, instead of saying “very good” some students say “ferry cot”. For “jam” they pronounce it as “charm”. Thus, the students seem to replace the voiced consonants with the voiceless ones. They find it challenging to pronounce the voiced consonants because Luwanga articulates the voiced consonants either as voiceless sounds or as cluster sounds. For cluster sounds, two consonants always appear as a cluster. One consonant has to precede and co-exist with the consonant in question for it to be articulated and co- share the consonantal environment and properties. For example, /b/ is pronounced as voiceless /β/ or cluster sound /mb/, /c/ as /ch/, /d/ as /nd/, /g/ as /ng/, /j/ as /nj/ and /z/ as /nz/.

The study found out that Luwanga consonantal system lacks the English consonants: /q/, /v/ and /x/. So, Luwanga speaking students cannot correctly pronounce words that begin with these consonants like: queer, quire, quava, vault, void, voyage, xenophobia, xerox and xylem. They will always substitute these sounds with the voiceless sounds /k/, /f/ and /s/ yet these sounds do not have their voiced counterparts in Luwanga. Luwanga

does not have the voiced sounds /g/, /v/ and /z/ that are found in the English consonant system. This illustration affirms the fact that there are phonological features transfers from Luwanga to spoken English.

In addition, the position of the tongue in the mouth and manner in which the exhaled air is released from the speech tract determines the kind of consonant that is produced. In English, articulation of consonants depends on place and manner of articulation. Under manner, we have the voiced and voiceless consonants, the plosives, fricatives, affricates and many others. Bilabials, alveolar, palatal-alveolar and palatal sounds fall under place of articulation. Moreover, Luwanga speakers find it difficult to pronounce certain English voiced consonants like: b, d, g, dʒ, v, x and z.

The following table shows Luwanga consonants and how they are produced and written.

Manner of Articulation	Place of Articulation
1. VOICED 2. VOICELESS	PLOSIVES: p, t, c, k
	Bilabial: p
	Alveolar: t
	Palatal: c
	Velar: k
	FRICATIVES: f, s, x or kh, ts and β
	Labio – dental: f
	Alveolar: s,
	Velar: x or kh
	Uvular: ts
	Bilabial: β
	LATERAL: l
	ALVEOLAR – FLAP: r
	ALVEOLAR – ROLL: r
	ALVEOLAR – NASALS: m, n, nz, nj, ŋ (ng’),
	Bilabial: m
	Alveolar: n
	Palatal: nz
	Velar: ŋ (ng’)
	PRE – NAZALIZED: mb, nd, nz, ng’,
	Bilabial: mb
	Alveolar: nd
	Palatal: nz
	Velar: ŋ (ng’)

Certain Luwanga consonants combine to form Luwanga sounds that are not necessarily English. For example: mb, nd, nj, nz, ny, ts, and kh. The articulation of these Luwanga sounds as in words like: imbusi, ndola, njerekha, inzala, nyina, tsoni and khakhamala is different from English ones and depends on the neighboring sounds around that do influence the pronunciation. Hence, a Luwanga speaker will have problems with spoken English because of a combination of Luwanga consonants or sounds that are not English. See the table below.

Consonant/Alphabetical Symbol	Articulatory Description
mb	Bilabial + voiced bilabial plosive
nd	Alveolar nasal + voiced alveolar plosive
nj	Palatal nasal + voiced palatal plosive
ng’	Velar nasal + voiced velar plosive

Contrast of Linguistic Units that are Due to Luwanga Transfer against the Correct Forms in English

Contrast of Phonemes

Wrong vowel and consonant sound transfer from Luwanga to spoken and written English occurred in the course of speaking or writing English. The following is a contrast of Luwanga vowel and consonant the sound transfer against the correct forms in English.

Contrast of Vowel Sound

English Word	Luwanga Vowel Articulation	Correct Vowel Articulation in English
1. Learn	/ lan /	/ lɜ:n /
2. Run	/ ran /	/ rʌn /
3. Read (past tense)	/ red /	/ red /
4. Came	/ kem /	/ keɪm /
5. Roll	/ roli /	/ rəʊl /
6. Walk	/ wok /	/ wɔ:k /
7. Roof	/ ruf /	/ ru:f /
8. Man	/ man /	/ mæn /
9. Fertile	/ fatail /	/ fɜ:tail /
10. Cut	/ kat /	/ kʌt /
11. Ewe	/ ewe /	/ ju: /
12. Rapport	/ rapot /	/ ræ 'pɔ:(r) /

Contrast of Consonant Sound

English Word	Luwanga Consonant Sound Articulation	Correct Consonant Sound Articulation in English
1. Quava	/kwafa /	/ kwɒvə /
2. Quire	/ kwaia /	/ kwɪə(r) /
3. Venom	/ fenom /	/ venəm /
4. Vex	/ feks /	/ veks /
5. Vector	/ fekta /	/ vectɔ: (r) /
6. Xerox	/ seroks /	/ zɪərəʊks /
7. Xenophobia	/ senofopia /	/ zenə 'fɒbiə /
8. Thorns	/ tsons /	/ θɔ:ns /
9. Thin	/ tsin /	/ θɪn /
10. These	/ tsi:s /	/ ði:s /
11. This	/ tsis /	/ ðɪs /
12. Today	/ tutai /	/ tə'deɪ /
13. Dear	/ tia /	/ diə(r) /
14. Bet	/ pet /	/ bet /
15. Goal	/ kool /	/ gəʊl /
16. Education	/ etukaɪon /	/ edʒəkəlʃən /
17. Girls	/ kals /	/ gəʊls /
18. Headmaster	/ hetimasta /	/ hed'mɑ:stə(r) /
19. T.W.T	/ toboloti /	/ T.W.T /

CONCLUSION AND RECOMMENDATIONS

From the results of the study, it is evident that Luwanga speaking impacted negatively on the spoken and written English of Luwanga speakers. The influence is both negative and positive but the study was concerned with the negative one that contributed to the falling standards of English performance in Matungu Sub-County. Therefore, the Luwanga speakers are not proficient in spoken and written English because of negative language transfer from Luwanga to English.

Teachers of second language should be able to identify this phenomenon of first language transfer into spoken and written English in order to prevent the errors which may arise and should use the errors in a constructive way. The teacher of English should be quick to note the difference between language and culture in order to deal with the transfer and to make teaching more meaningful and effective. Moreover, teachers should look at errors made by learners as a vital source of information for classroom learning. The errors will help teachers to foresee what may be difficult or easy for learners. Consequently, the information will provide clues on how to act while in the classroom.

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