

KSh. 3,000

CHANGAMOTO KATIKA UJIFUNZAJI FONOLOJIA ARUDHI YA
KISWAHILI KATIKA SHULE ZA UPILI, GATUZI LA HOMABAY,
KENYA

NA

WAGABI WANGA JAMES
C50/CE/34351/2016

TASNIFU HII IMEWASILISHWA KATIKA IDARA YA KISWAHILI
ILI KUTIMIZA BAADHI YA MAHITAJI YA SHAHADA YA UZAMILI
KATIKA CHUO KIKUU CHA KENYATTA.

Wagabi, Wanga James
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fonolojia arudhi ya*



MEI, 2023



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Sahihi:  Tarehe: 02/06/2023

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Dkt. Jacktone O. Onyango

Idara ya Kiswahili

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ABSTRACT

This research aimed at analyzing the prosodic challenges exhibited among secondary school students learning Kiswahili in Homabay County. Various researchers have done research and published about Kiswahili prosody though not much has been done about the challenges it poses to its learners as a second language (L₂). Therefore, this work has contributed to a less exploited area. The research was conducted on the basis of the theoretical framework of Contrastive Linguistics (Lado, 1957) and Metrical Phonology (Liberman, 1975). The study was guided by the following objectives: to show the prosodic differences between Kiswahili and the Luo language concerning stress placement and vowel lengthening; to describe prosodic errors made by Luo speakers in Kiswahili; and describe the challenges facing Kiswahili L₂ learners concerning stress placement and vowel lengthening in Kiswahili and suggesting strategies for dealing with them. Data was collected from students by use of debates, reading of articles, spoken language, narration and oral assessments of the learners. The researcher targeted Kiswahili stress and vowel length by listening and recording the students as they spoke Kiswahili. The library and internet were also useful in reading about theories applied to this study and other literature on language prosody. Schools and the students who participated in the research were chosen using purposive sampling technique. Data was analysed qualitatively and quantitatively. Data analysis was guided by the tenets of Contrastive Analysis and Metrical Phonology theories. The findings were presented descriptively by using bar graphs and tables. The results of the study showed that over seventy percent of Kiswahili students who speak Luo as L₁ have difficulties in learning Kiswahili stress and vowel length patterns due to the prosodic differences between Luo and Kiswahili. The difficulties were seen to affect pronunciation in speaking and the meaning of words. The errors were identified, classified and their causes explained and corrected. This study is useful to students of various linguistic backgrounds who learn Kiswahili as a second language as well as to linguists who research on prosodic issues and second language learning.