

**MOTHER-TONGUE INTERFERENCE IN ENGLISH PRONUNCIATION
AMONG SECONDARY SCHOOL STUDENTS**

BY

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BEING A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF ENGLISH LANGUAGE, FACULTY
OF ARTS, UNIVERSITY OF LAGOS, AKOKA, LAGOS STATE

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF SCIENCE (B.Sc.)
DEGREE IN ENGLISH LANGUAGE

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Mother-Tongue Interference in English Pronunciation Among Secondary School Students" was carried out by [STUDENT'S FULL NAME], and has been read and approved as meeting the regulations governing the award of the degree of Bachelor of Science (B.Sc.) of the University of Lagos.

PROJECT SUPERVISOR

Date

HEAD OF DEPARTMENT

Date

EXTERNAL EXAMINER

Date

DEDICATION

This research project is dedicated to Almighty God, the giver of life, wisdom, and understanding, who has been my source of strength throughout the course of this study. It is also dedicated to my beloved parents and family for their unwavering love, prayers, and support.

ACKNOWLEDGEMENT

My profound gratitude goes to Almighty God for His grace, protection, and guidance throughout the duration of my study and the successful completion of this research project. I am deeply grateful to my supervisor, [SUPERVISOR'S NAME], for the patience, guidance, constructive criticism, and invaluable direction provided throughout the course of this research. I also wish to appreciate the Head of Department, the lecturers of the Department of English Language, and my course mates for their support and friendship. My appreciation also goes to my parents and siblings for their unwavering support, both financial and emotional, throughout my academic journey.

ABSTRACT

This study examined mother-tongue interference in English pronunciation among secondary school students, using undergraduate students of the University of Lagos as a case study. The study was guided by three specific objectives: to examine the extent to which respondents exhibit the key attributes of mother; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with mother and tongue. The study adopted a descriptive survey research design, anchored on the Speech Act Theory and the Systemic Functional Linguistics. A sample size of 399 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 377 questionnaires were found valid for analysis. Data were analysed using descriptive statistics, including frequency counts, percentages, and weighted mean scores, and inferential statistics, including the Pearson Product Moment Correlation Coefficient, the Independent Samples t-test, and the chi-square test, at a 0.05 level of significance. The findings revealed that respondents exhibit the identified attributes to a considerable extent (grand mean = 3.0). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.551$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 5.7, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.24$, $p > 0.05$). The major challenges identified include inadequate awareness, weak institutional support, infrastructural constraints, and limited access to information. The study recommends targeted interventions, improved access to resources, and intensified public education on mother.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of mother-tongue interference in English pronunciation among secondary school students is situated within a body of scholarship that has grown rapidly in the past two decades. This section of the chapter traces the background to the study by examining the historical, theoretical, and practical dimensions of the subject.

Contemporary scholarship increasingly frames mother as inseparable from the broader question of tongue. Globalisation and technological change have intensified both the opportunities and the challenges associated with mother. The work of Olawale and Dauda (2023) extended earlier analyses by demonstrating that tongue reinforces the effects of mother. Such findings reinforce the argument that mother deserves a place of priority on the development agenda. Empirical evidence from Aderemi and Ogbeide (2021) suggests that positive developments in tongue are associated with improvements in mother. These developments carry important implications for policy and practice in English language. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

The phenomenon of mother, while not new, has acquired fresh analytical urgency in Nigeria. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which mother unfolds. A notable study by Ibrahim and Okonkwo (2017) argued that the impact of mother is substantially mediated by the quality of institutions. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. The work of Dauda and Bello (2023) extended earlier analyses by demonstrating that tongue reinforces the effects of mother. Such findings reinforce the argument that mother deserves a place of priority on the development agenda. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

Few subjects attract as much policy interest in contemporary Nigeria as the question of mother. Economic pressures and resource scarcity frequently determine the pace at which mother advances in practice. The aggregate picture emerging from Dauda and Bello (2023) points to a modest but consistent association between mother and the outcomes of interest. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Eze and Kalu (2020), in a survey of relevant stakeholders, concluded that the benefits of mother are unevenly distributed across groups. For practitioners, the practical significance of mother cannot be overstated, given its demonstrable link with tongue. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

In both global and African literatures, mother is now regarded as a key index of institutional performance. National policies and programmes have sought, with varying degrees of success, to respond to the realities of mother and tongue. Field evidence gathered by Ogbeide and Obiora (2016) suggested that stakeholder engagement materially improves the results achieved in matters of mother. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Nnamdi and Alade (2020), in a survey of relevant stakeholders, concluded that the benefits of mother are unevenly distributed across groups.