The Interference of Krio in The Learning Of English In The Senior Secondary School

A Case Study Of Three Government Senior Secondary School`S In Sierra Leone.

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ABSTRACT

Although English is the official language of Sierra Leone, yet it is assumed that there are existing problems due to the interference of Krio and this made its teaching and learning in the senior secondary school difficult. Students presumed that, it is difficult to learn and so did not make effort to learn it. Teachers also find it difficult to cope with heavy demands required for effective teaching and learning of English Language in the senior secondary school level.

The purpose of this study is therefore to critically examine how learner's mother tongue or first language, for example Krio, interfere with their second language English Language process that is L1 versus L2. In this study also, the type of errors usually made by the native speakers of Krio in the process of learning English as a second language will be specially examined, their root causes and the suggestions and solutions to such problems will be made.

The research was carried out using three (3) Government Senior Secondary Schools in Sierra Leone as the area of study.

I could not take the whole population for the purpose of data collection. I selected a sample comprising both boys and girls ranging the classes SSS 1 to SSS 3 in all the three selected schools in the country– Birch Memorial Senior Secondary School Makeni City, Ansaru Senior Secondary School Kenema City and Ahmadiya Muslim Secondary School- Bo City. The number of pupils for each school was fifty (50) with a sum total of 150. From these categories, I was able to get an approximate age range of 17 to 20 years.

Various methods were used to collect the necessary information which involves some high techniques. Below are list of the methods used: Observation, Interview, Documentary Evidence, Questionnaires, Personal Experience and Discussion Methods.

The research questions investigated revealed that indeed there are existing problems in the teaching and learning of English Language in Senior Secondary

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Schools in Sierra Leone. Based on these findings, some recommendations have been made to ameliorate the teaching and learning of the subject.

INTRODUCTION

In the first chapter attention is paid to the background of the study, statement of the problem, objective of the study, and the significance of the study

The purpose of this research is to look into the interference of Krio in the learning of English language at the senior secondary schools in Makeni the provincial head quarter of the northern part of Sierra Leone, Kenema the provincial headquarter of the eastern part of Sierra Leone and Bo city the headquarter of the southern part of Sierra Leone. Interference is the act of encroachment in any activity in order to create an inconvenience situation. So in this write-up, we are going to see how Krio penetrates in the teaching/learning of English Language especially within Senior Secondary Students.

Many people believe that the Krio language evolved from the English Language. The broken English on the slaves. The freed slaves brought about Krio Language. When they arrived in the colony, they had prior knowledge of English (broken) and in their struggle to communicate; they use all means at their disposal. The new settlers acquired as much of the new vocabulary as they could, and used these newly acquired words, while often thinking in the style of their original language Krio was the result.

But it has also been argued that the present Krio language spoken in Sierra Leone is derived from an earlier West African Creole English which was a trade language along the West Coast during the eighteen century, when the British dominated the Atlantic Slave Trade. West African slaves transported the language to the new world. When the ancestors of the Sierra Leone Krio arrived in the colony at the end of the eighteen century, they adopted and developed this local Creole (now Krio) as their native speech enriching it with new expression reflecting their diverse backgrounds.

While the majority of Krio words have an English origin, the language also has an impressive number of loan words from other languages – chiefly Yoruba and Sierra Leonean languages. From Portuguese came such words as pekin, sabi from French boku,Yoruba, agiidi alakpa, beru (submit) Mandingo, Yuba, Yabas, Mende bumbu, kapu,Temne, kofta, komra, Limba mampama. So this has proved that Krio is the bastardized form of English. Krio is the distorted form of English and it is the Lingua Franca in Sierra Leone.

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English Language is our official language that we inherit from our colonial masters. It is the medium of communication and instruction in both schools and offices; all textbooks and official letters are written in English. English Language has become the most prestigious and official language in the country. It is the international language for Sierra Leone.

There is a close and neat marriage between the terms LANGUAGE and SOCIETY. These two terms are supportive of each other and none can do without the other. Language performs very important functions within society. For example it helps to communicate information amongst people within a society and it also helps to establish social relationships. We use language as a vehicle to transport our views and emotions to one and other and it could be either in written form or oral form. In the modern societies of today, most people aspire to speak more than one language in order to enhance an effective social relationship. The ability to speak one or more language beside one's native language enhances a cohesive social interaction amongst languages in a society. Words from one language go to another language that is why the purpose of the study, is to investigate on the krios' interference in the second language learning of English. A typical case study in this research will be '' the constraints of speakers of krios in learning English as a second language.''

STATEMENT OF THE PROBLEM

Sierra Leone is a country with devise ethnic groups in which each group speaks a distinct language with well design grammatical structure and rules which are always in variance with one and other and even with those with English language.

The speakers of krio in a bid to learn and gain proficiency in English language ''as a second language, are often faced with numerous problems that serve as deterrent in gaining proficiency in the target language- English. In the process of learning English as a second language'', the native of ''krio'' is often tempted to apply some of the grammatical structures and the rules of his or her language to those of English language. In doing so, the learner often ends up by making several utterances' which according to the grammatical structures of the target are consider as defiant sentences. These grammatical errors in most cases arise as a result of the interruptions which the learners ''first language'' would cost. In this case krio poses out a problem to the learners who attempt to learn English as a second language.

More over English functions in sierra Leone in many situation is the language used in schools, house of parliament, offices, business Centre or transportations to name but a few. Thus there must be expectations that everybody in Sierra Leone

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has to speak English accurately. For someone to speak it fluently and correctly he or she should master the skills of pronunciation of English sounds which are very complicated to understand.

Considering the fact many students and pupils in many level of institutions pronounce poorly, that shows that the skills of pronunciation were not sufficiently develop in them. That is why there is evidence of their first language interference with their learning of English sounds. Unless you pronounce your word correctly giving the vowels and consonants their correct values, the sound which you would not understood. Some teachers in some schools do not bother to select or prepare passages meant to be read aloud by the pupils. In preparing such passages, the teachers have to think of English words that are pronounce badly by the pupils and include them in these passages so that when they read aloud, it will be easy to detect faults which have to be corrected.

THE OBJECTIVES OF THE STUDY

The purpose of this study is to critically examine how a learner's mother tongue or first language krio interferes with his or her second -English language process that is L.1 verses L2. In this study, the type of errors usually made by the native speakers of krios or adopted speakers of krio in the process of learning English as a second language will be specially examined; their root causes and the suggestions of solutions to such problems will be made. At the end of this study, the researcher hopes to come out with the following viable outcomes or objectives in mind.

1. To discover the factors responsible for the interference of krios in the learning of English language
2. The types of errors made by speakers of krio in the learning of English language as a second language.
3. To suggest solutions to existing problems.

SIGNIFICANCE OF THE STUDY

Since many pupils in secondary schools in makeni, Kenema and Bo city have difficulties in pronouncing English sounds, the blame cannot be centered only on the teachers, but pupils also do not make efforts to see that faulty pronunciation of English sounds be corrected. It is obvious that English is not the first language of the pupils and as such, it is expected that there will be some faults but these should not be allowed to develop to uncontrollable proportion. Any serious mistake at the

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beginning of a word that is neglected and not melded could lead to a lost battle. These are all the more reasons why teachers of English language in all institutions of learning in the country should endeavor to lay correct and solid foundation at the initial stages of the learner's effort in learning English as a second language. As the saying goes '' the chains of habit are too small to be felt, until they are too strong to be broken''. If they get used to making certain errors and allow them to grow with such errors until adolescent or adult hood, they will be too difficult to correct. As a teacher, it is therefore very pertinent to be able to identify the numinous errors learners make, the source of such errors and solutions to such errors in the process of learning English as a second language.

I found out during my research exercise in all the secondary schools I targeted, that students don't have the opportunity to be taught oral English except when they get the sixth form wherein they are to attempt the west African senior secondary schools examinations (WASSCE) conducted by the west African examination council, for students to develop English pronunciation or habit, they have to know that they are expected to pronounce English expression well at any time they communicate with others in English at any situation.

The study of this research is deemed necessary because, students in senior secondary schools come from different homes and different backgrounds where different local languages are spoken especially krio. These languages have different grammatical rules and structures which are distinct in them and are at complete variance with other modern language like English. It has become one of the main requirements in entering institutions of higher learning in the country. It has therefore become imperative that all students in schools learn English as a compulsory subject.

In their quest for learning in schools, children are often faced with a lot of constraints which emanated from the grammatical rules and structures of their various native languages or krio which is always at variance to the target language English. These variations between krio speakers and the second language (English) could be as a result of differences in phonology, morphology syntax, semantics or lexical items between the two languages, krio and English. It is the wish of the writer to come with ways whereby a krio speaking pupil can speak with reduce interference.

Although the speech organs of these pupils have become used to certain point in their mouth to form sounds of the krio language, therefore, teachers in the secondary schools in all the schools in Sierra Leone should endeavor to pronounce English words and sentences correctly. This can only be effectively done if the teachers contribute by taking the sound system seriously, thereby learning and

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mastering it before putting it further to the children. They should make a provision so that pupils will take their teaching kindly and lovely.

Heads, including both new and old teachers in the department of English language are also required to make a combine effort to tuition those who are not well groomed with the subject. The pronunciation problems of learners are due to the interference of mother tongue like krio. This is because every one of us is highly condition by the habit of a first language let alone produces them. We take the sound we already know in our first language like krio. In other words, travail to describe these new sounds in terms of the sound system of mother tongue. The learners' speech organs have become used to place in certain position of the tongue to articulate at different part of the mouth to produce a sound of a mother tongue, there are difficult habits to utter such as those of speech. For example, vowel sounds/ sit and seat, bit and beat, hit and heat, problems also arise with consonant pairs example the consonant sound literal are often not clear in African literal speakers because of their mother tongue, these sounds may not discussed as pairs of words such as river and liver, rice and lies, may confuse. The typical Mende says lies for rice, lobber for robber etc.

The interference of krio is a problem to be treated with great significance for the fact that many pupils who have krio as their daily language use sounds in krio to replace some sounds in English. Example, mek for make, kad for card, id for hide, it for eat, fet for fight, wata for water etc. the above examples are factors of krio interference while learning English, pupils produce the sounds of krio instead. They have now become used to the sound system of krio. Therefore it is not surprising to have a situation existing in secondary schools .

Finally, English and krio are very important to the krio pupils attending secondary schools in the country, English is the medium of instructions and also the official language of Sierra Leone. So it is imperative that they should know it skills and the rules properly. In the case of the krio, they used it to express their feelings and thoughts to their illiterates relatives and friends. The concern of this research is to make suggestions that will help pupils who speak krio to speak English fluently and rightly. In order to prove the assumption that their differences in pronunciation of English words form krio words, the researcher would have to use different methods. Such as interview to prove the research. It has been observed, that the pupils speak krio most times and little of English even at schools. Thus the time these children spend to speak English language is very small hence the difference between the krio and English sound system. There is an evidence of krio interference in their English.

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DEFINATIONS OF TERMS AND ACRONYMS

LANGUAGE: The ability to communicate by using words etc.

SOCIETY: A group of people who meet from time to time to engage on common interest and association of organization.

L1:   first language

L2:   second language.

WASSCE: West African Senior Secondary Schools Examination.

S.S.S.   Senior secondary school.

REVIEW OF LITERATURE

To have level plain field throughout this study, certain terminologies needed clarification and the views of renounce linguistics need to be reechoed these terminologies include the following : second language, non-native, foreign language, secondary language, weaker language, first language, native language , mother tongue, primary language, strangers language etc.

These terminologies often create confusion amongst linguistics since there is no clear distinction amongst them. They all show subjective views between a language and an individual or a group of people. The researcher however will make an attempt in his own way to minimize the confusion that exist amongst these terms.

To begin with these terms could be put under two categories first language (L1) and second language (L2) are tabulated as follows:

L1	**L2**
1. First language	second language
2. Native language	noon native language
3. Mother tongue	foreign language
4. Primary language	secondary language
5. Stranger language	weaker language

Some of these terms can fall in to more than one category example, foreign language can be subjective, a language which is not my L1 or objectively, a language which has no legal status within the national bounders this is all the more reason why a French Canadian said ''I object to the your speaking French language as English.'' This sound true because, for most French Canadian, French

is a first language or mother tongue for them, English is a second language. But for English native speakers in Canada French is a second language (L2). This example shows the confusion which normally occurs in the use of these terminologies. Even within the first two sets of terms in the table above, confusion still arises because their no clear distinction between the way languages "A" or "B" was acquired by individuals of the level of proficiency and individual has attained in the language. Thus, all the terms used under L1 indicate two main things:

Firstly a person has acquire the language in infancy and early childhood therefore first of native and generally within the family hence '' mother tongue for example''

    A. Kathemne is my mother tongue
    B. I am a native speaker of Mende
    C. Her first language was Limba

All these sentences suggest the particular way of acquiring a language at this particular time in life.

Secondly, the L1 term signal an eristic level of proficiency in the language. They suggest an initiative, native line ''full'' or ''perfect'' command of the language. The speakers in "A" and "B" band the person spoken in c can identify themselves as speakers of Themne and Limba.

When linguistic examine a language, they identify four major components, phonology (sound), syntax (grammar semantics) (meaning) and pragmatics (usage). In phonology, every language possess certain distinctive, fundamental sound, which are the phonemes at that language. These are smallest language units for example the words thin and shin sound alike, but the initial sound differ sufficiently to differentiate the words thus qualifying the initial sound (th, sh) as phonemes.

The order in which sounds appear is not that simple. Also, pinker (1994) asked why do we say sibble-fabber or ping – png rather than feeble of pong – pink.

The answer is that, the vowels were your tongue where your tongue is high and in the front always come before vowels where the tongue is low in the back. Try it still, this is no real answer, we just don't know why?

The smallest unit of language to have meaning is the morpheme. Morphemes may be a whole words or parts of words that signifies meaning, such as the ending ER, ED.AND ING. The word older has two morphemes; old, signifying age, and ER signifies comparism. Morphemes are compost of series phonemes (themorphemes ER consist of two while OI.D consist of three phonemes)

For syntax as children acquire the basic of their language they also learn the guidelines that makes a language such a powerful tool, for example by the age of 13-15, children would have discovered that rules exist for combining sounds into words, that individual words have specific meaning and that there are rules for combining words in to meaningful sentences and for participating in dialogues. This rules helps children to defect the meaning of a word with which they are unfamiliar is call fast mapping this techniques enable children to use context for a word meaning thus helping then to continue rapid vocabulary development. It a common assumption that the Themne in "A" the Mende in "B" and the Limba speaker in "C", have this full command of the language which they acquire in the early years of their lives time. According to the examples above and for the purpose of this, L1 will be regarded as, the language acquired first in early child hood as well as the language of dominant and preferred used. The term first language or language covers both these uses when the context suggest clear destinations.

The concept of L2 which covers non-native language, second language and foreign language suggest the prior availability to the individual of language 1 dome form of bilingualism. All the set of terms under L2 has a double function as it indicate. Something about the nature of accusation of the language and something about the nature of the command off the language for example:

We are learning krio.

Samuel Bunjalie Koroma has gone to Kenema to learn Mende.

In the two examples above, there are some forms of learning but weather the learning is formal or informal, all the three languages been learnt now is a second language. All the terms under L1 may also indicate a lower level of proficiency in the second language in compariism with the primary language. Second language in this case, is the individual's weaker or secondary language. It is less familiar with new or strange terms. Grammar seems to be designed to convert ideas in to words combination. The relationships between ideas and words is the source of meaning or semantic. To integrate language element, children must be able to represent various kinds of knowledge, to combine them and to evaluate their relevance in context.

Pragmatic is the ability to take part in a conversation using language in a socially correct manner- children must also learn how to use their language. Language is a remarkable sophisticated developmental accomplishment, one part of which is the increasing success children has in making their communication clear.

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The sound system of one particular is quite dissimilar from the sound system of the English language.

However, the two languages that is krio and English may have some sound that common. When learning a sound language, one has to transfer of his or her mother tongue to the new language. Thus has been observed and it has existed from time memorial, and it is going to continue.

According to Thornton [1980], in learning English as a second language, many problems come up. They emerge as a result of the interference of the first language with the new language that is to be learnt.

There is tendency for learners to carry over like the syntax, phonological fractures of their first or native language in to their second language. It is often said that most native speakers of English talk or speak with a foreign intonation or stress. The reason for these differences in account, each language has different groups of phonemes which the learners transfer to the learning of English as a second language are caused by the interference of the first language or mother tongue. Each pupil will be influenced greatly by the habit or skills of his native language so much that he can hardly hear the foreign sounds of a new language like English.

According to Turner (1965), it is obvious that new speakers of English like ''krio speaking pupils '' may experience this problem. It will be a difficult task to be conversant with the sound system of English because his or her speech organ have become used to the production of sounds in her mother tongue.

 Butt-Thompson [1926] tries to show the variants between the sound system of English and the second system of African languages. He discusses these difficulties from the point of view of the following: vowels, Diphthongs, and consonants. The krio as a language has short and long vowels, just as English. There are words existing in English which contains short and long vowel sounds in each pair of words some time sound the same. For instance, pupils learning as a second language, pronounce words like sip as sheep, bit as beat, the same way. They fail to realize in the sound system of English there exist long and short vowels.

Gbla (1994) is of the opinion that the alphabet of any African language is a phonetic one. That is one symbol represent one sound only. Also he says that the krio speakers of English speakers some time have difficulties in the pronunciation of consonant pairs.

Wilkus [1976] states that if we look at the speech of the foreign language learners of English we will have little doubt that many of the mistakes can be linked with

the mother tongue interference. This proves that however you practice the structure of a new language, the accent of your native language must project in the process.

According to behaviorist, children associated the old structures they have learnt with the new ones during the process of language learning and accusation. They can substitute old words with new ones and they can use them in appropriate context and situation.

The Methodist believe that child language is more complex exercise than explain by behaviorist. For children to learn some complex rules or language, they must have reach a certain stage or level of maturation before they cope with them. Endowed with the mind and the nervous system, children will most certainly coup with the language in which they are introduced. This is not conditioned by a stimulus-band, verbal behavior, it is indeed a property of the mind.The ability to construct and understand new utterances must have been acquired, not simply formed from child-adult interaction, language is therefore pre-programmed, if children know the rules of their language.

For the mentalist therefore, language learning is rules- govern and maturation is significant for good performance.

For the past fifty years there have been two main theories to account for the phenomenon of language learning by pupils. The first known as behaviorism fully BF Skinner in 1957, claims that language learning in pupils can be accounted for in very much the same way we can account   for a dog learning to stand on its hind legs for a biscuits, trading, stimulation, imitation, reword and reputation.

The second theory known as mentalism argues that just as human, children are genetically programmed to work when they reach a certain of development, so they are programmed to talk. Research suggest that all children of all nationalities irrespective of race, class, or intelligence, learning a language is by regular steps moving from babbling to one word utterance, the combining two words until their speech is not different from the adult norms of their community. Mentalist suggest that language is natural, a part in the development of the human being giving development to the body, that is exposure to speech, a child automatically acquires language. Obviously if a child is not exposed to language, he will not learn it.

People who learn English languages as second language encounter a number of problems, especially with the fact that the subject comprises a literature component and because the grammar of the language can be complicating and even in some cases confusing.

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In his book, ''essential of grammar'' Mr. Lebbie (1982) notes that learning English without proper foundation in the lower levels is like building a house without proper foundation. This statement emphasizes the importance building a strong base for the learning of English at the primary level.

The idea of Vygosky leans to the motion of scaffolding. Think of scaffolding as a way of helping students move from initial difficulties with a topic to a point where with help they come to perform the task independently. Your job is similar to that of workers who build a scaffold around the building they are constructing. They need this support in the early stages, and then gradually removed for the building to stand on its own with no hesitation.

To encourage language development in the early childhood years, Hedrick (1992) recommended that teachers give student something real to talk about and then listen carefully to what they say, since young children are beginning to use more sociable speech, try to encourage as much conversation as possible among teachers and students among students and with other adults (urge parents to have their children to talk about their day during the evening meal, asking the children questions that requires more than one word answer.

Children quickly acquire their native languages, a task of such scope and intricacy, that it contains has eluded investigators for centuries as Pinker (1994) stated that the young children are grammatical genius master of most constructions, obeying far more often than flouting them, respecting language universals erring in sensible adult like ways and avoiding many kinds of error altogether.

Finally, according to W. Ross Winterowd and Patricia Y. Morray in their book "English writing and Language Skills" they believe that language skills could be developed in students through some such as; engaging the pupils in groups and giving them, task to performing orally, the result of which should be written in the form of a report and read in class. Also since reading is an act of pronouncing sounds which can help to detect the faults of pupils engage the pupils into reading text for pupils during lessons taking cognizance of the ages of the pupils and their cultural background. Also give reading assignments to encourage pupils to read at home.

METHODOLOGY:

The researcher will discuss about the pupils who gave him information for the research. The appropriate instruments used in the research describe the methods of data collection and analysis. The researcher also reads a number of publications

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related to the issues that leads to the interference of Krio in learning English Language. This provided a base for me to know what is responsible for the topic under discussion.

SAMPLE STUDY

I cannot take all the schools and the whole population of Senior Secondary School students in Sierra Leone for the purpose of data collection. I selected a sample of three schools each from provincial headquarters in Sierra Leone. The respondents comprise of both boys and girls ranging the classes S.S.S I to II in all the three secondary schools. The number of pupils for each school was fifty (50) per school which sum up to (150) pupils. From these categories, I was able to get twelve (12) and eighteen (18) years

DATA COLLECTION

Various methods are used to collect the necessary information which involves some high techniques. Below are the methods:

OBSERVATION METHOD:

This method I mostly employed to collect the required information. In this, I observe pupils during their play time, in their privilege conversation, during lunch time, when going and returning from school. The pupils find it difficult to detect my motive since it was the unobtrusive non-participant observing method I decided to use this method because it prevented me from identifying myself while participating in their activities.

INTERVIEW METHODS

The other instrument I employed was the interview method. I make sure that I had enough points, which I jotted down immediately after a session with certain groups. Since the study is designed to highlight factors responsible for the interference of Krio in the learning of English Language in the S.S.S level in the Secondary Schools. The researcher collected the information using the instructed informal type of interview. In this method questions are presented to respondents who were not informed beforehand for the interview. This is because, expected questions may lead to long essay answers which are planned to prevent the researcher to obtain or detect the required information. This method is appropriate because the targeted groups are faced with the problem at hand which most did not realize but, with this type of interview it helps the researcher to get valid information and cooperation of the interviewees.

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FINDINGS AND DISCUSSION

Since the research is to look into some of the factors responsible for the interference of Krio in the learning of English Language and also to know the errors which are frequently made by the learners, it has made it necessary for the researcher to extend its scope widely to reach the targeted groups; and discuss the findings which are discovered in all the three (3) secondary schools in which the investigations were mounted.

FACTORS RESPONSIBLE FOR THE INTERFERENCE OF KRIO IN THE LEARNING OF ENGLISH LANGUAGE.

Since English Language is not the first language of the pupils, it is expected that whatever effort they may put, to be proficient in English Language, they will definitely develop faults in the pronunciations of some words of English, for the mere fact that Krio is the first language they came in contact with. The first language could also mean the mother tongue. This language is acquired first in early childhood as well as language of dominance and preferred use. While on the other hand a second language in the case of English is any language that is acquired or to be acquired later that the native language. This indicates that however somebody is proficient in second language learning there must be a lower level its acquisition in comparison to the first language.

The regularity on the use of Krio over powers English Language. It is a hard and fast truth that has a vast time that even interplays in the class during the learning of English. Pupils have limited time to practice English. Pupils used to speak Krio in their homes, in the market places, in the streets, in business transactions and even in some offices. On the other hand, English usage by the pupils is limited. They only practice it in school and they do not even spend the whole school hours speaking the language. As a result of this, Krio still maintains its dominance over English.

The other factor that responsible for the interference of Krio in English learning is the equal important of both languages. They tend to put pupils in a dilemma to which language to follow. Both English and Krio are languages that are important to pupils speaking Krio and attending secondary school in the town English is the medium of instruction and also the official language in the country. So this makes it imperative that they should master it properly in order to be comfortable with it at all times. In the case of Krio they use it to express their feelings and thoughts to their illiterate relations and friends. So, in this situation, the pupils find it difficult to abandon one language for the sake of other language, which is convenient in one situation.

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The articulatory organs pay a vital role since they are used to pronounce words as a result of the movement and contacts they make within the mouth and in the other areas responsible to realize sounds. The articulatory organs have become used to pronouncing Krio words similar to English because krio words are more frequently used in all circumstances that English Language.

There are some disparities in the alphabetical systems in both English and Krio. English has twenty six (26) alphabets out of this twenty six, five (5) are vowels are- A.E.I.O.U and the consonants are- B.C.D.F.G.H.J.K.L.M.P.Q.R.S.T.V.W.X.Y and Z. In showing the alphabets of English in general, the linguistical perspective we have vowels, consonants and diphthongs. In further description, the vowels and the pure English vowels are also divided into two, the primary cardinal vowels and the pure English vowels or monotones and vowels can also be long or short depending on the way it is pronounced (given examples; sit for seat, cat for cart, park for pack, see for sea).

The Krio is also a phonetic language in which one symbol represents one sound only. And also together with the equivalent symbols of the international phonetic association. Just as in English, Krio has its alphabetical set up classified into vowels, semi vowels, diphthongs and consonants which are all dissimilar to that of English, except for some consonants. The vowels in Krio are seven (7) 26 consonants and 3 diphthongs, below is an illustration.

VOWELE

KRIO	ENGLISH
A	A
E	E
E	I
I	O
O	U
U	

CONSONANTS

KRIO	ENGLISH
B	A
Ch	B
D	C
F	D
G	E

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Gb	F
H	G
J	H
K	I
P	J
L	K
M	L
N	M
D	N
Y	O
N	P
P	Q
R	R
S	S
SH	T
T	U
TH	V
V	W
W	X
Y	Y
Z	Z

DIPHTHNGS

KRIO	ENGLISH
Ɔi	AW
AW	AY
AY	OY

Diphthongs are a combination of two vowels or a combination of a vowel and a consonant pronounced simultaneously in the case of Krio. From the above, it could be seen that even though both languages have some similarities in their alphabetical set so many complicated differences. For example, Krio has seven vowels poses more problems in their effort in learning English Language as a second language and most often lead to certain phonological errors. For example, Dem for them, bɔbɔ for a boy, ge for have, and ker for go with etc. But unlike the Krio vowels, the English vowels do not pose too much problems to the native speakers of Krio in learning English as a second language. The reason for this is that while English has five vowels, Krio has seven vowels.

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One cannot dispute the fact of one to one correspondence from Krio to English learning. In the majority of cases, native speakers of Krio think in their native language before ever they try communicating certain ideas in the second language which in this case is English. In the process they are often tempted to translate words for word from their native language, Krio to the second language. By so doing, many ungrammatical sentences in the second languages are completely different, that is, what is grammatical acceptable is Krio might be virtually unacceptable in the second language, English for example in Krio, one can say the following: Big, big os, meaning a very big house ɔt, ɔt res for very hot rice, smɔl smɔl pikin, meaning a very small child and ebi ebi lod, meaning very heavy load. According to the examples above in the Krio language, they usually reduplicate words to give the idea of intensity, but for English that is different; instead they use a stress or adverb to qualify the objective.

There is complete lack of communicative competence and performance in the second language learning by the pupils. In the second language learning and teaching a clear distinction needs to be made between the terms language competence on the one hand and parole and performance on the other. Language refers to the mass of structures or systems of a language that are shared by speakers of that language under investigation, while parole refers to the use of the structures or systems of the said language in utterance (Skinner 1957).

Chomsky (1963-4) in his own contribution maintained that "competence refers to the individual's capacity to comprehend from the act of performance and a developed system an order, while performance refers to the definitely varied acts of verbal behavior with their irregularities, inconsistencies and errors". From Chomsky's definition, in more simple terms, competence refers to the knowledge of the language or the underlying system of rules that have been mastered by the speaker-hearer while performance refers to the ways and means that hearer speaker puts into practice the knowledge of the language, so gained with all its complex rules and structures.

The age of the learners is also a contributing factor for language interference. Pupils are likely to make errors in the second language than adults. This is so because adults have highly conceptualized the concept of the target language. The adults are more exposed especially in the area of target language in abstract functions.

Another factor is the lack of proper sensitization on the importance of English prompts the children to treat the language with less concern. Since English is the official language in Sierra Leone, the instructional language in almost all the educational institutions, a basic requirement for entry in any higher educational

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institution (s) in the country and one of the world's universally acceptable language. It is importance for the lecturers to know the value of English so that it will help to stimulate their efforts in learning the language with less or without errors. The failure to emphasize the importance of the English Language makes the pupils to treat the second language with low interest. Pupils even tend to use the language as toy which is only useful for a moment and then abandon it whenever the need diminishes. So this makes it wrong in learning the second language. The targeted language should be constantly treated with all times irrespective of perennial obstacles.

Finally, English Language is a language that contains complicated grammatical structures which are unique. That makes it difficult to understand the language. For stance, phonology, semantics, syntax, lexis, morphology, pragmatism etc.

The language has words with prefix, suffix, tenses, synonyms, homonyms, homophones and antonyms, all these are embedded in the language and each is equally valuable when constructing sentences and therefore great care must be taking in handling any of the above mentioned rules if someone is to speak correct English. Each word belongs to one of the eight parts of speech which form the backbone of the language.

THE TYPE OF ROOROS MADE BY KRIO SPEAKERS IN LEARNING ENGLISH LANGUAGE AS A SECOND LANGUAGE.

According to Skinner 1986 contrastive analysis is a field in inter language studies, where the focus is not on how development occurs between one stages of language acquisition between the same language, but how a monolingual becomes bilingual which consequently invariably involves the employment of certain strategies and the success or failure of such strategies. The errors viewed under contrastive analysis therefore influences errors of transfer either proactively or retroactively.

The native speaker of Krio that are learning English as a second language must often make several errors. Some of these errors can be numerated as follows:

SEMANTIC ERROR

SEMANTICS ERRORS: The meaning of words are often misplaced when a Krio speaker tries to convert the meaning of words of English Language to a different meaning in Krio.

For example 1:

KRIO	ENGLISH
"Di fud don don"	The food is finished

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In Krio one could say "di fud don don", this can be interpreted into two different sentences bearing different meanings. It could mean-the food is finished or the food is ready.

Example 2:

KRIO	ENGLISH
"Ar don it"	I have eaten

Again someone will say "Ar don it", this can also be different to English speakers according to their pretext of understanding the sentence. One might interpret it as, I don't eat or I have eaten. This is obvious to non-Krio speakers who can have this variation of interpretation meaning differently.

Example 3:

KRIO	ENGLISH
"Beef"	"Flesh"

Also, the word beef for the English speakers, it means the flesh of cattle but for the Krio speakers beef is referred to an animal.

Transfer error: This type of errors occurs when the source language in this case Krio or first language interferes with the target language – English – second language. A one to one correspondence is not always possible when interpreting an idea from one language to another language. Most native speakers of Krio fall victims of this, especially when they tend to transfer the rules and structures of their language to those of the target language – English for instance; they will be tempted to say the wrong interpretation of what the other language might mean. Let us look critically into this example. Someone will be tempted to say; thank you for holding my brother in this strange city instead of saying: Thank you for taking care of my brother in this strange city. This is error at the semantics level.

KRIO	ENGLISH
"Hold" (to take care of)	"Hold" (to get grip of something)

In Krio, the morphine: "HOLD" means "to take care of" something, but in the target language – English "HOLD" means something different – to get grip of something. It is also typical of the native speaker of Krio to make such utterances

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as: I am hearing an offensive odour instead of saying: I am smelling an offensive odour.

Phonology error: In the Krio alphabets, there are some consonants that sounds like C, X and Q etc. which are virtually absent. What the native speaker of Krio does to overcome this difficulty is to find a close substitute by replacing these consonant sounds with either sound that are similar.

KRIO	ENGLISH
"Kad"	"Card"
"Kat"	"Cat"
"Kash"	"Cash"
"Boks"	"Box"
"Foks"	"Fox"
"Mosk"	"Mosque"
"Kuis"	"Quiz"
"Quay"	"Key"

For example, the native Krio speakers intensively uses the phoneme (c) to replace the phoneme example; "Card" for "Kad", "Cat" for "Kat", "Cash" for "Kash" ect. The Krio will also use the phonemes (KS) to replace (X) for example, "Box" for "Boks", "Fox" for "foks", and they can also replace (K) for (Q), example, "Mosque" for "Mosk", "Quiz" for "Kuis" and "Quay" for "Key".

Semantic error: In Krio language unlike the target language – English, there certain sentences which a Krio speaker will speak that includes the negative "NO" at the end of a sentence, even though he or she is meaning to say the sentence in the positive way. But such sentences are regarded as correct in Krio but they are totally incorrect and ungrammatical in the target language, English.

KRIO	ENGLISH
"Leh wi go nɔ"	"Let us go"
"Natin nɔ dae fɔ it"	"Nothing is not there to eat"

Example:

For leh wi go "nɔ". In English it can be interpreted as let us go "not" leh wi go "nɔ" in English let us eat "not". Natin nɔ dae fɔ it, in English, it can be interpreted as nothing is not there to eat. This very ungrammatical and incorrect in English, but can correct in Krio. With these rules obtained in Krio there is the temptation for the native speaker of Krio to transfer this error in English.

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The types of errors numerated above, are the ones usually made by native speakers of Krio in second language learning in this case in English. The new point at issue is why do native speakers of Krio makes these errors in the learning of English as a second language? The answer to this is purely as a result of mother tongue interference in which the speakers of Krio transfer the knowledge of their native language to that of the target language. The factors responsible for this could also be stated as follows:

INTERLINGUA: This is when two languages come into play in this case, Krio and English – in which one language tries to influence the other (Krio influencing English)

When this takes place, usually certain errors like semantics, phonological and syntactic errors takes place in which the source language – Krio interferes with the target language, English. For example, the word "trit" in Krio means "street" or to seek medical attention, but the word TREAT though pronounced almost the same but has different interpretation in English it can mean the way of behaving to someone or also to receive medical care etc.

RECOMMENDATION AND CONCLUSION

The researcher has now almost come to the end of this interesting study. In the study, the researcher made genuine efforts to investigate why mother tongue interferes into the second language learning in this case Krio into English. The types of errors made when mother tongue interferes into the second language learning in this case Krio to English. The types of errors made when mother tongue interferes with the second language learning include;

a) What are the reasons responsible for the errors and the strategies to be used in helping learners overcome these errors?

5.1 SUMMARY

In this study, it was observed by the researcher that; there is a dichotomy between the following set of terms:

First Language	Second Language
Native Language	Non-native Language
Mother tongue	Foreign Language
Primary Language	Secondary Language

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Stranger Language   Weaker Language

There is no clear distinction between each set of terminologies. They all show subjective relationship between a language and an individual or a group of people. Before second language learning takes place, there must first of all be the prior availability to the individual of an L 1 or first language which in most cases leads to bilingualism.

First language or mother tongue is the language which a learner acquired first in early childhood and it is the language of dominance and preferred use second language refers to the language which someone acquires after gaining a first language and one (language) which can be over powered by the first language. The reasons responsible for mother tongue interference in second language learning (Krio – English) are as follows:

-First language they came into contact.

-Regularly use Krio than English.

-Equal importance of both languages.

-Articulatory organs have become used to pronouncing Krio words frequently than English words.

-The consonants and vowels of both language.

-One to one correspondence from Krio to English.

-Communicative competence and performance in the second language English.

-Lack of proper sensitization on the importance of English Language.

-Complicated grammatical structures of English Language.

-Age of the learner.

The types of errors which native speakers of Krio often make in learning English as second language are as follows:

Phonological errors

Transfer errors

Semantic errors

Syntax errors

What is responsible for these errors is as a result of inter-lingual factor.

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RECOMMENDATIONS

The pre-occupation of any learner of a second language is to gain proficiency in that particular language. In such dispensation, the learner in most cases is bound to make several different errors which may be due to different reasons as numerated above. It is very pertinent that learner's errors are identified and corrected so that positive outcome is realized in their learning behavior. The main problem which normally arises is that there are positive strategies in correcting learner's errors in second language learning as a result of mother tongue interference.

To this end, the researcher therefore makes the following suggestions in order to improve the learning situation in the second language learning.

1. Identification of learner's errors: pick out errors from learners speech or written work or exercise for correction.
2. Identify attributes to the errors: show whether the errors is semantic, inter-lingual, phonological or morphological act.
3. Classify errors according to level: let the learner know the level of their errors whether they are lexical, syntactic, and phonologicalor semantics.
4. Identify what prompt the learners by making the errors: you need to ask yourself what stimulates the learners to make the errors. It is over generalization, simplification, performance errors or over learning emphasized ect.
5. Correct the wrong strategy used by the learners, show how and why the learners went wrong and give him or her correct pattern to use.
6. Use both oral and written exercises extensively with series of drills like quiz, debates and tests.

CONCLUSION

To crown it all, this interesting but tedious research, I need to highlight some worthwhile points. It is observed that, the number of Language Arts Teachers in the schools in which the investigations are mounted is low and as such there is a need to increase them. There must be specialist teachers or Oral English so as to develop the pupils' skills in English pronunciation.

That the qualification and experiences of teachers must be taken into consideration by employing authorities when appointing teachers to teach Language Arts to pupils in secondary schools. Many teachers reading English Language are not qualified to teach it even if they are trained to do so. Hence, heads of secondary

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schools must not encourage untrained and unqualified teachers to teach the subject, English Language.

That pupils must always be exposed to situations where English is spoken frequently; for example, pupils may be encouraged to visit areas like libraries to come in contact with modern and recent books of the language. Children should be made to listen English teaching programs in the British Broadcasting Corporation radio, and recorded stories. Also the teachers should be given opportunity to be attending workshops and in-service courses on Language Arts teaching and learning. This will help teachers of English to upgrade themselves in the use of modern methods of teaching the subject, especially the spoken form. Some teachers with fresh and imaginative ideas, experience in the field of language teaching. Such attitudes should be encouraged to allow the younger teachers to utilize their newly acquired knowledge and skills of teaching English.

Finally, there must be the availability of enough textbooks for the pupils use, so that they could read them on their own. The heads of Language Arts Departments in the secondary schools must make room for the creation of library and debating societies in their schools, this will enhance the learning of English by their pupils.

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