

**AN ASSESSMENT OF THE DIFFERENCES IN PRONUNCIATION OF SPOKEN
ENGLISH AMONG TEACHERS IN KOMU SUB-LOCATION THIKA WEST
DISTRICT OF CENTRAL PROVINCE, KENYA.**

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ABSTRACT

The research reported in this paper sought to identify and describe phonological and grammatical variations in the English spoken by the primary school teachers in Komu-sublocation, Thika West District of central province, Kenya. The results indicated that the teachers' spoken English varies from the British standard variety - the model of correctness at all the education tiers in Kenya- and that the amount of education a speaker has completed in the English language, the geographical boundaries, religion and social networks significantly influence language variability.

The findings imply that if more primary school teachers were to receive further exposure to English grammar and phonology through the continuing education programs available in Kenyan universities, their spoken English would then vary less from the standard English.

Hence international mutual intelligibility would be improved. This is so because their spoken English determines their learners spoken English as well.