

**STUTTERING IN THE SPEECH OF ENGLISH AND EKEGUSII
BILINGUALS: A CASE STUDY OF TWO BILINGUAL ADULTS**

BY

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DECLARATION

I declare that this research project is my original work and has not been submitted for examination, award of a degree or publication. Where other people's work has been used, this has been properly acknowledged and referenced in accordance with the University of Nairobi's requirement.

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This research project is submitted for examination with our approval as research supervisors:

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DEDICATION

This project is dedicated to:

My dear parents.

Mr. Kennedy Nicholas Nyabuto and Beatrice Bosire: For your endless support
and encouragement.

Thank you.

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ABSTRACT

The present study sought to investigate stuttering in the speech of English and Ekegusii bilingual adults. It is a case study of two bilingual adults' oral production in both languages. It tested the following hypotheses: a) In either language, content words will be more frequently stuttered on than function words. b) Initial consonants will be more frequently stuttered than initial vowels. c) Words longer than three syllables will be more frequently stuttered than shorter ones. d) Words in sentence-initial position will be more frequently stuttered on than those in medial or final position. e) There will be more instances of stuttering in English than in Ekegusii. To collect data for analysis the subjects were engaged (by the researcher) in discussion on topical issues. They were recorded using a video recorder and later transcribed for analysis. Percentages were used to test all the hypotheses. Hypothesis (a) was not proved in the case of English : 53.06% function words were stuttered on against 46.94% content words in English but it was proved in the case of Ekegusii: (83.06%) content words against (15.83%) function words. Hypothesis (b) was proved: 56.76% in the case of word initial consonant sounds against 40.54% word initial vowel sounds in English. In Ekegusii it was not proved: 76.6% in the case of word initial vowel sounds against 23% in the case of word initial consonant sounds. Hypothesis (c) was not proved: 82.69% in the case of short words against 15.38% long words in English. In Ekegusii it was proved: 62.5% long words against 29.17% short words. Hypothesis (d) was proved: 11.54% in the case of pre-utterance position against; 7.69%, 1.92%, 3.85% and 7.69% in the case of; after a connective, before a noun in object position, before the verb phrase and within the verb phrase respectively in English. While in Ekegusii stuttering occurred most often on the first-person marker which can also be considered the beginning of an utterance. Hypothesis (e) was not proved: Overall, more stuttering occurred in Ekegusii than English. This can be attributed to the agglutinative nature of the former.

CHAPTER ONE

INTRODUCTION

1.1 Definition of Stuttering

Stuttering

This study will follow Crystal's (1997) definition, as it highlights the various aspects of stuttering. Crystal (1997:280) defines stuttering as "...a disorder of fluency in the context of language, a major lack of the ability to communicate easily, rapidly and continuously". He notes that "the problem is noticeable when people have difficulty in controlling and timing of their speech". He further says that "...stuttering is difficult to summarize because it involves several kinds of non-fluency that vary from speaker to speaker". He points out the following kinds of non-fluency:

- The abnormal repetition of sounds, syllables, words or phrases, e.g. *p-p-p-lease*
he's got a -got a - got a- car.
- Sounds maybe abnormally lengthened, e.g. *sssee*, where the initial[s] can last several sounds, with an uncertain rhythm
- The speaker prepares to articulate a sound, but is unable to release it. In severe cases facial spasms and sudden body movements may be used in an effort to get over the 'block'.
- Extra words are introduced at points of difficulty, e.g. *oh gosh*.
- Words and speech may be left unfinished.
- Words show erratic stress patterns, and there is abnormal intonation and speed of speech.
- Speakers may avoid words and phrases that contain the sounds that they find difficult, and replace these by circumlocutions. One stutterer who had great difficulty with [p], would always replace *policeman* by 'officer of the law'. Crystal (1997:288).

1.2 Background to the Study

The area of psycholinguistics provides a fertile ground of research especially with regard to African languages. This study was made possible as a result of recommendations from a previous study investigating linguistic properties of stuttered speech. Muthamia (2006) is the first study investigating major linguistic factors of stuttered speech: the grammatical class, the initial sound type, the word length, and the position of the word in a sentence. It studied the single case of a four and a half year old girl developing communicative competence in both English and Kiswahili. Her study was based on stuttering in spontaneous speech of a developmental stutterer, in Kenya. Muthamia (2006) found that the most frequently stuttered elements were function words as opposed to content words, both initial consonants and initial vowels were stuttered in the same ratio, more stuttering occurred on words with one or two syllables than on words with three or more syllables, more stuttering occurred in initial than medial or final position. The single-case study further found that stuttering was likely to occur in one language (Kiswahili) compared to the other (English), which was attributed to the subject's exposure to the latter, in which case stuttering was reduced.

Anyango (2012) is another study on the major linguistic factors of stuttered speech. It is a single case study of an adult developmental stutterer that sought to investigate the extent to which the major linguistic properties determine the frequency of stuttering in spontaneous speech and oral reading. Anyango (2012) found that the most frequently stuttered elements were function words as opposed to content words, initial consonants were more stuttered on than initial vowel sounds, more stuttering occurred on words with one three or more syllables than on words with two or less syllables, more stuttering occurred in initial than medial or final position.

Muthamia (2006:71) recommends that more investigations be carried out involving larger samples, especially in multilingual contexts. She further suggests that more investigations could be carried out to examine the speech of adult stutterers who have full competence in two or more languages. This clearly demonstrates the need for stuttering data specific to bilingual adult stutterers.

This research will investigate the extent to which the linguistic contexts: the grammatical class, the initial sound type, the word length, and the position of the word in a sentence, determine the frequency of stuttering in spontaneous speech of bilingual adult stutterers. It will also make a comparative study of the linguistic properties of stuttered speech in Ekegusii and in English.

Thus, this study will be aimed at examining speech in the context of stuttering in English and Ekegusii bilinguals. Secondly, this study will examine the connection of speech disfluencies for the talker groups to the existing speech parameters such as word class, word length, initial sound type in the word, and position of the word a sentence in both languages. Findings from this study will provide linguistic support to the continued need for stuttering data specific to bilingual adults who stutter.

1.3 Statement of the Problem

The area of psycholinguistics provides a fertile ground of research especially with regard to African languages. Muthamia (2006) investigated the occurrence of stuttering study investigating major linguistic factors of stuttered speech: the grammatical class, the initial sound type, the word length, and the position of the word in a sentence. Her study is a single case of a four and a half year old girl developing communicative competence in both English and Kiswahili.

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Neither of the two studies looked at the linguistic properties of stuttered speech of bilingual adults. The reason why I was drawn to study the linguistic properties of stuttered speech in English and Ekegusii because the two languages differ significantly in their structure. Ekegusii unlike English is highly agglutinative.

1.4 Research Questions

In either language;

1. To what grammatical class do the frequently stuttered words fall?
2. What is the initial sound type of the most stuttered word?
3. What is the average length of the words frequently stuttered?
4. What is the position of the most stuttered words in a sentence?
5. Is stuttering more in one language than in the other?

1.5 Objectives of the Study

This study will be guided by the following objectives:

In either language;

- a) To establish the grammatical class of the frequently stuttered words
- b) To determine the initial sound type of the frequently stuttered words
- c) To establish the average length of the words most frequently stuttered
- d) To determine the position of the most stuttered words in a sentence
- e) To find out whether the amount of stuttering is more in one language than in the other.

1.6 Justification of the Study

The phenomenon mentioned above is of great interest, while there is no any similar study on the two languages, this makes it more interesting of the present study to fill the knowledge gap in exploring the linguistic properties that are as a result of stuttering through a comparative approach of English and Ekegusii adult bilinguals.

The study will therefore provide an insight into the linguistic properties of the stuttered speech in either language spoken by the subjects.

1.7 Scope and Limitations

This study is based on a case study of two English and Ekegusii bilingual adult stutterers that will compare stuttering in Ekegusii and English. Casual speech was elicited from the subjects through oral discussions with the researcher who doubled as the video cameraman. The subjects were required to make an oral discussion on topical issues suggested by the researcher.

The limitation of this study was centered on the subjects. Initially, the study aimed at investigating stuttering in the speech of two bilingual adults. Unfortunately, this did not materialize due to the unwillingness of one participant (T.Y) to participate in the research. His speech was not enough for me to use in this study. For that reason, I could not use his data. The subject was informed that he was required to make an oral discussion that would be recorded for research purposes. It was very obvious that he was aware of his speech disorder. He seemed offended by what I interpreted to be his fear of a conscious trial to expose his speech disorder with the humiliation, shame and frustration that come with stuttering. This observation is confirmed by (Bloodstein (1995:236-7) who states that, ‘stutterers on the average are not well adjusted...with tendencies of...low self-esteem and willingness to risk failure. This view could be the explanation for T.Y refusing to participate in the research.

1.8 Literature Review

Van Riper (1978:75) observes that stuttering takes many faces. It changes as it develops; stuttering usually grows and gets worse if untreated. Indeed, one of the essential evils of stuttering is this tendency towards increasing abnormality (p.261). Bloodstein (1995:359), points out that stuttering usually develops in early years of childhood and tends to undergo many changes in the course of time. Van Riper (1978:261) concurs that the picture of stuttering at its onset, which is usually in childhood, is usually quite different from that shown by the person who has stuttered for years. He adds that child stuttering which is effortless and without apparent awareness is contrasted later with facial contortions, complete blockages of utterance, and deeply troubled with the feeling of stigma.

We can conclude that stuttering as Van Riper (1978:261) puts it grows in complexity and abnormality as the years go by. With the observable changes that come about in so many aspects of stuttering with time. Bloodstein (1995:51) questions whether it is possible to demonstrate the problem from its inception in childhood to its full-blown development in adolescent and adults. He goes ahead to question if there are identifiable stages of stuttering and further pints out that though no conceptual scheme has been generally accepted, but a few stages have been proposed: the primary and secondary stage.

Literature on the stages of stuttering

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The Primary and Secondary Stage

Bluemel (1932), cited in Mulder (1972:200) introduced the terms ‘primary’ and ‘secondary’ stuttering. Primary stuttering is a “...simple disturbance of speech in which a delay ensues between the commencement and completion of a word”. Secondary

stuttering is ‘the consciousness of the fault and attempts to hide it implying starter synonyms etc.

Van Riper (1954), cited in Bloodstein (1995:52), introduced the term secondary stuttering to describe the behaviors in which primary stuttering is followed by a stage of, ‘faster longer and less regular repetitions and prolongation with occasional reactions of surprise, then by struggle reactions accompanied by feelings of frustration’, and finally by secondary stuttering. According to Van Riper (1978:262), it is worth noting that the progressive development of stuttering is a gradual process. Bloodstein (1995:53) states that the development process is typical and universal. He summarizes the four phases in the development of stuttering.

The Four Phases of Stuttering

Phase one- This is the preschool period of roughly between the ages of two and six in which a large number of stutters are seen. Bloodstein (1995:53) identifies six characteristics that typify this stage:

1. The difficulty has a tendency to be episodic
2. The child stutters most when excited or upset, when seeming to have a great deal to say, or under communicative pressure.
3. The dominant symptom is repetition.
4. There is marked tendency of stuttering to occur at the beginning of the sentence, clause or phrase
5. In contrast to more advanced stuttering, the interruptions occur not only on content words but also on the function words for example, ‘like, but, and so
6. Most children show little evidence of concern about the interruptions in speech

According to Bloodstein (1995), the characteristic reaction of phase one is that when there is any reaction at all, it is in response to the immediate experience of being thwarted in effort to communicate rather than the knowledge that he or she is a ‘stutterer’ unlike the chronic fear and embarrassment of many adult stutterers (p54).

Phase Two- The age limits are very broad as early as four years and as late adulthood. According to Bloodstein (1995:54), this phase is marked by the following:

The disorder is essentially chronic.

1. The child has a self-concept as a stutterer.
2. The stuttering is more frequent in lexical items: nouns, verbs, adjectives and adverbs.
3. The child shows little or no concern about the speech difficulty despite the self-concept as a stutterer.
4. The stuttering is said to increase during moments of excitement or during rapid speech.
5. Bloodstein (1995) says that the single outstanding characteristic of this phase is the tendency of children to stutter chiefly when they talk fast and get excited even though they may have passed the age limits of phase one.

Phase Three- This is encountered at all ages from about eight to adulthood. It is common in late childhood and early adolescence. This phase, Bloodstein (1995) notes, has the typical features:

1. Stuttering varies depending on specific situations
2. Certain words or sounds are regarded as more difficult than others.
3. The stutterer does not avoid speech situations and there is little or no fear of embarrassment. (p.55)

Phase Four- This is typically seen in later adolescents and adulthood, although it may be recognized in children as young as ten years. According to Bloodstein (1995:55), at the apex of its development, stuttering is marked by:

1. Vivid, fearful anticipation of stuttering.
2. Feared words, sounds and situations.
3. Very frequent word substitution and circumlocutions.
4. Avoidance of speech situations, and other evidence of fear and embarrassment.

Bloodstein (1995:56) observes that phase four's distinctive aspect is the emotional reactions by virtue of which it tends to become a serious personal problem. Stutterers in this phase may become acutely conscious of the reaction of others to their speech, and they may be victimized by a tendency to exaggerate and misinterpret this reaction.

Literature on the Stuttered Properties of Stuttered Elements

De Vito (1970:170) states that 'stuttering does not occur randomly'. Certain linguistic units are stuttered on more than others. The occurrence and frequency of stuttering has been related to four major linguistic factors: grammatical class, initial sound of the word in a sentence, word length and the position of a word in the sentence studies by Brown cited, in Bloodstein (1995:258) concur with De Vito's findings (p.170). On the other hand Griggs and Still (1979), cited in Bloodstein (p.248) demonstrated that the individual cases may show departure from the consensus that there are four principal attributes of words that seem to determine the loci of stuttering.

The Grammatical Class of the Word

According to Garman (1990:135,137) two distinct word classes are identified: the 'closed class', 'grammatical', 'function/functor' words and the 'open-class', 'lexical' or 'content words'. Grammatical items or function words include determiners, auxiliary verbs, connectives, pronouns and other proforms while lexical items or content words include nouns, adjectives, main verbs and adverbs.

Studies by Brown (1937), and Quarrington et al. (1962), cited in Taylors (1976:350) say that content words are more stuttered on than function words in adult stutterers. De Vito (1970:170) attributes this to the fact that content words are generally less predictable, that is, carry more information than function words. Similarly Goldman-Eisler (1968), cited in Taylor (1970:351), in agreement to the high information load carried by content words, points out that hesitation pauses are one manifestation of a general blocking activity that occurs when the selection of the next step requires an act of choice.

On the contrary Brown 1937 cited in Bloodstein (1995:286), has shown that the grammatical factor often appears to undergo a change during the development of stuttering since many stuttering children have a considerable amount of stuttering on function words. This finding is supported by that of Muthamia (2006:39), that function words are more stuttered than content words, which appeared to contradict those in Taylor (1970:351), and De Vito (1970:170). This study seeks to investigate the extent to which lexical items are frequently stuttered on as opposed to grammatical items.

The Initial Sounds of Words

Studies by Quarrington et al. (1962), and Soderberg (1962), cited in De Vito(1970:170) agree that initial consonants are more frequently stuttered than initial vowel sounds due to two factors: predictability and manner of production they attribute this to the fact that consonants are less predictable as opposed to vowels thus making them a target of stuttering. They further say that whereas vowels involve relatively minor adjustments of the vocal mechanism, consonants require considerably more complex adjustments.

However, different views are enhanced by Brown (1938a), cited in Bloodstein (1995:284) that argue that different sounds tend to occasion trouble for different stutterers. It therefore follows that on specific sounds can be generalized as posing difficulty to the stutterer this study will seek to investigate the sounds that the stutterers will stutter more which will infer are problematic to them. Initial consonants sounds are more likely to be stuttered than initial vowel sounds.

The Length of a Word

Soderberg (1966), cited in Taylor (1976:351), found that the longer the word, the higher the probability of it being stuttered. Studies by Schlesinger et al. (1965), cited in De Vito (1970:172), attribute more stuttering on long words to the number of morphemes it has; long words carry more information load, are less frequent, and are less predictable. However, studies by Soderberg (1966) cited in Taylor (1976:351) compared the relative influence of length and frequency with which it is stuttered.

The Position of Words in a Sentence

Quarrington (1965), and Taylor (1976:349), established that the probability of stuttering reduces as the stutterer progresses towards the end of a phrase or sentence. They attributed this to initial words being less predictable, that is, they carry more information load, and are major point of nonfluency, than medial words which are in turn less predictable than final words.

1.9 Theoretical Framework

The discussion of the present study's results will be informed by Sheehan's Double Approach-Avoidance theory. Sheehan's Double Approach –Avoidance Theory is eclectic in its approach. Sheehan's (1953, 1958), cited in De Vito (1970: 4-5) seeks to integrate the insight derived from personality and psychoanalytic theory as well as from learning theory.

The Main Tenets of the Theory

Sheehan advances two central hypotheses, to account for stuttering; a conflict hypothesis and a reduction hypothesis.

- 1) The conflict hypothesis: the stutterer stops whenever conflicting approach and avoidance tendencies reach equilibrium.
- 2) The fear reduction hypothesis: the occurrence of stuttering reduces the fear which elicited it so that during the block there is sufficient reduction in fear motivated avoidance to resolve the conflict permitting release of the blocked word.

Sheehan (1953, 1958), cited in De Vito (1970:175), notes that conflict can take a number of different forms: approach-avoidance conflict, avoidance –avoidance conflict, and approach- approach conflict. In approach- avoidance conflict, there is a tendency to both approach and to avoid a given object or event; in avoidance –avoidance conflict, the subject is forced to make a choice between two alternatives both of which he desires to avoid; in approach –approach conflict the subject wishes to approach two incompatible or mentally exclusive objects or events.

Sheehan further notes that stuttering can be viewed as a Double Approach-Avoidance conflict which include avoidance –avoidance conflict and approach –avoidance conflict: more specifically, stuttering is a conflict between speaking and not speaking; between being silent and not being silent. He goes on to say that a stutterer desires to speak because of certain needs to communicate and at the same time wishes to remain silent because of the fear of stuttering. He observes that a stutterer chooses to remain silent in order to relieve the frustration which a failure to communicate creates. To a stutter speech and silence each has positive and negative characteristics.

The repetition and prolongation of sounds are viewed by Sheehan (1953, 1958), as stutterers attempt to approach speaking at least part of the way, and then stop at withdrawal. The fear reduction hypothesis, as earlier stated, asserts that the occurrence of stuttering leads to a reduction in fear which caused the reduction behavior.

Therefore, during the actual stuttering moment, the conflict is resolved because of the reduction in fear. In this way Sheehan accounts for the eventual production of the stuttered word or sound.

Sheehan (1956:113) notes that, "...if stuttering is a form of conflict, a resultant of competing urges to approach and avoid, then it should vary accordingly: stuttering should increase when the avoidance drive is heightened through increase in the penalty upon which fear and avoidance are based on which the approach is drive lowered; stuttering should decrease when there is reduction in the avoidance drive through fear and penalty or by an increase in the approach drive".

The conflict to simultaneously approach and avoid a speaking situation is manifested in five distinct levels identified by Sheehan (1953, 1958). The distinct levels of conflict include; word level, situation level, relationship level, emotional level, and ego protective level. Stuttering at the word level represents a conflict between the desire to speak and not to speak a particular word, as a result of previous experience and conditioning; the stutterer has learnt to fear. Situational level represents conflict between entering and not entering a certain situation which evokes fear in the stutterer such as public speaking.

Emotional conflict arises from the emotional context of the speech such as a strong emotional topic. Relational conflict occurs specifically with authority figures and cases of a status gap. Ego protective conflict- occurs when the stutterer's ego is threatened. For our research, the most important level of conflict is the word level. This study will seek to look at conflict at the word level by examining the grammatical class, the word length, the initial type sound, and the word position in a sentence.

Stuttering at the situational level represents a conflict between entering and not entering a situation which elicits fear in the stutterer. Certain situations, take for instance when the stutterer is required to speak in public or attend an oral interview, the stuttering increases where as in cases like oral reading as noted in the course of this study, relative fluency is noted. Stuttering at the emotional level is likely to arise from the emotional content of the speech. At the relational level, conflict increases when the stutter is talking to a superior, that is, when there is superior subordinate relationship. Stuttering may occur at the ego-protection level in which case the stutter makes an unconscious effort to protect his ego. In this view, the purpose is to make the stutterer exit from an experience or situation that is likely to damage his self-concept. Sheehan's Double Approach –Avoidance Theory suggests that stuttering reduces fear; it leads to drive reduction. This drive reduction increases fear and tension builds up during the fluency period thus leading to eventual stuttering.

Use of the theory

The theory will help in explaining why a stutterer gets stuck on a particular word and why he is able to continue. Sheehan (1956:111) argues that "...the stuttering behavior is 'essentially hesitancy', an interruption in the forward flow of speech, a holding back in a situation which calls for going ahead". He further notes that it's not enough to focus on the momentary blocking that characterizes stuttering: it's more important to account for the stutterers' eventual release from the block. An explanation of stuttering must account for these twin features of the stuttering behavior. He says that two questions are basic in the explanation of the stutter behavior: a) what enables him to stop? b) What enables him to continue?

1.10 Research Hypotheses

This study tests the following hypotheses:

In either language;

- a) Content words will be more frequently stuttered than function words
- b) Initial consonants will be more frequently stuttered than initial vowels
- c) Words longer than three syllables will be more stuttered than shorter ones
- d) Words in sentence-initial position will be more frequently stuttered than those in medial or final position
- e) There will be more instances of stuttering in English than in Ekegusii

1.11 Methodology

This section will be a presentation of the subjects, the procedures to be followed in collecting the data and analyzing them.

1.11.1 The Subjects

This study is a case study of two bilingual adults whose speech is affected by stuttering. Both subjects speak English as their second language and Ekegusii as their first language.

Subject 1.

G.K. is a 61 year old retired teacher with over 17 years of formal education. He served as a teacher for 35 years. He is competent in both Ekegusii (his native language) and English. He learnt English in school and uses it a lot at his place of work. At home he uses both Ekegusii and English when communicating with family. When communicating with friends he uses Ekegusii. He stutters in both languages.

Subject 2

T.Y is a 46 year old policeman with over 15 years of formal education. He is competent in both Ekegusii (his native language) and English. He uses English with senior colleagues. At home he uses Ekegusii to communicate with family. One of his two brothers is a stutterer as well.

1.11.2 Data Collection Procedure

I pre-arranged for a meeting with the subjects so as to establish a rapport with the subjects and to make them at ease before the day of the observation. The objective of the study was disclosed to the subject beforehand. The subjects made an oral discussion on a topical issue such as politics in Kenya, the *bodaboda* menace in Kisii County and discipline in our schools. This was aimed at getting the subject involved in discourse in a familiar environment with familiar people thus elicit the most natural speech. Audi-visual recording was used to capture the primary and secondary characteristics that may have been displayed by the subjects.

1.11.3 Data Analyses

The data collected was transcribed with the aim of establishing the instances of stuttering in the subjects' speech. The stuttered elements were sorted out into content versus function words, word initial consonant versus initial vowel sounds; the length of the words and the linguistic context of the words in a sentence. The data contains oral discussions labeled text 1, 2, 3, 4, 5, and 6 in the appendix, thus, only the stuttering moments are numbered for analysis.

The data was analyzed using categories: syllables, interjection of sounds, words or phrases, part-word repetitions, word repetitions, phrase repetitions and prolonged sounds. Ingram (1984:21) and Bloodstein (1995:2) say that the most common method of assessing stuttering is by frequency counts of stuttering moments, expressed as a number and percentage, which I will use to measure the stuttering of the subjects, after which I will make a comparison of stuttering in English and in Ekegusii.

CHAPTER TWO

THE SUBJECTS' STUTTERING IN ENGLISH

The analysis of the stuttering moments will center around the following grammatical levels: the grammatical class, the phonetic factor, the word-length factor, and the position of the stuttered element in a sentence.

2.1 Stuttering and the Grammatical Class Factor

2.1.1 Stuttering on Lexical Words

The stuttering on lexical words discussed here concerns the following aspects: repetition of sounds and syllables, repetition of words, pausing within words and interruption of speech fragments.

a) Repetition of Sounds and Syllables

Consider the following data taken from the oral discussion,(see Text 1):

(3a) *However, mmh*** he or she may go into **p.politics** (n) to serve.*

(3c) *they become **m.masters** (n) in that the ...hide behind politics to loot*

(4) *They Become financial marauders, and that has led eh so much eh into **c.corruption** (n)*

(5) *Now, ah politician, they promise so much when they are seeking eh-eh **v.v***votes**(n)*

(7) *Which become eh a-at the **disadv.v ***vantage**(n) of a poor eh mean---eh of a poor...*

(9) *For example, a voter may be given fifty **sh.shillings** (n) to sell his vote.*

(10) *And a politician is going to **stay.y.y** (v) eh on the job for f.five years.*

(12c) *they know once they go i.i *** in there, they are **g.g.going** (v) to **har.harvest** (v) ,millions which they will give to just a few people*

(14b) *Kenyans could understand that eh yes, this referendum is supposed you know to.o.o **har.harmonise** (V) the Nation.*

(15b) *If we look **b.back**, (n) this eh-eh I mean handshake has come when a lot of oh I mean when a lot or total damage has been done beyond eh **re.pair** (V)*

In the above stuttering instances, the initial sounds are repeated just once except for /g/ in position 12, which is repeated two times and /v/ in position 5, which is also repeated two times. The initial syllable “har” was repeated once in instance (14b) and (12). We can conclude that repetition can occur exclusively on sounds and syllables

In oral Discussion (Text2) repetition of sounds and syllables occurred in the following instances:

(7) *Matatu m.menace (n) which falls under transport, let me say or speak eh mostly in Kenyan situation.*

(2) *Eh-Matatu, is an industry which is supposed to serve and service in so many w.w.ways(n) e.g transport and so forth.*

(3) *Let me give an example of M.M.Machakos (N) bus eh stage.*

(7) *And it shows no respect and as such no m.moral (n) aspect as such.*

(9) *...where is this shuttle g.going (v) or to which direction ?*

(12) *Then you wonder now that it eh a-a-about full why are people g*** getting (v) out.*

(14) *For e*** I mean for e.e.example(n) they may say “Darling ingia” or “baibe ingia”*

(15) *Now, you know in this you know, one is calling your daughter a baibe or darling in your p.presence (n)*

(19) *As such, matatu m.menace(n) is so r.rampant(adj)*

(19b) *In some c.cases (n) m.manambas (n) they collude with the police*

(20) *... you report to the p.police who are supposed to help you.*

(10) *He’ll tell you “It’s going to Nakuru” then he tells you “you get inside, and it will take off within ten o.o.o.or so mi.minutes (n)”.*

Here stuttering occurred on the initial sounds only. The initial sound /m/ was stuttered on in Text 2 instances 1,3,7, 10b and 19b. One can argue that either the sound /m/ is feared by the stutterer or it poses a challenge to the stutter because of its manner of articulation.

b) Repetition of words

Consider the following examples taken from oral discussion Text 1(instance 7) and text 2 (instance 17)

(7) Which become eh(a) a.at the (b)disadv.v****vantage of a **poor(adj)** eh mea.eh o-of a **poor(adj)** (c)a.a.a.and i-eh (c)a.a.and eh a **poor(adj)** illiterate voter.

(17) One is pulling eh-eh y-you here, **your luggage** mean **your luggage** *** is there, so in the end, the traveller becomes confused.

There were only two lexical words ‘luggage’ (N) and poor (adj) repeated in full in the oral discussions Text 1 and 2. In instance 17 of text 2 the word luggage is a long word so length could have been an exclusive factor in determining stuttering in this instance. In instance 7 of text one, poor a lexical element [disadvantage] that proved troublesome to the stutterer probably because of its length. One thing that is worth noting here is that the two words are lexical items ‘poor’(adj) and ‘luggage’ (n), that come before other lexical items, ‘illiterate’(adj) and ‘is’ (v) respectively.

c) Pausing within words

This refers to a long abnormal pause shown by the use of three dots after the stuttered word versus the single dot after a short pause, between the broken syllables of a word. Broken words differ from repetition that occur on sounds and syllables in that the pause between the stuttered elements is longer and the word appears to be broken by the long pause.

Consider the following examples from oral discussion (Text 1)

(5) Now; ah politicians, they promise so much when they are seeking eh-eh v.v**** votes

(7) Which become eh a-at the **disadv*v****vantage** of a poor eh...

In the two instances (5) the syllable ‘dis’ and part of the second syllable is separated from the rest of the word by the interjected sounds. After the pause the remaining part of the word is finally uttered.

d) Interruption of speech fragments

Consider the examples below from oral discussion

Instances of stuttering from text 1

(8) And eh *** **I mean** the citizens they do not understand.

(14) If that eh if the handshake was eh taken before a referendum, that is, the majority, that is eh **I mean** when Kenyans could understand that eh yes this referendum is supposed you know (a) to... (b) harmonise the nation

(15) But eh a handshake between two people or two men, we cannot know you know **I mean** the inner agenda of these two people.

(21) If we look b-back this eh-eh **I mean** the handshake has come when a lot or total damage has been done and eh this handshake, is a way eh is a form of screen to hoodwink the voters that things are okay yet you know, **I mean** the eh damage has already been done beyond eh (b) **re.repair**

Instances of stuttering from text 2

(5) And eh you may be in a-a matatu, travelling you know say to some function with eh one you respect say **I mean** your father, mother and so forth.

(13) And some use a very abusive language you know to some people you know who are supposed to you know to **I mean you** know to have respect to

(14) For e*** **I mean** for e-e-example they may say 'Darling ingia or 'baibe ingia'.

(17) One is pulling eh-eh y-you here, your luggage **I mean** your luggage *** is there so in the end the traveller becomes confused, he or she may not know where the **I mean** the one whom he was with is where the luggage is, and so forth.

In instance (14) the stutterer interrupts the utterance by using the phrase I mean to separate the initial sound from the rest of the words. The initial sound /e/ is uttered followed by incomprehensible sounds and then the stutterer interjects using the phrase 'I mean' and then he utters the word.

The use of the interjecting phrase 'I mean' by the stutterer could have been to reduce the stuttering by delaying uttering the already stuttered word until the fear of stuttering was reduced.

Additionally, the stutterer could have interjected using the phrase 'I mean' to cover up his stuttering by pretending to use the phrase as it is used in conversation: to explain or correct what you have just said.

2.1.2 Stuttering on Function Words

a) Repetition of sounds

Consider the following data taken from the oral discussion (Text 1)

(1) *I want to comment a bit eh on the state eh and politics eh of **o.o.our** (pron) nation or country Kenya*

(3b) *instead of being **a.a** (det) servant*

(10) *...on the job for **f.five** (det) years.*

(6) *after all I'm **i.in**(prep) this or am in this eh I got this seat because eh*

(6b) ***I.I** (pron) used m money*

(7a) *Which become eh **a.at** (prep) the disadv.v***vantage of a poor eh mean .eh*

***a.a.and** (conj) eh a poor illiterate voter*

(11) ***W.which** (pron) means in a year, he has been bought ten bob.*

(12c) *they know once they go **i.i** *** **in** (prep) there.*

(13) **** in my view ... **th.the** (det) handshake eh maybe genuine or it may not be genuine*

From the above stuttering instances, stuttering occurred on the initial sounds.

In oral discussion Text 2 stuttering occurred on the following sounds

(6b) ***i.in** (pron) eh you know hurtly it eh **i.it** (pron) eh very abusive language because eh 'kaliana' s you say eh daughter to father, mother to son you know **i.it** (pron) eh*

(8) *Another aspect eh...**a.a.another**(n) eh *** poor area as far as matatu menace is concerned is cheating.*

(10) *He'll tell you "It's going to Nakuru" then he tells you "you get inside, and it will take off within ten **o.o.o.or** (conj) so mi-minutes.*

(11) *And when it's almost full you see people exiting or moving **o.o.out** (prep)*

(12) *Then you wonder now that it eh **a.a.about** full why are people g***getting out.*

(21) *...that the problem did not eh-eh did n take place here **o.o.or** that problem is between you and the manambas.*

In both oral discussions stuttering occurred on the initial sounds. These findings agree with observed earlier on stuttering of initial sound of lexical items.

b) Repetition of words

Consider the following data from the oral discussions

Instances of stuttering from text 1

T1 (3b) but eh politicians forget so much that their role instead of being a.a (det) servants,

(6b) I.I (pron) used my money

Instances of stuttering from text 2

(4) The.the.the.the.the (det) language there is eh too noisy, too abusive, confusing and so forth.

(5) And eh you may be in a.a (det) matatu, travelling you know say to some function...

(6b) ... it .it (pron) eh you know...

(19)...they collude with the police or (e)the .the .the law enforcers.

From the above data we can see that function words were stuttered on in only three instances the determiner 'the' in instances 14 was stuttered four times unlike 'a' in instance 3b and 5 which was stuttered once. The pronoun it was also stuttered once. To further explain the great number of stuttering on the determiner 'the' Goldman Eisler, cited in Taylor (1976:351), points out that 'hesitation pauses are one manifestation of a general blocking activity that occurs...when the next selection requires an act of choice ...before content word (which are) words of high information value. Content words are the focal points where the meanings of the words are concentrated and the four is greatest. This could explain why there is more stuttering on them.

2.1.3: Summary to the Analysis of Grammatical Class Factor

In section 2.3.1 and 2.3.2 more stuttering occurred on 26(53.06%) function words out of 49 stuttered words than on 23(46.94%) content words in the oral discussions 1 and 2, by a margin of 6.12% which could widen if the frequencies and not the stuttering moments

were counted. For instance, from text 2 (4) *'The.the.the.the.the* language there is eh too noisy, too abusive, confusing, and so forth' shows that the word 'the' has five frequencies. It is also worth noting that stuttering on lexical items involved mainly sound and syllable repetitions, broken words, interjections; only two whole words were repeated unlike the several instances of between two to five frequencies of whole word repetition in function words.

The first hypothesis was that content words will be more frequently stuttered than function words in both languages. The summary in section 2.3.1 and 2.3.2 above indicate that contrary to the first hypothesis more stuttering occurred on function words than on content words. This can be attributed to findings by De Vito (1970:170-2) that lexical items are 'less predictable than function words' that is, they carry a high information load and 'the frequency of stuttering is positively correlated with information load'.

2.2 Stuttering and the Phonetic Factor

2.2.1 Stuttering on Word Initial Consonant Sounds

Consider the initial type of consonant sounds

The number of times a sound is repeated is represented by a number next to the word.

Consider the initial type of consonant sounds.

Instances of stuttering from text 1

The sound /p/

(3a) *P.politics.1*

/m/

(3c) *m/masters.* 1

The sound /k/

(4) *c.corruption.* 1

The sound /v/

(5) *v.v**** votes.* 2

The sound /ʃ/

(9) *sh.shilling* 1

The sound /f/

(10) <i>f.five.</i>	1
The sound /w/	
(11) <i>w.which</i>	1
The sound /s/	
(12b) <i>s.some</i>	1
The sound /g/	
(12d) <i>g.g.going</i>	2
The sound/b/	
(15b) <i>b.back.</i>	1
The sound /r/	
(15c) <i>re.repair.1</i>	1

Instances of stuttering from text 2

The sound /m/	
(1) <i>m.menace.</i>	1
(3) <i>M.m.machakos.</i>	2
(7) <i>m.moral.</i>	1
(19) <i>m.manambas.</i>	1
(10) <i>mi.minute.</i>	1
The sound /w/	
(2) <i>w.w.ways.</i>	2
The sound /g/	
(12) <i>g***getting.</i>	1
The sound /p/	
(15) <i>P.presence</i>	1
The sound /r/	
(19) <i>r.rampant</i>	1
The sound /k/	
(19) <i>c.cases</i>	1

From the data above, the voiced nasal (m) was the most stuttered on sound. It was stuttered on in six instances. All the sounds had one frequency except for /m/, /g/, /v/, and /w/ which had two frequencies each. There were 21, that is (56.76%) out of 37 instances of stuttering on initial sound.

2.2.2 Stuttering on Word Initial Vowel Sounds

Consider stuttering on the vowel sounds in the following data in oral discussion Text 1 and 2

Instances of stuttering from text 1

The sound /a/

(1) *o.o.our* 1

The sound /aɪ/

(6) *I.I* 1

The sound /ɪ/

(6b) *i.in* 1

(12c) *i.i ***in* 2

The sound /ə/

(7) *a.a.a.and* 3

a.a.and 2

a.at 1

o.of 1

Instances of stuttering from text 2

The sound /ɪ/

(6b) *i.it* 1

(13) *e.e.example.* 2

The sound /ə/

(8) *a.a.another* 2

(12) *a.a.about* 2

The sound /aʊ/

(11) *o.o.out* 2

The sound /æ/

(10) *o.o.o.or* 3

(21) *o.o.or* 2

From the data above we can see that stuttering occurred 15 times, that is (40.54%) of 37 stuttered words at initial word position. Stuttering in word medial position was only seen once in in oral discussion text1 instance 7. In word final position, stuttering was seen in instance (10) in text one. These findings can be supported by those by Taylor (1966b) cited in Bloodstein (1995:283) that ‘over 90% of stuttering have been found to take place on the initial sound or syllable of the word’.

2.2.3 Summary to the Discussion on Stuttering on Word Initial Sounds

The second hypothesis was that Initial consonants will be more frequently stuttered than initial vowel sound in both languages. The data on 2.2.1 and 2.2.2 show that there were 21, that is (56.76%) out of 37 instances of stuttering on the initial consonant sounds and 15, that is (40.54%) on initial vowel sounds in the two oral discussions.

Many scholars have attributed more stuttering on initial consonant than initial vowel sound to a number of factors. Brown et al (1938c) cited in Bloodstein (1995:284), argue that ‘for stutterers as a whole, initial consonants are more difficult than initial vowels’. They further say that the high frequency on stuttering on initial consonant sounds ‘is due in part to the greater importance of consonants in speech intelligibility, and hence meaning’. According to them, consonants ‘are distinguished from vowels by a degree of stoppage of the airstream, involve a greater measure articulatory tension, and consequently lend themselves more readily to the suggestion that they are difficult to say’.

2.3 Stuttering and the Word Length Factor

This study set out to determine the extent to which the word length determines the frequency of stuttering in the oral discussions. In this study, I will consider polysyllabic

or long words as those with three or more syllables and mono or bisyllabic or short ones as those with one or two syllables.

2.3.1 Stuttering on Long Words

Let us look at the polysyllabic words taken from the oral discussion Text 1 that were stuttered on.

Instances of stuttering from text 1

(3a) *P.politics*

(4) *C.corruption*

(7b) *disadv.v***vantage*

(14b) *har.harmonise*

Instances of stuttering from text2

(3) *M.m.machakos*

(14) *e.e.example*

(19) *M.manambas*

(8) *a.a.another*

From the two oral discussions the instances of stuttering on long words were 8, that is (15.38%) out of 52 instances of stuttering. In most cases, sound or syllable repetitions characteristics characterized stuttering on long words. These observations partially support what Brown and Moren (1942) cited, in Bloodstein (1995:287) state: ‘long words are inherently more difficult to articulate, and are frequently evaluated as something of a challenge by stuttrer...and may be stuttered more often because they readily evoke threat of failure’.

2.3.2 Stuttering on Short Words

The mono and bisyllabic words that were stuttered on in oral discussion Text 1

Instances of stuttering from text 1

(3c) *m.masters*
(15c) *re.repair*
(2) *wa.a.ay*
(3b) *a.a*
(1) *o.o.our*
(5) *v.v *** votes*
(10) *f.five*
(12c) *g.g.going*
(9) *sh.shillings*
(14b) *to.o.o*
(15c) *re.repair*
(11) *w.which*
(6) *I.I*
(7c) *a.a.a.and*
(7d) *a.a.and*
(10a) *stay.y.y*
(12a) *s.some*
(12b) *i.i***in*
(13) *th.the*
(15a) *b.back*
(15b) *r.repair*

Instances of stuttering from Text 2

T2 (1) *m.menace*
(2) *w.w.ways*
(4) *The.the.the.the.the*
(5) *a.a*
(6a) *it.it*
(6b) *i.it*
(6c) *i.it*
(7) *m.moral*

(9) *g.going*
(15) *p.presence*
(19) *r.rampant*
(19b) *C.cases*
(20) *p.police*
(10) *mi.minute*
(12) *a.a.about*
(10) *o.o.o.or*
(13) *g**** getting*
(21) *o.o.or*
(11) *o.o.out*
(17) *y.you*
(18) *m.mean*
(19e) *the .the .the*

A total of forty three words, that is (82.69%) out of 53 instances of stuttering were stuttered on. More than fifteen words were lexical items. More than twenty words were functional words.

2.3.3 Summary on Stuttering on Word-Length

The data in 2.3.1 and 2.3.2 shows that there were 8 that is (15.38%) polysyllabic words while 43, that is (82.69%) had two or less syllables which shows that stuttering occurred more on short words than long words. This findings are contrary to the third hypothesis says that words longer than three syllables will be more stuttered than shorter ones in both languages.

According to Brown and Moren (1942) cited in Bloodstein (1995:287), it is not clear ‘whether it is the inherent complexity of the longer words or the stutterer’s evaluation of them as difficult that is primarily responsible for the increased likelihood of stuttering’ this view is supported by the discussion on the long words. However, it’s clear that more

stuttering occurred on short words therefore ruling out the word length as an exclusive causal factor of stuttering on long words

2.4 Stuttering and the Position of a Word in a Sentence

This study set out to investigate the extent to which the linguistic context of a word in a sentence determines the extent to which this stuttering occurred in spontaneous speech. In the analysis linguistic context was challenging because the oral discussions progressed with run-on sentences in a number of instances. However, an attempt was made to categorize the stuttering instances according some linguistics context as discussed below:

a) Stuttering in the pre-utterance position

This refers to the period just before one starts speaking.

Consider the following examples of stuttering in the pre-utterance position in oral discussion 1 and 2

Instances of stuttering from text 1

(6b) **I.I** used my money..

(11) **W.which** means in a year, he has been bought ten bob.

(13) *** **in my view ..th.the** handshake eh maybe genuine or it may not be genuine.

Instances of stuttering from Text 2

(4) **The.the.the.the.the** language there is eh too noisy, too abusive, confusing, and so forth.

(8) Another aspect **eh...a.a.another** eh ***poor area as far as matatu menace is concerned is cheating.

(14) For **e*** I mean for e.e.example** they may say “Darling ingia” or “baibe ingia”.

From the data above 6, that is (11.54%) out of 52 instances of stuttering occurred at the pre-utterance position. In instance 14 of text 2 the stutterer used ‘I mean’ after starting the utterance. I interpreted this to be an attempt by the stutterer to postpone an attempt on the feared word. This observation can be supported by Van Riper(1963) cited in Bloodstein

(1995), who argues that this behavior could be an avoidance strategy used by stutterers ‘ in the hope that the fear, will subside sufficiently for the stutterer to say it normally.

b) After a connective occurring in the utterance initial position

Instances of stuttering from Text 2

(5) ...I got this **because** (conj) eh(b) **I.I** used my money.

(12)And eh that oh is eh-eh -eh a demerit because eh or ah or **and** (conj) eh s.**some** of them eh they promise what they don't eh fulfill

Instances of stuttering from Text 2

(5) **And**(conj) eh you may be in **a.a** matatu, travelling you know say to some function.

(6) ...**and**(conj) eh that **it.it** eh you know hurtly eh (b)**i.it** eh very

In the above stuttering instances, the stuttered on items came after the conjunctions in the utterances. There are 4, that is (7.69%) out of 52 instances of stuttering.

(c) Before a noun in object position

(19) As such, matatu (a)**m.menace** is so (b)**r.rampant** and in that unless its checked is going to cause a lot of eh chaos and ins some (c)**c.cases** (d)**m.manambas** they collude with the police or (e)**the .the .the law enforcers(n)**.

In this case the subject stutters on the determiner ‘the’ before uttering the word ‘law enforcers’. There was only 1, that is (1.92%) of the 52 stuttering instances that occurred before a major lexical item, a noun.

d) Before the Verb phrase

T1 (2) Eeh politics, the **wa.a.ay** I ...Understand it, it's a game which is supposed to be fair eh and transparent.

As such, matatu (a)**m.menace** is so (b)**r.rampant** and in that unless its checked is going to cause a lot of eh chaos and ins some (c)**c-cases** (d)**m.manambas** they collude with the police or (e)**the .the .the law enforcers**

In this case stuttering occurred in media sound position of the words 2 that is (385%) out of 52 stuttering instances were before the verb phrase.

e) Within the verb phrase

Consider the following from instances of stuttering from text 1 :

(10) *And a politician is going to (a)stay.y.y eh on the job for (b)f.five years.*

(12) *And -eh that oh is eh-eh -eh a demerit because eh or ah or and eh (a)s.some of them eh they promise what they don't eh fulfill because, they know once they go (b)i.i ***in there, they are (c)g.g.going to (d)har.harvest, millions which they will give to just a few people, instead of using that money to help the majority who voted them in.*

Here the syllable 'har' is repeated before the full word is uttered.

(14) *If that eh if the handshake was eh taken before a referendum, that is, the majority, that is eh I mean when Kenyans could understand that eh yes this referendum is supposed you know (a)to.o.o (b)h.harmonise the nation*

Here the initial sound /h/ is stuttered before the full word is uttered.

Instances of stuttering from text 2

(9) *You'll ask "where is this vehicle or where is this shuttle g.going or which direction?"*

Here stuttering occurs on the initial 'g' sound.

There are only 4 that is (7.69%) out of the 52 stuttering instances within the verb phrase.

2.4.1 Summary on Stuttering on Position of a Word in a Sentence

The forth hypothesis was that words in sentence-initial position will be more frequently stuttered than those in medial or final position in both languages. In section 2.4, we see that in the two oral discussions text 1 and text 2, the following stuttering linguistic contexts in our data (a), (b), (c), (d) and (e) show stuttering. Out of the 52 linguistic instances of stuttering, 6, that is (11.54%) are in pre utterance, 4, that is (7.69%) occurred after a connective in the utterance initial position, 1 that is (1.92%) before a noun in object position, 2 that is (3.85%) are before the verb phrase, and 4, that is (7.69%) are within the verb phrase.

For this we can observe that most instances judging by the percentage occurred in the pre utterance position. These findings can be explained by the fact that the pre-utterance position is a major planning point for the upcoming utterance.

Bloodstein (1995:286) points out that 'more stuttering occurs on the first word [the initial words] of the sentence than on words in other positions'. He further says that 'this is the point at which stutterers pass fairly from silence to speech...and at which they are most likely to be conscious of themselves to some extent in their role as speakers.

CHAPTER THREE
THE SUBJECTS' STUTTERING IN EKEGUSII

3.1 Stuttering and the Grammatical Class Factor

3.1.1 Stuttering on Content Words

The analysis of content words in Ekegusii was difficult to carry out due to the agglutinating nature of the language. The verbal phrases contained several distinct affixes attached to the verb-root. Most of the recorded utterances revealed that stuttering occurred within syllabic boundaries. However, the data collected contain instances of stuttering on some nouns, adjectives and adverbs.

Instances of stuttering from text 3:

		<u>Gloss</u>
(2a) <i>e.e.eboard</i>	N	board
(2b) <i>e.e.e.college.</i>	N	college
(3) <i>M.Moi G.G.Gesusu</i>	N	Moi Gesusu
(4) <i>M.M.Mary's</i>	N	Mary's
(5a) <i>e.emiaka</i>	N	years
(5c) <i>et.et.etraining</i>	N	training
(8a) <i>M.Matongo</i>	N	Matongo
(11a) <i>o.o.obogima</i>	N	life
(11c) <i>m.machiko</i>	N	rules
(12a) <i>omo.omofano</i>	N	example
(12d) <i>e.esukuru</i>	N	school
(15) <i>e.e.ebikone</i>	N	wonders/miracles
(16) <i>he.heshima</i>	N	respect
(18b) <i>e.ebiranya</i>	N	canes
e(18f) <i>e.keboko</i>	N	a cane
(20c) <i>a.amatemu</i>	N	exams
(20d) <i>e.e.enchera</i>	N	a way
(23d) <i>as.asara</i>	N	loss

(6) *e.e.ekero* Adv when

Instances of stuttering from text 4:

(3) <i>ama-mawasiliano</i>	N	communication
(6a) <i>e.e.esukuru</i>	N	school
(6f) <i>e.e.epigipigi</i>	N	motorbike
(8) <i>e.epigipigi</i>	N	motorbike
(9) <i>e.epigipigi</i>	N	motorbike
(10b) <i>e.epigipigi</i>	N	motorbike
(10d) <i>e.epigipigi</i>	N	motorbike
(11a) <i>e.e.ekobia</i>	N	motorbike
(12) <i>ab.ab.ab.abana</i>	N	children
(15) <i>enya.enyasore</i>	N	bhang
(18d) <i>e.e.chenchi</i>	N	balance
(24b) <i>e.enchera</i>	N	road
(25b) <i>e.ebibago</i>	N	thugs
(7b) <i>o.omong'aini</i>	Adj	clever

3.1.2 Stuttering on Function Words

Consider the following data from Oral discussion text 3

(10) *Raganga noo nakorerete egasi a.a.abu (prep) retire*

(Raganga is where I finished teaching at retire)

(12) *...embure igo etuete oboterere rakini rasima ng'-ng'a (det) mbaka oike e.esukuru*

(It has rained, its slippery, bit it's a must that you get to school.

(19) *Lakini chingaki ch.chia (prep) bono iga ...*

(But nowadays...)

Instances of stuttering in Text 4:

(11) *Takobwati nonye namashariti ari ng'a kwabeka e.e.ekobia g.g.gose (conj) epigipigi iyeree igo okogendia ng'oor*

(He even does not follow the rules that one should put on a helmet or ride slowly.)

(18) *Igo okomoboria ebei ne.ne.nererieye ya.yaani ogotebia n.nga (det) yaani koru gaa mpaka igari...*

(You ask him the amount of fare he tells you that from here to there.)

(17) *Igo bagosamba chisukuru, *** oku -okumi nakii n.ninki (pron) kiaba?*

(They burn the schools, you are left wondering about what is happening)

(5) *Ngakora e.emiaka e.ebere (det)*

(I worked for two years.)

The first hypothesis sought to test whether content words will be more frequently stuttered than function words in both languages. In the data above more stuttering occurred on 32 (53.06%) content words out of 120 stuttered words than on 7(5.83%) function words in the oral discussions 3 and 4.

These findings show that stuttering occurred less on function words than content words. The high rate of stuttering on content words can be attributed to the fact that these are focal points at which meaning is important. For that reason, the stutterer tries put more emphasis on the content words as the listener's interest is most concentrated on them.

3.2 Stuttering and the Phonetic Factor

In reference to this, the study sought to investigate whether the stutterer's speech was blocked on a given item depending on the sound with which it began.

3.2.1 Stuttering on Word Initial Consonant Sound

The number of times (i.e. frequency) sound is repeated is represented by a number next to the word.

Consider the following data from text 3

	Frequency	Gloss
Sound /s/		
(1) <i>s.s.six</i>	1	six
Sound /m/		
(3) <i>M.moi</i>	1	moi
(4a) <i>St. M.M.Mary's</i>	2	Mary's
(8a) <i>M.Matongo</i>	1	Matongo
(11c) <i>M.Machiko</i>	1	rules
Sound /n/		
(4b) <i>n.nkaru</i>	1	I moves
(7a) <i>n.ngakora</i>	1	I finished
(17b) <i>n-ninki</i>	1	what
Sound /ng/		
(5) <i>ng'.ng' ngafauru</i>	2	I succeeded
(7c) <i>ng'.ngacha</i>	1	I came
Sound /nk/		
(7d) <i>nk. Nkaru</i>	1	I moved
(9b) <i>nk.nkaenda</i>	1	I went to
Sound /mb/		
(11b) <i>mbo.mbobwati</i>	1	it does not have
Sound β		
(21a) <i>B.bari - 1</i>	1	those
(21b) <i>ba.bamanyakoroka</i>	1	then they term
Sound ɣ		
(3) <i>G.G.Gesusu</i>	2	Gesusu

Instances of stuttering in Text 4

Sound /β/

(1) <i>Bo.bono</i>	1	now
(14a) <i>ba.ba.batindete</i>	2	they are drank
(12a) <i>b.bono</i>	1	now

Sound |n|

(4a) <i>na.naende</i>	1	again
(4b) <i>na.nekegori</i>	1	and this generation
(4b) <i>n.nch.nchiri</i>	2	they are
(18a) <i>ne.ne.nererieye</i>	2	which one is it

Sound /tʃ/

(4c) <i>ch.chigasi</i>	1	work
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Sound /y/

(11b) <i>g.g.gose</i>	2	or
(23) <i>gu.gu.gwasigwasi</i>	2	anxiety

Sound /r/

(18b) <i>r.riri</i>	1	when
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Sound /j/

(25c) <i>y.ya yaani</i>	2	I mean
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From the data above, the sounds /n/, /m/, /y/, /ng/, /β/ and /j/ were stuttered on twice each; all the others were only once. There were 28 words with initial consonant sound, that is (23.33%) out of 120 instances of stuttering.

3.2.2 Stuttering on the Word Initial Vowel Sound

Consider the following utterances from text 3

Stuttering on the /ε/ sound

(2a) <i>e.e.eboard</i>	2	board
(2b) <i>e.e.e.college</i>	3	college
(3a) <i>e.ekero</i>	1	when
(6) <i>e.e.e.ekero</i>	3	when

(18a) *e.ekero* 1 when

Stuttering on the /e/ sound

(5a) *e.emiaka* 1 years
(5b) *e.bere* 2 two
(5c) *et.et.etraining* 2 training
(7b) *e.emi.emiaka* 1 years
(12c) *e.esukuru* 1 school
(13b) *e.e.e.etaracha* 3 before it arrives
(15) *e.e.ebikone* 2 miracles/wonders
(18b) *e.ebiranya* 1 canes
(18c) *e.ekeboko* 1 miracles/wonders
(20d) *e.e.enchera* 2 a way
(23c) *e.e.erinde* 2 so that

Stuttering on the /o/ sound

(5d) *o.oku* 1 that is
(11) *o.o.obogima* 2 life
(12)] *omo.omofano* 1 example
(17a) *oku.okumi* 1 you wonder

Stuttering on the /a/ sound

(10) *a.a.abu* 2 at
(20) *a.amatemu* 1 exams
(2b) *a.asinyu* 1 he is defeated
(23d) *as.asara* 1 loss

Stuttering on the /i/ sound

(23a) *igo-igo* 1 so

Stuttering on the /ɔ/ sound

(10e) *o.okogosereri* 1 to scare

Instances of stuttering from text 4

Stuttering on the /e/sound

[2] *ech.echiga* 1 this ones
[6a] *e.e.esukuru* 2 school
[6f] *e.e.epigipigi* 2 motorbike
[8] *e.epigipigi* 1 motorbike
[9] *e.epigipigi* 1 motorbike
[10b] *e.epigipigi* 1 motorbike
[10c] *e.epigipigi* 1 motorbike
[11a] *e.e.ekobia* 2 helmet
[18d] *e.enchench i* 1 the balance
[24b] *e.enchera* 1 a road
[25b] *e.ebibago* 1 thugs

Stuttering on the /a/ sound

[3] *ama .amawasiliano* 1 communication
[5] *a.ab.ab.abange* 3 many
[12] *ab.ab.ab.abana* 3 children
[13a] *a.a.a.abarebi* 3 drunkards
[17a] *a.a.agotioka* 2 he smells
[25a] *a.abwate* 1 he has
[26b] *a.ase* 1 a place

Stuttering on the /i/ sound

[6c] *i.igo* 1 so
[26a] *i.igo* 1 so
[23a] *ig.igo* 1 so

Stuttering on the /o/ sound

[6b] <i>o.ogasa</i>	1	he insists
[6d] <i>o.o.ondigeri</i>	2	get me
[7a] <i>o.omwana</i>	1	a child
[7b] <i>o.omongaini</i>	1	cleaver
[10a] <i>o.ogoreru</i>	1	he is bought
[19a] <i>o.o.okaregokoira</i>	2	he takes you
[19b] <i>ok.okong'ira</i>	1	you are taking me
Stuttering on the /ɔ/ sound		
[17b] <i>o.o.ore mereria</i>	2	he perseveres
[18e] <i>og.ogenda</i>	1	he goes

In the data above stuttering occurred 50 times, that is (50%) of 120 instances of stuttering on initial vowel sound and 28, that is (23%) instances of stuttering on initial consonant sound. This was contrary to what the study hypothesized; initial consonants will be more frequently stuttered than initial vowels in both languages.

Stuttering on word-medial position and word-final position was not evident in the two oral discussions text 3 and text 4. These findings can be supported by those by Taylor (1966b), cited in Bloodstein (1995:283) that ‘over 90% of stuttering have been found to take place on the initial sound or syllable of the word’.

3.3 Stuttering and the Word-Length Factor

3.3.1 Stuttering on Long Words

I will consider long words as those with three or more syllables

Let us look at the long words taken from the oral discussion (Text 3) that were stuttered on

		gloss
[3b] <i>G.G.Gesusu</i>	2	Gesusu
[2b] <i>e.e.e.college</i>	3	college
[3a] <i>e.ekero</i>	1	when
[5a] <i>ng'.ng.ngafauru</i>	2	I succeeded

[7a] <i>n.ngakora</i>	1	I finished
[8a] <i>m.matongo</i>	1	Matongo
[9b] <i>nk.nkaenda</i>	1	I went
[11b] <i>mbo.mbobwati</i>	1	it does not have
[11o] <i>m.machiko</i>	1	rules
[16] <i>he.heshima</i>	1	respect
[21b] <i>ba.bamanyakoroka</i>	1	they then term
[5a] <i>e.emiaka</i>	1	years
[5b] <i>e.bere</i>	1	two
[5c] <i>et.et.etraining</i>	2	training
[6] <i>e.e.e.ekero</i>	3	when
[7b] <i>e.emi.emiaka</i>	2	years
[8] <i>emi.emiaka</i>	1	years
[11] <i>o.o.obogima</i>	2	life
[12a] <i>omo.omofano</i>	1	examples
[12c] <i>e.esukuru</i>	1	school
[13b] <i>n.noganyete</i>	1	you are waiting
[15] <i>e.e.ebikone</i>	2	wonder/miracles
[14] <i>go.go.gokonya</i>	2	to help you
[13b] <i>e.e.e.etaracha</i>	3	before it comes
[17a] <i>oku.okumi</i>	2	you wonder
[18a] <i>e.ekero</i>	1	after
[18b] <i>e.ebiranya</i>	1	canes
[30] <i>o.okogosereri</i>	1	to scare
[18] <i>e.ekeboko</i>	1	canes
[20c] <i>a.amatemu</i>	1	exams
[20d] <i>e.e.enchera</i>	2	a road
[22b] <i>a.a.sinyu</i>	2	he is defeated
[23c] <i>e.e.ebikoe</i>	2	wonders/miracles
[23d] <i>as .asara</i>	1	loss
[13b] <i>iyoyo. iyokoboka</i>	1	you wake up

Instances of stuttering from text 4

[2] <i>ech.echiga</i>	1	this ones
[4c] <i>ch.chigasi</i>	1	work
[4a] <i>na.naende</i>	1	again
[4b] <i>na.nekegori</i>	1	generation
[3] <i>ama .amawasiliano</i>	1	communication
[5] <i>a.ab.ab.abange</i>	2	many (people)
[6a] <i>e.e.esukuru</i>	2	school
[6b] <i>o.ogasa</i>	1	pushes/ insists
[6d] <i>o.o.ondigeri</i>	2	get me
[6f] <i>e.e.epigipigi</i>	2	motorbike
[7a] <i>o.omwana</i>	1	a child
[7b] <i>o.omong'aini</i>	1	cleaver
[8] <i>e.epigipigi</i>	1	motorbike
[9] <i>e.epigipigi</i>	1	motorbike
[10a] <i>o.ogoreru</i>	2	he is bought
[10b] <i>e.epigipigi</i>	1	motorbike
[10d] <i>e.epigipigi</i>	1	motorbike
[11a] <i>e.e.ekobia</i>	2	helmet
[12] <i>ab.ab.ab.abana</i>	3	children
[13a] <i>a.a.a.abarebi</i>	3	drunkards
[13b] <i>e.ebibago</i>	1	thugs
[13c] <i>a.abande</i>	1	others
[14a] <i>ba.ba.batindete</i>	2	they are drunk
[15] <i>enya.enyasore</i>	1	bhang
[16] <i>go.goisibia</i>	1	to take a bath
[17a] <i>a.a.agotioka</i>	2	he smells
[17b] <i>o.o.oremereria</i>	2	he preservers
[18] <i>ne.ne.nererieye</i>	2	which one is it
[18d] <i>e.echenchi</i>	1	the balance
[18c] <i>og.ogenda</i>	1	he goes

[19a] <i>o.o.okaregokoirā</i>	2	he takes you
[19b] <i>ok.okong'ira</i>	1	taking me
[24b] <i>e.enchera</i>	1	a road
[25a] <i>a.abwate</i>	1	he has
[25b] <i>e.ebibago</i>	1	thugs
[19]ago*** <i>agokorerwa</i>	1	he is not punished
[20] <i>egent.ntotageti</i>	1	we do not want
[25] <i>gu.gu.gwaiigwasii</i>	2	anxiety
[28b] <i>og.okorina</i>	1	you board

From the two oral discussions text 3 and text 4, the instances of stuttering on long words were 75, that is (62.5%) out of 120 instances of stuttering. In most cases, sound or syllable repetitions characterized stuttering on long words. These observations partially support what Brown and Moren (1942) cited, in Bloodstein (1995:287) state: ‘long words are inherently more difficult to articulate, and are frequently evaluated as something of a challenge by stuttrer...and may be stuttered more often because they readily evoke threat of failure’.

3.3.2 Stuttering on Short Words

Consider the following data from text 3

[1] <i>s.s.s.six</i>	six
[2](a) <i>e.e.eboard</i>	board
[3] <i>M.Moi</i>	Moi
[4] <i>M.M.Marys'</i>	Marys'
[4] <i>n.nkaru</i>	I left
[5e] <i>o.oku</i>	that is
[7c] <i>ng.ngacha</i>	I came to
[7d] <i>nk.nkaru</i>	I left
[10] <i>a.a.abu</i>	at
[12a] <i>ng'.ng'a</i>	that
[13a] <i>igo.igo</i>	so

[17b] <i>n.ninki</i>	what
[19a] <i>ch.chia</i>	of
[19b] <i>igo.igo</i>	so
[21a] <i>B.basi</i>	
[22a] <i>B.bono</i>	now
[23a] <i>Ig.igo</i>	so

Instances of stuttering form Text 4

[1] <i>Bo.Bono</i>	now
[6c] <i>i.igo</i>	so
[11b] <i>g.g.gose</i>	or
[14b] <i>n.nch.nchiri</i>	they are
[17c] <i>igo *** igo</i>	so
[17e] <i>ya.yaani</i>	I mean
[f] <i>n-ng'a</i>	that
[18a] <i>ya.yaani</i>	I mean
[b] <i>r-riri</i>	when
[20] <i>B.buna</i>	that
[21] <i>ni... buna nche</i>	it's me
[22] <i>B.bono</i>	now
[24a] <i>ne.nere</i>	it's him
[25c] <i>y.ya.yaani</i>	I mean
[26a] <i>I.Igo</i>	so
[26b] <i>a.ase</i>	a place
[27] <i>e.eye</i>	this one
[28a] <i>i.i.igo</i>	so

The instances of stuttering on short words were 35 that is (29.17%) out of 120 instances of stuttering were stuttered on. More than fifteen words were functional words.

The third hypothesis hypothesized that words longer than three syllables will be more stuttered than shorter ones in both languages. The data in section 3.3.1 and 3.3.2 show that the instances of stuttering on long words were 75, that is (62.5%) out of 120 instances of stuttering and those on short words were 35, that is (29.17%) out of 120 instances of stuttering. According to studies by (Taylor, 1976 and Wingate, 1967) long words with three syllables are likely to be frequently stuttered on than those with less than three syllables. Indeed, in this study the data revealed that long words were the most frequently stuttered on, in particular for Ekegusii utterances.

3.4 Stuttering and the Position of a Word in a Sentence

Being a Bantu language, Ekegusii is highly agglutinative in nature. This means that a single word may represent an entire sentence expressing complete thought. Therefore, Ekegusii being an agglutinating language contains prefixes and suffixes added to the root of a word. These affixes can be separated neatly and each has a distinct meaning. From data in text 3 and text 4 it is evident that most of the syllable repetitions tend to occur on the first and/or the second syllable of a word, especially the morpheme that mark person and tense

Let us consider the following words from the oral discussions;

Stuttering instances from Text 3

[7a] <i>n.ngakora</i>	I finished
[5a] <i>ng'.ng.ngafauru</i>	I succeeded
[9b] <i>nk.nkaenda</i>	I went
[11b] <i>mbo.mbobwati</i>	it does not have
[11b] <i>mbo.mbobwati</i>	it does not have
[13b] <i>n.noganyete</i>	you are waiting
[21b] <i>ba.bamanyakoroka</i>	they then term
[17a] <i>oku.okumi</i>	you wonder
[22b] <i>a.a.sinyu</i>	he is defeated
[13b] <i>iyoyokoboka</i>	you wake up

Stuttering instances from Text 4

[2] <i>ech.echiga</i>	this ones
[6d] <i>o.o.ondigeri</i>	get me
[10a] <i>o.ogoreru</i>	he is bought
[14a] <i>ba.ba.batindete</i>	they are drunk
[16] <i>go.goisibia</i>	to take a bath
[17a] <i>a.a.agotioka</i>	he smells
[17b] <i>o.o.oremereria</i>	he preservers
[18] <i>ne.ne.nererieye</i>	which one is it
[18c] <i>og.ogenda</i>	he goes
[19a] <i>o.o.okaregokoirra</i>	he takes you
[19b] <i>ok.okong'ira</i>	taking me
[25a] <i>a.abwate</i>	he has
<i>Jago***agokorerwa</i>	he is not punished
[20] <i>egent.ntotageti</i>	we do not want

The forth hypothesis was that words in sentence-initial position will be more frequently stuttered than those in medial or final position in both languages. In the data above, stuttering occurred on the person makers in Ekegusii. My explanation for this is that stuttering occurred more frequently at the beginning of an utterance due to anticipation of speech attempt and the fear of beginning an utterance. It is the point at which the stutterer passes from silence to speech when the listener's attention is directed to them. Therefore, the stutterer is likely to be more conscious as they speak

CHAPTER FOUR

CONCLUSION

This study sought to examine the extent to which the linguistic contexts: the grammatical class, the initial sound type, the word length, and the position of the word in a sentence, determine the frequency of stuttering in spontaneous speech of bilingual adult stutterers. This study was a case study of two bilingual adults whose speech is affected by stuttering. One participant withdrew from the study making it a single case study. The study sought to test the following hypotheses: first, content words will be more frequently stuttered than function words in both languages; second, initial consonants will be more frequently stuttered than initial vowels in both languages; third, words longer than three syllables will be more stuttered than shorter ones in both languages; fourth, words in sentence-initial position will be more frequently stuttered than those in medial or final position in both languages; fifth, there will be more instances of stuttering in English than in Ekegusii.

The subjects were engaged in oral discussions on a topical issue such as politics in Kenya, the *bodaboda* menace in Kisii County, the *matatu* menace in Kenya, the journey as a teacher and discipline in our schools. To collect the data a video-recorder was used and later the data transcribed with the aim of establishing the instances of stuttering in his speech. Frequency counts of stuttering moments, expressed as a number and percentage, were used to measure the stuttering of the subjects. The results were mixed: in some cases the hypotheses found support from the data, while in others the data contradicted them.

The first hypothesis of the study that in either language content words would be more frequently stuttered than function words was not confirmed in the analysis of the stutterers' speech in English. The frequency of stuttering was more on function words (53.06%) than on content words (46.94%). In Ekegusii the first hypothesis was proved since stuttering occurred less on function words (15.83%) than content words (83.06%).

The second hypothesis that initial consonants would be more frequently stuttered than initial vowels in both languages was confirmed in analysis of the speech in English: there were 21, that is (56.76%) out of 37 instances of stuttering on the initial consonant sounds and 15, that is (40.54%) on initial vowel sounds in the two oral discussions.

It was not confirmed in the analysis of the speech in Ekegusii: 60 words, that is (50%) of 120 instances of stuttering on initial vowel sound and 28, that is (23%) instances of stuttering on initial consonant sound. The third hypothesis was that words longer than three syllables would be more stuttered than shorter ones in both languages. This hypothesis was not confirmed in the analysis of the speech in English. The data showed that there were 8 that is (15.38%) polysyllabic words while 43, that is (82.69%) had two or less syllables which shows that stuttering occurred more on short words than long words. However it was confirmed in the analysis of the speech in Ekegusii.

The instances of stuttering on long words were 75, that is (62.5%) out of 120 instances of stuttering and those on short words were 35, that is (29.17%) out of 120 instances of stuttering. Regarding the fourth hypothesis, we can observed that most instances judging by the percentage occurred in the pre-utterance position. Out of the 52 linguistic instances of stuttering, 6, that is (11.54%) are in pre utterance, 4, that is (7.69%) occurred after a connective in the utterance initial position, 1 that is (1.92%) before a noun in object position, 2 that is (3.85%) are before the verb phrase, and 4, that is (7.69%) are within the verb phrase. This confirmed the hypothesis. In the analysis of the speech in Ekegusii, the hypothesis was also confirmed since stuttering occurred on the person-markers in Ekegusii which can be considered the beginning of an utterance. In the fifth hypothesis, overall, more stuttering occurred in Ekegusii than English. This can be attributed to the agglutinative nature of the former.

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APPENDICES: RECORDINGS OF THE SUBJECT'S SPEECH

APPENDIX I: THE SUBJECT'S SPEECH IN ENGLISH

Text 1: Speech from the Discussion on Kenyan Politics

S: [1] I want to comment a bit eh on the state eh and politics eh of **o.o.our** nation or country Kenya.[2] Eeh politics, the **wa.a.ay** I Understand it, it's a game which is supposed to be fair eh and transparent. But that is not the way it is. In Kenya, politics has become eh a game of eh lip service. You give, I give. Now, a politician, essentially is supposed to be a servant, a servant of the people .[3]However mmh*** eh- ah he or she may go into[a] **p.politics** to serve ,but eh politicians forget so much that their role instead of being[b] **a.a** servant they become [c]**m.masters** in that the...hide behind politics to loot ooh eh in that eh instead of eh serving the people, helping them you know to develop here and there, they milk the people. [4]They become financial marauders, and that has led eh so much eh into c-corruption. [5]Now, ah politicians, they promise so much when they are seeking eh-eh **v.v**** votes**. E.g I'll do this for you if you elect me, I'll do that and so forth.[6] But once they go in there they start to boast that eh after all I'm (a)**i.in** this or am in this eh I got this seat because eh(b) **I.I** used my money. So I have to recover my money. [7]Which become eh(a) **a.at** the (b)**disadv.v****vantage** of a poor eh **mea**.eh o-of a poor (c)**a.a.a.and** i-eh (d)**a.a.and** eh a poor illiterate voter. [8]And eh **mmh...**I mean the citizens they do not understand. [9] For example, a voter may be given fifty **sh.shillings** to sell his vote. [10]And a politician is going to (a)**stay.y.y** eh on the job for (b)**f.five** years.

[11]**W.which** means in a year, he has been bought ten bob. [12]And -eh that oh is eh-eh - eh a demerit because eh or ah or and eh (a)**s.some** of them eh they promise what they don't eh fulfill because, they know once they go (b)**i.i ***in** there, they are (c)**g.g.going** to (d)**har.harvest**, millions which they will give to just a few people, instead of using that money to help the majority who voted them in.

R: What do you think about the current political state of Kenya.... with the handshake....?

S: [13] **** in my view...**th.the** handshake eh maybe genuine or it may not be genuine. Why I say it may not be genuine, because this is an affair between two people. [14]If that eh if the handshake was eh taken before a referendum, that is, the majority, that is eh I mean when Kenyans could understand that eh yes this referendum is supposed you know (a)**to.o.o-** (b)**h-harmonise** the nation. [15]But eh a handshake between two people or two men, we cannot know you know I mean the inner agenda of this two people and if we look (a)**b.back** this eh-h I mean the handshake has come when a lot of ooh I mean when a lot or total damage has been done and eh this handshake, is a way eh is a form of screen to hoodwink the voters that things are okay yet you know, I mean the -eh damage has already been done beyond eh(b) **r.repair**.

R: Thank you.

¹ S: subject; R: Researcher

Text 2: The subject's monologue on the matatu menace in Kenya

S: [1] Matatu **m.menace** which falls under transport, let me say or speak eh-mostly in Kenyan situation. [2] Eh Matatu, is an industry which is supposed to serve and service in so many **w.w.ways** e.g transport and so forth. However, it's has got its limitations and demerits. For example, in a crowded bus stage. [3] Let me give an example of **M.M.Machakos** bus eh stage. [4]**The.the.the.the.the** language there is eh too noisy, too abusive, confusing, and so forth. [5] And -eh you may be in **a.a** matatu, travelling you know say to some function with eh one you respect say I mean your father, mother and so forth. [6]You find that this people, the touts or the 'Manambas' use a very abusive language for example, you are with your father, and they say "Kaliana" and eh that (a)**it.it** eh you know hurtly it eh (b)**i.it** eh very abusive language because eh 'Kaliana' is you know say eh daughter to father, mother to son you know (c)**i.it** eh although one may not show it on the spot it eh hurtly it eh it eh it embarrasses and I mean eh the passenger may got, may get annoyed.

[7] And it shows no respect and as such no **m.moral** aspect as such. [8]Another aspect eh...**a .a .another** eh *** poor area as far as matatu menace is concerned is concerned is cheating. [9]You'll ask "where is this vehicle or where is this shuttle **g.going** or which direction?" [10]He'll tell you "It's going to Nakuru" then he tells you "you get inside, and it will take off within ten (a)**o.o.o.or** so (b)**mi.minutes**". And on top, on the roof, they have placed a placard there reading, '*car number one*'. You enter there, it's too hot, you wait and wait as when eh this eh matatu is going to take off. [11]And when it's almost full you see people exiting or moving **o.o.out**. [12] Then you wonder now that it eh (a) **a.a.about** full why are this people (b)**g***** getting** out some you know are maybe serving customers while smoking or chewing khat or Miraa and some are dressed in eh in eh very funny style and so forth. [13]And some use a very abusive language you know to some people you know who are supposed to you know to I mean you know to to have respect to. [14]For **e***** I mean for **e.e.example** they may say "*Darling ingia*" or "*baibe ingia*" [15] Now, you know in this, you know, one is calling your daughter, a *baibe* or *darling ingia* in your **p.presence**. [16]To them it's just eh a *** a *** a language. In places like Nairobi where touts use sheng to connect eh stations it's so confusing for one to understand where he or she is going to. Then another menace, in this industry is scramble for passengers. [17] One is pulling eh-eh **y.you** here, your luggage I mean your luggage *** is there, so in the end the traveller becomes confused, he or she may not know where the I mean the one whom he was with is where the luggage is, and so forth. [18] Then eh in the **m.mean** time, some some may be ransacking or pickpocketing eh I mean -w-e h I mean your purse or your pockets. And at the end you find you have lost either your money or valuables. [19] As such, matatu (a)**m.menace** is so (b)**r.rampant** and in that unless its checked is going to cause a lot of eh chaos and ins some (c)**c-cases** (d)**m.manambas** they collude with the police or (e)**the .the .the** law enforcers. [20]In that eh when eh a problem happens or takes place, you report to the p-police who are supposed to help you. They take it sooo lightly. [21]Some of them you know may even tell you that you know that that problem did not eh-eh did not take place here **o.o.or** that problem is between you and the *manamba*.

APPENDIX II: THE SUBJECT'S SPEECH IN EKEGUSII

Text 3: Speech from the discussion on the topic Journey as a teacher / discipline in schools.

S: [1] Nche inachagete obwarimuu around nineteen seventy nine kara nakorete form s.s.s.six koru St.Patrick's Iken which is now eh eyu ere bono enational school. [2] Ekero nakooro ngasomia buna omwarimuu bwee (a)**e.e.eboard**, BOG , ori otaraenda (b)**e.e.e.college**. [3] Basi, kera nasomia ngaasera St. Albert Ulanda, nkaenda **M.Moi G.G.Gesusu**, nkaenda St. Charles Lwanga Nyansabakwa. [4]Nkagenda Nyamagwa Girls',St. **M.M.Marys' n.nkaru** ororo nkarangerigwaa... nkagenda kagumo Teacher's training college. Nkagenda gokora ediploma in Education eeh I mean gospecialize ase egesongo. [5] Ngakora (a)**e.emiaka** (b)**e.ebere** (c)**et.et.etraining** (d)**ng.ng.ngafauru**, (e)**o.oku** nogoeta rende. [6] Eh basi, **e.e.ekero** naeta nkarangerigwa nkagenda mbita eyu ere bono enational school-boys. [7] (a)**N.ngakora** ororo (b)**e.emi.emiaka** ebere, nkaruo **ng.ngacha** Igonga nkabera ang'e emiaka ikomi **nk.nkaru** ingacha Matongo SDA. [8] Ekero naru (a)**M.Matongo**, noo naberete (b)**emi.emiaka** gete nkaenda Botoro. [9] (a)**B.b.b.** kara naru Botoro (b)**nk-nkaenda** Raganga.[10] Raganga noo nakorete egasi **a.a.abu** retire. [11]Bono ekero naritaya ngaansa (a)**o.o.obogima** oboyia kiagere ***kera ore ritaya, iyo...iyo obogima bore oboao (b)**mbo.mbobwati** (c)**m.machiko**. Ekero ore egasi amachiko igaroo. [12]Eh (a)**omo.omofano** (b)**iyoy. iyokoboka** maambia eh --- nabo oranyore ing'a ense igere embe, embura igo etuete, oboterere rakini rasima(a) **ng'.ng'a** mbaka oike (b)**e.esukuru**.

Na ritaya nero nebuate chiproblem *** Chiaye. [13] Nabo (a)**igo.igo** okonyora ng'a ***eh*** (b)**n.noganyete** eh-eh epension eyuo ogocha (c)**e.e.e.etaracha**. [14] Bono kwaba abuo mpaka kaa echiche enyare **go.go.gokonya**. Korende, onye kwagachete nkantogete, nabo kagogokonya mpaka kaa pensioni eyu echiche.

R: Namang'ana yechisukuru nab okogendera gokwana.

S: E.ekegusii?

R: Eeh.

S: [15] Bono amang'ana ye chisukuru siku hisi, yabeire **e.e.ebikone** gete. [16] Buna abana ba siku hizi yaani tibwati **he.heshima**. [17] Igo bagosamba chisukuru,***

(a)**oku.okumi** nakii (b)**n.ninki** kiaba? [18] Kare, nche nkoinyora, (a)**e.ekero** twarenge esukuru (b)**e.ebiranya** (c)**mbia.mbia.mbiareng**e aroro asee yaani (d)**o...kogosereri** omwana bwoboa ng'aa nsegokora iga, ***eh nabo omwarimu akongaka (f)**e.ekeboko**. [19] Lakini chingaki (a)**ch.chia** bono iga ,buna bakana buna biboko mbiiyo, gose chipunishmenti eri ere eneene, omwana (b)**igo.igo** akorora nakora kende I mean kende nkeiyo (c)**ago***agokorerwa**. [20] Na (a)**ne ***I mean negegento** kende, *** abanafunzi abange, eh-eh ebaoboete (b)**ama.e.ema *** ema** exams (c)**a.amatemu**, bono naba bande gose nabariri, banyora (d)**e.** yaani **e.e.enchera** yogoesoime, eh bateba ng'a ntotageti (e)**egent.ntotageti** ekeiga. [21](a)**B.basi** (b)**ba.bamanyakoroka** ng'a abarimu gose emwarimu gete etamaeti gosomia. [22] (a)**B.bono** oboria,omwarimu osomiri chisukuru mpaka echi chiabo Alliance, Chiabo Mang'u, chisukuru echi chinene chinene chiabo Maranda naki agoika esukuru eye enke (b)**a.asinyu**. Igo ekororokana buna obotutukanu gete bwachire ime ***I mean ase chisukuru chiaito *** emechando emenge eroo. [23](a)**Ig.igo** togosaba ing'a ebaibori na abarimu (b)**n.neserekari** tobwaterane (c)**e.e.erinde** chisukuru chiato , chigenderere tichigosambwa korete(d) **as.asara** enyinge

Text 4: On the topic of the *bodaboda* menace in Kisii County

S: [1] **Bo.Bono** ebinto mbire biacha bikoroku ng'aa botabota yaani chipigipigi. [2]Chipigipigi **ech.chiiga** nechingiya pi. [3] Kiagera chiakonyire asee **ama-mawasiliano**. [4] Kwanyora ng'aa ichigoeta, andonsi (a)**na.naende** (b)**na.nokegori** egeke kianyoriere (c)**ch.chigasi**. [5] Ko, bota bota eye, yasariri **a.ab.ab.abange**. [6] Okonyora ng'aa omwana obwate otiga (a)**e.e.esukuru** (b)**o.ogasa ******* ise gose ng'ina ng'a nche ntintageti sukuru (c)**i.igo** ntagete (d)**o.o.ondigeri** ebesa, e-nchi nkendia (f)**e.e.epigipigi**. [7] (a)**O.omwana** orenge (b)**o.omong'aini**. Basi ng'ina gose omoibori okomobori ng'a bono rendee tokorasoma. Oteba ng'a ng'a nche ntintageti. [8] Ise okomobori ng'a ebesa rende ng'ai ngocha korusia nkogorere **e.epigipigi** eye iga. Ogoteba ng'a aye rora buna ogokora. [9] Ooni nonye eng'ombe eyu obwate igabu gose noye oboremo ooni erinde nche kogicha ongorere **e.epigipigi**. [10] (a)**O.ogoreru** (b)**e.epigipigi**. Bono,abana aba, gose abagendi aba, bweroki *** *I mean* rituko erimo ***** mambia yaye (c)**oyo.oyo.oy.oyo** okogendi (d)**e.epigipigi**. [11] Takobwati nonye na mashariti ari ng'a kwabeka **e.e.ekobia g.g.gose** epigipigi iyeree igo okogendi ng'ooro. Kwanyora ng'a

akoiruruka igo *** chiachari chiaba. [12] Nabange, *** chiasariri eh-eh-eh **ab.ab.ab.abana** aba. Chiruga chiabo nchiri chimbe pi. [13] Ibare *I mean* eh *** (a)**a.abange** bare 9b) **e.ebibago** (c)**a.abande** bagotinda bare (d)**a.a.abarebi** bakoendi chipigipigi echio. [14] Ogotinda yaani (a)**ba.ba.batindete**, chiruga chiabo (b)**n.nch.nchiri** chinchafu, chiofu. [15] Kwanyora onde onyure **enya.enyasore** ng'a nari akare kogendi epigipigi. [16] Nabande nabachafu mbari **go.goisibia**, tamaeti ng'a oyo akobogoria eh-yaani ere naesibeti. [17]Bono ere akogendi tarigoisibia kwanyora ogundire nigo (a)**a.a.agotioka**, akouboka yaani noye oyore igoro (b)**o.o.oremereria** omereria. Nabande nabakora, **igo *** igo** okomoboria ebei **ne.ne.nererieye, ya.yaani** ogotebia **n-nga** yaani koru gaa mpaka igaria igo okoong'a siringi hamsini gose emia.[18] Basi, (a)**y-yaani** kogoika ororo (b)**r-riri** mwaika, omanya (c)**go.go.** yaani **gokonga'aina** ng'a timbwati (d)**e.e.chenchi** ngokoa bono osinyu nko ogokora (e)**og.ogenda** nechibesa echio. Nabande nabo omobori ng'a aye inee gichana nomanyete ase gete? Buna eh buna eeh nimanyete buna eh nimanyete buna eh *** kwamotebi bono ng'ire. [19] Kwanyora (a)**o.o.okaregokoirra** enchera enga'o, okumi ng'a rende gwateba ng'a nomate gochi igaa nkai (b)**ok.okongira**. [20] **B.buna** aye kira. [21] Buna **ni...** buna **nche** imanyete. [22] **B.bono ***** [23] kwanyora bono noye noyo abiria oyo obogoiri **gu.gu.gwasigwasi** yamosoire okumi ng'a ngekone kiekke. [24] Gose kwanyora ng'a oyo omorinetie epigipigi nande (a)**ne.nere** ogakare koboria (b)**e.enchera**. [25] Kumbe yaani pengine tamanyeti gose neprani **a.abwate** amoire ase (a)**e.ebibago** (b)**y.ya.yaani** bichi komoura chibesa. [26] (a)**L.Igo** chipigipigi echi (b)**a.ase** nare chire chingiya ,chigokora obuya nasande ase nare chigokora obobe. Eeh

R: Ase okorora kwago oroche nchikonyete especially in town gose chiachandire abanto?

S: [27] Taoni eeh nchikonyete, tatigaa obonge...bonge chinsanako, kwanyora (a)**e.eye** egoeta gochi igaiga (b)**e.eye** egoeta gochi igaiga oyo okogotebia eke noyo ogotebia eke. Eeh nchinkonyete naende chiasariri. Chiasari ng'a eh (a)**i.i.igo** chiichire chiichire, bono tori komanya yaani nereri (b)**og.okorina** ng'o okogotebi okemaene ng'o okogotebi oborimo.