



Sudan University of Science and Technology

College of Graduate Studies



Faculty of Languages

**Investigating the Difficulties Encountered by EFL Students
in Using Spelling between American and British English
(A case Study for Students in Tertiary Level at SUST)**

تقصي الصعوبات التي تواجه طلاب اللغة الانجليزية كلغة أجنبية في استخدام

الإملاء في الإنجليزية الامريكية والبريطانية

(دراسة حالة طلاب اللغة الانجليزية في جامعة السودان للعلوم والتكنولوجيا)

**A thesis Submitted in Partial Fulfillment of the Requirements for
the Degree of M.A in English Language (Linguistics)**

Submitted by:

Salih Adam FadolElghali

Supervised by:

Dr. Hillary Marino Pitia

2017

Quranic Verse

قال تعالى:

﴿ تَبَارَكَ الَّذِي بِيَدِهِ الْمُلْكُ وَهُوَ عَلَى كُلِّ شَيْءٍ قَدِيرٌ ﴾

صدق الله العظيم

سورة تبارك الآية (1)

Dedication

To my parents' souls

To my family

Acknowledgements

All thanks and praise are due to Allah the Almighty Who enabled me to finish this task. Thanks are also due to supervisor Dr. Hillary Marino Pitia for his constructive criticism, constant support, guidance and encouragements. Thanks are also extended to Dr. Najlaa Taha, head of the English Department at the College of Languages.

Appreciation is due to my colleagues Mohammed Alhafiz, Salah Eldein Najeeb and Isam Muddathir for their efforts at printing this thesis. I would like to thank Ustaz Sabir Ali and Dr. Montasir Hassan Mubarak for verifying my test and questionnaire. Voices of thanks reach the library of SUST, Omdurman Islamic University, Alneelain University and the library of Khartoum University for extending a helping hand. Finally, I thank all who helped me and all who deserved to be thanked.

Abstract

This study aims at investigating of the Difficulties that the EFL students encountered by in using spelling between Am&BrE examining the Problematic area of the inconsistency between spelling and Pronunciation, As for methodology the researcher adopted the descriptive analytical method. Thirty students of 2nd year were subjected to a test. Additionally thirty teachers of English at SUST responded to the thirty questionnaires according to the hypotheses. The results revealed that, under graduate students are more confused in using Am and Br E spelling 2nd year under graduate students mismatch spelling with sounds. The researcher recommends that, exposing the students to extensive exercises on the problematic areas and the college curriculum should be reformed.

Abstract (Arabic version)

المستخلص

تهدف هذه الدراسة إلى تقصي الصعوبات التي تواجه طلاب اللغة الانجليزية كلغة اجنبية في استخدام الاملاء بين الانجليزية الاميركية والبريطانية ، متفحصة نقاط الإشكال لعدم التناسق ما بين الإملاء والأصوات لدى دارسي اللغة الانجليزية لغة أجنبية. فيما يتعلق بالمنهجية تبنى الباحث المنهج الوصفي التحليلي. ثلاثين طالباً في السنة الثانية خضعوا لاختبار ، بالإضافة الى ثلاثين أستاذاً للغة الانجليزية في جامعة السودان اجابوا الثلاثين بياناً بناء على الفرضيات. واطهرت النتائج ان طلاب السنة الثانية يعانون التشويش في استخدام اللغتين وعدم التناسيق بين الاملاء والاصوات وعليه أوصى الباحث إعطاء الطلاب تمارين مكثفة في مواضع الإشكال كالتشويش وعدم التناسق، كما أوصى بإصلاح منهج الكلية.

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CHAPTER ONE

INTRODUCTION

1.0 Background of the study

As a teacher of English who has been teaching English and interested on and as a researcher who has come to realize that majority of university's students are confronted with confusion and mismatch on spelling and sounds between AmE and BrE. This prompted me to investigate these problematic areas.

Hogg & Dension (2006) attributed to David (1995) Crsytal that, he estimates about 400 million people may be to a greater or lesser extent fluent speakers of English.

The two largest countries in terms of population, where English the inherited national language, are 'Britain' and the 'USA'. But it is also in both Canada and South Africa. Furthermore, in other countries it is a second language of business.

Hogg & Dension (2006) indicate that, in the late eighteenth century, the development sketched above continued. The vocabulary grew steadily due to language contact and the expansion of English around the globe, until it became the international language as it is today.

Crystal (1990) claims, the most frequent expressions used to describe English spelling are 'chaotic', 'unpredictable', 'disorganized', 'a mess'. However, he further suggests that there is both regularity and irregularity in English spelling. There are only about 400 everyday words in English whose spelling is wholly irregular. He explains the difficulty of learning to spell correctly with the fact that instead of being taught how to spell, children are often told to learn spellings by heart. He does not approve of it and claims that there exist certain spelling rules;

once a child discovers how to use them, guesswork is no longer needed. However, there are still exceptions as regards English spelling rules.

Rodman – et al (2011) state that; the current English spelling system is based primarily on the earlier pronunciations of words. The many changes that have occurred in the sound system of English since then are not reflected in the current spelling which was frozen due to widespread printed material and scholastic conservatism. Also they added that, there are a conservative spelling system. A common spelling permit speakers whose dialects have diverged to communicate through writing. People are also able to read and understand their languages as it was written centuries ago. In addition, despite a certain lack of correspondences between sound and spelling, the spelling often reflects speakers' morphological and phonological knowledge.

1.1 Statement of the Study Problem

Students in tertiary level at SUST are more confused in using the two variants of English in terms of spelling, they also mismatch the spelling with pronunciation and the college curriculum doesn't sufficiently address the problem of mismatch and confusion among second year under-graduate students at SUST.

1.2 Objectives of the Study

This study sets out to achieve the following aims:

- 1- To highlight the confusion among the students at SUST in using the spelling variants of BrE and AmE
- 2- To examine the problem of inconsistency between spelling and pronunciation in English language in BrE and AmE.

3- To check whether the university curriculum can enable students to overcome the problems of confusion and mismatch of the sound and spelling.

1.3 Questions of the Study

1. To what extent are students in tertiary level confused in using the two variants AmE and BrE spelling?
2. To what extent do students mismatch the spelling with pronunciation in BrE and AmE?
3. To what extent does the University curriculum enable the students to overcome these problems of confusion and mismatch of sounds and spelling?

1.4 Hypotheses of the Study

1. The students are more confused in using the spelling of the two variants, AmE and BrE.
2. Students mismatch the spelling with pronunciation.
3. The college curriculum doesn't sufficiently address the problem of mismatch and confusion among students at SUST.

1.5 Significance of the Study

This research is significant to improve the students' awareness of the differences concerning the diversity of English spelling system, and the confusion. Also it is significant for teachers to focus on these problems of confusion, mismatch and the curriculum. This study also is significant for curriculum designers to check and point out the weaknesses of the curriculum. For all of the above mentioned points the researcher investigated the spelling system of the BrE and AmE. Spelling system is one of the areas of differences between AmE and BrE.

1.6 Methodology of the Study

The data collecting tools are:

- 1- Literature review of the same area of the study.
- 2- Collecting data from various references including the internet.
- 3- Testing students to find out the influence or confusion and impact of the diversity of spelling in English language.
- 4- Using a questionnaire for teachers to judge whether the university curriculum can help in solving the confusion and mismatch.

1.7 Limits of the Study

This study is limited to investigate the area of spelling system between the two English variants namely, AmE and BrE taking into account, the confusion among the students of SUST who are English majors.

This study is conducted in the academic year 2017/2018

CHAPTER TWO

LITERATURE REVIEW AND PREVIOUS STUDIES

2.0 Introduction

This chapter consists of two parts part one; reviews the literature relevant to the study such as definition of spelling, British spelling ...etc. While part two discusses previous studies relevant to the research topic. It includes theses and scientific papers.

2.1 Definition of Spelling

Hogg & Dension (2006) states that "at all times spelling was one of the areas of language use that closely corresponded to writer's level of literacy, the late middle English and early modern periods there were pronounced regional and social differences in the ability to write, to spell and much higher percentage of full literacy have been noted for the London region as well as among the highest social ranks though even here there were exceptions, as in the case of the Clift family, poor-lower working class family from Cornwall, whose members quite exceptionally kept in touch with each other by letter. There is no question about the basic literacy of most of the individual family members, though their spelling is very poor. Even before the youngest member of the family, William (1775-1849) went to London to take up an apprenticeship there his language comes very close to Standard English, and whatever dialectal traits still remained in his language were lost soon after his arrival in the capital "Austin". In his letters, moreover, there are very few traces of the private spelling system in use at the time, which suggests that he was much influential in his writing by a self-imposed reading program".

Boston (1998) states that "English spelling is a system which integrates phonetic and morphemic patterns to produce meaning in writing. Understanding phonetic patterns enable writers to spell those words that have predictable sound letter relationships, e.g, mat – spelling is stating the letters and diacritics of a word. Words generally have accepted standard spelling which can vary regionally or nationally. Spelling is one of the elements of orthography and prescriptive elements of alphabetic languages".

"Spelling involves the integration of several skills including knowledge of phonological representations, grammatical and semantic knowledge, as well as the formulation of analogies with words in visual memory and the knowledge of orthographic rules and conventions. Wagner & Torgesen (1987). Also as related to "Wikipedia" spelling is the process or activity of writing or naming the letters of words. It is the way a word is spelled, person's ability to spell word. (Wikipedia.com)

Hogg and Denison attributed to Osselton (1963) that he distinguishes two spelling systems for the eighteenth century, a public and a private one. The public spelling system was that found in the printed texts of the time, which is apart from a few differences such as imperour, mirrour and superiour was identical to that of present day English, while the private spelling system allowed for spelling like beautiful and agreeable Private spelling as such eventually disappeared, and by the early nineteenth century spelling forms such as those found in Boswell's private writings are rare and should perhaps be interpreted as mistakes rather than variants. Any random check of the British national corpus will show the extent to which even educated writers today continue to be baffled by such seemingly illogical spelling distinctions as those between its and it's. Hogg and Denison (2006)

1- The system from which current English spelling convention have evolved was created mainly by Geoffery Chaucer, who died in 1400. Sadly, his fairly consistent

orthography began to be diluted almost as soon as he had created it, when English became the official language of England again around 1430, after the end of 100-years war with French or Latin had trouble switching to it their difficulties are chiefly responsible for most of the still surviving French spellings in words like (table, double, Centre) of (label, Hubble, enter). Previously, words of French origin used to be re-spelt according to English rules, to show their new Anglicized pronunciation e.g (boeuf, bataille, comter) to (beef, battle, and count).

The scribes must have presented suddenly being forced to change from the previous superior French to lowly English. Nowadays many people are horrified by the idea of the merely making English spellings less consistent e.g changing (spoke, seke, beleve) to (speak, seek, believe).

2- Chaucer's spelling system became even more corrupted after 1476, when Caxton returned to London after 30 years on the continent, to set up the first English printing press, to help him, he brought with him printers from Belgium. They spoke little or no English and inevitably made many spelling errors e.g (any, friend for eny, frend).

By the time of Shakespeare, second half of the 16th century, spelling had consequently become very chaotic, with hardly anyone knowing what its rules were. Using different spellings for identical words, even on the same page was common. This can be seen in the writings of many prominent figures, including Shakespeare, Sir Thomas More and the high educated Elizabeth 1, as well as the first authorized bible of 1611.

3- The spelling mess created during the first 100 years of English printing, mainly by foreign printers without any knowledge of English, led to call for the standardization of English spelling. The first step towards reducing multiple

spellings of a word to just one or two was taken by teachers who began to compile spelling lists for their pupils. They generally opted for those which they deemed to be the most common, with little regard to spelling consistency.

One of the most influential early spelling books was Edmond coote's, "The English school maister" published in 1595. Coote took some notes of Richard Mulcaster, the head of the Merchant Taylor's school, the biggest in London, who in his "Elementerie" of 1586 had advocated the cutting of (e) endings that did not lengthening the preceding vowel as they do in (cane, dine, and bone) related to (English spelling problems. Plogspot.com/ 2012/12/ history of.spelling.html).

2.2 British Spelling

It is often claimed that English spelling is irregular, because it contains words from many languages, and because the spelling of many words show how they used to be pronounced earlier Nether claim has much truth in it. Most English words originate from just two main sources; old German which the Saxon invasion brought to England in the 5th century e.g (bread, milk, butter) and Norman French which replaced English as the official language of England after the conquest of 1066(battle, beef, button). From 1066 until roughly 1350 English became increasingly the main language of England again around 1430 when England separated from the Anglo- Norman Empire. Related to (English spelling problems.blogspot.com/2012//2 history of.spelling.html)

1- Burton (1994) states that; Rule1; spelling joined up words; like disappear

a) Prefix + word = new word, e.g dis+ appear = disappear

b) Word + suffix = new word; e.g keen + ness = keenness

c) Word + word = new word; e.g with = hold = withhold

When you are spelling joined up word, the join is the danger spot. You will never go wrong if you remember this advice. Remember never add or subtract at the join.

When words are made by joining, their joins must not be cracked, so never add a letter and never one subtract.

2- Rule 2, (ie) or (ei) (sounding e)?

I before E except after C when the sound is E?			
Achieve	niece	(ie) sounded e and they don't follow (c).	
Believe	piece.		
E before I			
Ceiling	perceive (ei)	sounded e and they follow (c)	
Conceit	receipt		

Note: the most important exception to this rule is (seize) it has the (e) sound.

There is no (e). But the spelling is (ei)

3- ie	or	ei (sound is not e)
Sieve	(i)	before (e)
Eight	(e)	before (i)

The last rule works only when the sound of the two letters is (e). when the sound is not (e) the word may be either an (ie) word or an (ei) word

(i) before (e) the sound is not (e)?

Ancient	denied	pierce.
---------	--------	---------

(e) before (i) the sound is not (e)

Eight	weight	veil
-------	--------	------

Burton (1994)

4- Leaving out (e): make/making, shine/shining

a) Keep double (ee) before (ing) see/ seeing, agree/ agreeing

b) Don't write a double when (e) comes before (e) der/est

Type/typed, late/later, fine/finest

c) Leave out e before other endings that starts with vowel: (able, ize, al).

Love/lovable, private/privatize, culture/cultural. But when a word ends in (ce, s, ge) we keep the (e) before (a) or (o) e.g enforce/enforcement, courage/courageous.

We keep (e) before a consonant hate/hates, care/careful to form adverb from an adjective ending in consonant (te) (ie), we change (e) to (y) simple/simply.

To form an adverb from an adjective in (ic), we add ally e.g dramatic/dramatically.

Note: an exception is publicly. Wood (2002)

5- words that ends with a single consonant as blot, double the consonant blotting, and when suffix beginning with a vowel is added blot/blotting, allot/allotted, forget/forgetting, travel/travelled, signal/signaler.

Suffix beginning with a vowel (ed, ing, en, er). Burton (1994, p: 48)

(Ce) or (se) advice/advise the noun has (c), the verb has (s) advice/advise, practice/practise, licence/license.

One who holds a licence is a licensee

One who gives a licence is a licenser

A publican is licensed to sell alcoholic liquor.

A car must be licensed.

6- Rules for plural:

a) Most word just add (s): cat/cats, house/houses.

b) Words ending with (o) add es; potato/potatoes

c) Exceptions; cuckoo/cuckoos, piano/pianos, studio/studios

d) Words ending with consonant y e.g robbery change the y into the I and add es robberies, lady/ladies, memory/memories

e) Words ending with vowel +y donkey keep the (y) and add (s) donkeys, tray/trays.

f) Words ending with (f) or (fe) change the (f) or (fe) into (v) and add es; calf/calves, life/lives.

g) Some words not many change their vowel e.g foot/feet, goose/geese, loose/lice, tooth/teeth, man/men. Burton (1994)

2.3 American English Spelling

In 1800 when Noah Webster projected A dictionary of the American language he called it a work absolutely necessary, on account of considerable differences between the American and the English language also Hogg and Dension attributed to (Read,2002: 17) but when it appeared in 1828 it bore the strikingly different

title. An American dictionary of the English language, and its author in the preface that it is not only important but, in a degree necessary, that the people of this country should have American dictionary of the English Language, for although the body of the language is the same as in England and it is desirable to perpetuate that sameness, yet some differences must exist, he noted that some US words were unknown in England or unknown in their American senses, citing as examples; land-office, land-warrant, consolation of churches, regent of university, intendant of a city, plantation, selectman marshal, senate congress, court, assembly. His dictionary represented an assertion that American English (a term Webster had used in 1806) needed codification, and he aimed to furnish a standard of our vernacular tongue, which we shall not be ashamed to bequeath to three hundred millions of people, who destined to occupy, and lead the vast territory within our Jurisdiction. Hogg & Dension (2006).

With great vigor Webster tackled the codification of American English, claiming as early as 1789 that, Asian independent nation, our honor requires us to have a system of our own in language as well as governance, and Great Britain... should not be longer our standard, despite such nationalistic fervor, Webster wavered about linguistic independence and occasionally looked to Britain as the source of good English as when he claimed never to have heard an improper use of the verbs (shall and will) among the unmixed English decedents in the eastern states (1719: 240) Webster's politics were nationalist, but his heart a new Englander's and new England English struck him as most euphonious, oncoming the pronunciation in the middle Atlantic states of (once and twice) with a final t (oncet and twiset), he would have overlooked it, he said; " but for its prevalence among class of very well educated people; particularly in Philadelphia and paltimore" (1789: 111) generally recognizing speech as the basis for writing, he asked why we should

retain words in writing and not generally recognized in oral practice and in that vein endorsed the use of past tense forms for past participles e.g (have broke, have shook, have chose, have drank) and such simple past tense forms as rung, sprung ,sunk, sung, forbid, begun and writ(1807: 186-9).

Webster's Linguistics influence is most palpable in American spelling practices. In 1789, he had proposed phonetic spellings like bred, tru ,tufdawter, bilt and architect but laid a side those reforms in his first dictionary (1806) and ultimately left little in the spellings of his mammoth American dictionary of 1828 to be judged radical. In his dictionaries and spelling books he propelled American preferences for (or) in color, labor, parlor, behavior – (er) in center, meter, meager but listed both (theater and theatre), ize in generalize, liberalize, subsidize Se– in license, offense.

Among words from which letters are pruned judgement = judgment without e public class without k catalogue and catalog without ue also he eliminated double consonants as; leveled / endorsed. for levelled / endorsed also he eliminated some letters from the following words to fit the American spelling: e.g: tyre as in BrE. Check tire maneuver Encyclopedia.

(c z ar) are entered and pronounced as /t z a r/. Jail instead of goal needless to say not all his endorsements succeeded, as with tun for ton.

Hogg & Denison (2006)

Nouns ending in ence:

British	US
Defence	Defense
Licence	License
Offence	Offense
Pretence	Pretense
Ogue :	
British	US
Analogue	analog or analogue
Catalogue	catalog or catalogue
Dialogue	dialog or dialogue

The distinctions here are not hard and fast. The spelling analogue is acceptable but not very common in American English, catalog has become the US nor, but catalogue is not in common, dialogue is still preferred over dialog. ([HTTPS://oxford Dictionaries.com/spelling/British-and Am spelling](https://oxforddictionaries.com/spelling/British-and-Am-spelling)).

Spelling Rules to Remember

- a- Words ending in re in BrE have been changed to er in AmE.
- b- Words containing the silent letters (OUGH) in BrE have been changed in AmE to be spelled phonetically.
- c- Words ending in (OUR) in BrE have been changed to (OR) in AmE.
- d- Words ending (IOUR) in BrE have been changed in (IOR) in AmE.
- e- Many words ending in (YSE) or (ISE) in BrE have been changed to (YZE) or (IZE) in AmE, although there are exceptions.

Related to (www.grammar.yourdictionary.com)

2.4 American and British English Spelling Differences:

Many of the differences between American and British English date back to a time when spelling standards had not yet developed, a British standard began to emerge following the 1755 publication of Samuel Johnson's A dictionary of the English language, and an American standard following the work of Noah Webster and in particular his an American dictionary of the English language, first published in 1828 related to (Wikipedia) British English has tended to keep the spelling of words it has absorbed from other language e.g French, while American English has adopted the spelling to reflect the way that the words actually sound when they are spoken. If you are writing for British readers, you should only use British spellings in one or two cases, the preferred American spellings are acceptable in British English as well, specially the (ize/ization) endings. While you can use both the (ise/isation), or (ize/ization) endings in Br spelling. It is important to stick to one style or to other throughout the same piece of writing.

Related to ([HTTPS://oxford Dictionaries.com/spelling/British-and Am spelling](https://oxforddictionaries.com/spelling/British-and-Am-spelling)).

Egs of words that differ on pronunciation between AmE & BrE

Word	BrE	AmE
1- Tube	/t j u: b/	/t u: b/
2- Borough	/b ʌ r ə/	/b ʌ r ə u/
3- Explanatory	/i k s p l æ n ə t ə r i/	/i k s p l æ n ə t ə u r i/
4- New	/n j u:/	/n u:/

5- Dictionary	/d i k f ə n ə r i/	/ d i k f ə n e r i/
6- Schedule	/f e d j u: l/	/s k e d ʒ u l/
7- Dialogue	/d ə I ə l ɒ g/	/ d ə I ə l ɑ: g
8- Corner	/k ɔ: n ə/	/k ɔ: r n ə r/

related to Longman Dic.(2009)

Here are the main ways in which British and American spelling is different:

Words ending in (er):	
British	US
Centre	Center
Fibre	fiber
Litre	liter
theatre	Theater
(OUR)	
British	US
Colour	color
Flavour	flavor
Humour	humor
Labour	labor
neighbour	neighbor
IZE/ISE:	
British	US
Apologize/aplogise	apologize

Organize/orgnise	organize
Recognize/recognise	recognize
Yse:	
British	US
Analyse	analyze
Breathalyse	breathalyze
paralyse	paralyze
Vowel + L:	
British	US
Travel	travel
Travelled	traveled
Travelling	traveling
Fuelled	fueled
Fuelling	fueling
Double vowel ae/oe:	
British	US
Leukaemia	leukemia
Manoeuvre	maneuver
Oestrogen	estrogen
Paediatric	pediatric

Note that in American English certain terms, such as (archaeology), keep the ae spelling as standard, although the spelling with just the (e) e.g archeology is usually acceptable as well.

Related to (www.oxforddictionaries.com)

Keys to some spelling rules

- a) Write (i) before (e) except after (c) or when sounding like /a/ as in neighbor and weight when the (ie/ei) combinations is not pronounced (ee), it is usually spelled (ei) e.g (ie) in fiery, friend, mischief, view, believe. (ei) reign, foreign, weigh, neighbor, weird, receive.
- b) If a word ends with silent (e), drop the (e) before adding a suffix which begins with vowel e.g state/stating, like/liking.
- c) Don't drop the (e) when the suffix begins with consonant, e.g state/statement, like/likeness, use/useful.
- d) When (y) is the last letter in a word and the (y) is preceded by consonant, change the (y) to i before adding any suffix except those beginning with (i), e.g beauty/beautiful, fry/fries, hurry/hurried, lady/ladies.
- e) When forming plural of a word which ends with a (y) that is preceded by vowel add (s), e.g toy/toys, play/plays, monkey/monkeys.
- f) When a one-syllable word ends in consonant preceded by one vowel, double the final consonant before adding a suffix which begins with a vowel, e.g bat/batted/batting, and prod/prodded/prodding.

Related to (www.lss.stthomasedu)

Today British English spellings mostly follow Johnson's A Dictionary of the English language (1755), while American English spellings follow Webster's American dictionary of the English language ("ADEL" "Webster's Dictionary", 1828 Related to (www.wikipedia))

2.5 Spelling and Sounds Change (Inconsistency/Mismatch of Spelling and Sounds):

Rogers (2005) explains that, frequently, sounds change occur without a corresponding change in the spelling. We have already seen e.g.s of this in trisyllabic shortening and the great English vowel shift. In middle English, the word *see* /se:/ and *sea* /se:/ were written and pronounced differently, with the great English vowel shift, the vowel were raised to (*see* = /si:/) and (*sea* = /se:/) in early modern English still pronounced and spelled differently, in the eighteenth century (/sea = /se:/) was raised to /si:/ neutralizing the pronunciation with (*see*), but the spelling differences was maintained. This is an e.g of the later tendency of English retain spelling differences where they distinguish morphemes. Rogers (2005) also added that, old English has initial clusters of /hl, hn, hr/ spelled respectively as (hl, hn, hr). By Middle English times, the /h/ of these clusters had been lost and the spelling revised to reflect changes in pronunciation. This is an e.g of the earlier tendency of the English to revise the spelling to reflect change in pronunciation.

French of course, is descendent of Latin. Over the centuries, French has undergone many sound changes, by the eleventh century, the Latin words (*debitum* = debt) and (*dubitum* = doubt) had lost the b and the final m and were written in French as (*dette*) and (*dout*). The Norman conquerors brought these words with them to England and they were borrowed into Middle English as (*dette* = det) and (*dout* = duit) here we have spelling change with no sound change, these words have never been pronounced with a b in English.

Similarly the Latin (*Falconem* = falcon) was borrowed to the Middle English in its French form as (*faucon*) with no (L).

Note: the proper name (Fairkner) alongside (Falconer). The (L) was added to the spelling following the Latin spelling (Facon) like the (b) in debt and doubt. In modern English times, falcons have not figured prominently in most people’s lives although those who use the words usually pronounced it in the traditional way without /L/ as /fəkən/, depending on their dialect in the twenties century, the Fort Motor company introduced an automobile with the name falcon. By this time the word was sufficiently unfamiliar, that spelling pronunciation /fælkən/ became norm, at least in North America. As a side note, automobile manufacturers seem to like fast birds. Toyota found a rather rare term for a kind of falcon- Tercel dictionaries regularly gives this word with stress in the first syllable /'tərsəl/. Toyota however stressed the second syllable, perhaps thinking that this sounded more French, more exotic and worth more money. English- place names notably, in Britain, often have unusual spelling. Often the spelling reflects on older pronunciation and has not kept pace with sound change, some examples of these are:

Thames	/t e m z/
Glowcester	/g l a s t ə r/
Towcester	/t o w s t ə r/
Cholmodeley	/t ʃ ʌ m l i/

Rogers (2005: 194, 195).

The irregularities between graphemes (letters) and phonemes have been cited as one reason “why Jonney cannot read” homographs such as lead /lid/ and led /led/ have fueled the flame of spelling reform movements, different spelling for the same sound, silent letters, and missing letters also are cited as reasons that English needs a new orthographic system.

The following examples illustrate the discrepancies between spelling and sounds in English:

Same sounds	different sounds	silent letters	Missing letters
Different spelling	same spelling	listen	use /juz/
			fuze /fjuz/
/əi/	though /θ/	debt	
Aye	though/ð/	gnome/talk	
Buy	Thomas/t/	know/honest	
By	ate /ei/	psychology/bomb	
Height die	at /æ/	right/clue	
guide hi	father /a/ æ	mnemonic/Wednesday	
thai	Many/ei/ / :/	science/sword	

Hyamn et al (2011)

In different contexts. The identical spelling reflects the fact that the different pronunciations represent the same morpheme. This is the case with the plural morpheme. It is always spelled with an (s) despite being pronounced [s] in cats and [z] in dogs, the sound of the morpheme is determined by rules, in this case and elsewhere. Rodman et al (2011) add that, similarly, the phonetic realizations of the underlined vowels in the following forms follow regular patterns:

əi/i:	i:/e	ei/æ
Divine/divinity	serene/serenity	sane/sanity
Child/children	abscene/obscenity	profane/profanity
Sign/signature	clean/cleans	human/humanity

Rodman et al (2011)

Yule (2010: 218) points out that the orthography or (spelling) of contemporary English allows for a lot of variation in how each sound is represented.

The vowel sound represented /i:/ has various spellings, as in other two columns:

/i:/ (i)	Critique	ee (queen)	/s/ s (sugar)	ch (champagne)
(ie)	belief	eo (people)	ss (tissue)	ce (ocean)
(ei)	receipt	ey (key)	ssi (mission)	ci (delicious)
(ea)	meat	e (scene)	sh (danish)	ti (nation)

2.6 Spelling Reform

Rogers (2005 – 195) states that, because of the complex relationship of writing and language in English, there have been many proposals for spelling reform ranging from the scientific and well thought out to amateurish and confused. Various arguments can be made for spelling reform in English, but the strongest is that a phonemically based system would allow children to learn to read and write more quickly, different spelling reformers have proposed different approaches to reforming English spelling.

As it is explained at plogspot.com (2012), the first English writing system was developed by monastic scribes in the 7th century, after St. Augustine brought the Latin bible to England, but the language and its spelling have both changed greatly since, English did not resemble current usage until 1348, when a series of plagues started to bring about the gradual end of French domination over England and the English language. But lack of regard for alphabetic consistency bedeviled English spelling almost from the start, as early as the 9th century, when the letter 'V' was still used for both /v/ and /u/ e.g; (vnder, heven) some scribes began to substitute 'o' for 'u' when short 'u' occurred next to 'v', 'vv' = (double u), 'm' and 'n',

as in (love, vvonder, mother, month) instead of (lvv, vvvnder, mvther, mvnth) – they disliked having a series of short strokes next to each other. The practice has become known as, (minim stroke avoidance). By analogy it was even extended to some other words (e.g, mother, other, brother). Those unalphabetic changes are with us still.

Also it is related to plogspot.com (2012) that, when English learning began to expand during the renaissance, more words from Latin entered English along with some scientific terms from Greek, but the two main roots are German and Latin, via French. But that is not why English spelling has ended up chaotic. Its irregularities stem from a mixture of deliberate changes, printing errors, great reverence for Latin and insufficient regard for consistency or ease of learning. Also it is attributed to Samuel Johnson by or at (plogspot.com (2012) that, he dealt the English spelling system, three, very big blows, mainly because he was exceptionally fond of latin and tried to force English into a latinmould.

a- He ruined the English method for showing short and long vowels, e.g; (cooper, cop) by not using consonant doubling in among words of latin origin, e.g; (copy, operate, proper). And by using doubling for showing the latin history of some English words e.g; (apply) instead of (aply). Because it once had the prefix (ad) as, (adpilicare).

b- He made many endings and prefixes lessregular by changing them to Latin or French patterns, eg.; (importence = importance) : (inclose = enclose)

c- He standardized the use of different spelling for different meanings, eg.; (but = butt) for 335 words which earlier had just one spelling, or were spelt differently, as (willy – nilly). Plogspot.com (2012).

2.6.1 Certain Themes of Reform

Rogers (2005) points out the following:

Each sound would be represented by a single symbol. Only one spelling would be used, e.g c for both /k/ and /s/ would be eliminated by using either k or s consistently for /k/ and s for /s/

/dʒ/ = (J) eliminates spelling as (dge).

a) Silent sounds would be removed in debt, indict, right, kite, right, sign, knee.

b) The final e would be eliminated in words as kite, late, flute.

c) The diagraphs (sh, zh, ch) would be used to spell /ʃ, ʒ, tʃ/

d) /θ/ would be written as (th), and (ð) as (dh).

e) /x/ would be replaced by (ks)

f) The last successful reform was the minor reforms of Noah Webster some two hundred years ago, and his influence outside the united states has been very limited. Also it is pointed out by Rodman et al (2011) the following schedule.

Middle English spelling	Reformed spelling
Indite	indict
Dette	debt
Receit	receipt
Oure	hour

Rodman et al (2011 :557).

2.7 Previous Studies

Study (1): Ibolya Maricic (2007) entitled: (Spelling differences between British and American English)

Although the British and the American use the same language, i.e. English, the differences in vocabulary, pronunciation, and spelling between these two varieties doubtlessly exist. However, this paper deals particularly with the spelling differences between British English and American English since spelling seems to cause confusion and problems to the learners of English the most. The American spelling is considered to be informal; therefore, the essay focuses on the standard British English spelling of words *through*, *night*, *light*, and *high* and their equivalent in American English, i.e. *thru*, *nite*, *lite*, and *hi*. This study investigates how extensively the British and the Americans use the standard and the informal spelling of these words in different written sources such as newspapers, magazines, leaflets and advertisements, and books. In addition, the collocations of these particular words are investigated. In order to do this quantitative research, the Collins Cobuild corpus materials was searched and analyzed. The results of this study reveal that the informal American spelling of these four words appears in British texts more often than in American texts. However, the informal spelling tends to appear in non-American sources when speaking about America or American cultural phenomena.

Study (2): Zuzana Jurigova (2011) entitled: (British and American English; their Linguistic Features and Czech Users' Performance)

This bachelor thesis deals with British and American English, regarding their features and non-native speaker's preferences. The work specifically deals with Czech non-native speakers. The main of the theoretical part is to outline the

development and origin of British and American English and to acquaint the reader with the basic grammatical, phonetic and lexical differences between British and American English.

The aim of the practical part is to investigate whether Czech students prefer one of these two variants of English – British or American English and what are factors of their preferences.

Study (3): Styliani N. (2009) entitled: (The effects of training of morphological structure on spelling derived words by dyslexic adolescents)

The exploratory study aimed to determine the effects of explicit instruction about morphological structure on the spelling of derived words. A cross-sectional ability level-design was employed in order to determine differences in response to instruction between dyslexic students aged 13 + years and age-matched and spelling level matched control groups. The study was based on the word-pair paradigm (a base and derived word) and combined oral instruction with written materials. The intervention had a substantial impact in enhancing the spelling of derivations by the dyslexic adolescents. Their gains were appropriate for their spelling level, stable two months after the intervention, and generalized to untrained but analogous items in terms of structure and suffixation. Non-dyslexic younger participants matched in terms of spelling level also showed training and generalization effects of the same size as their dyslexic counterparts, while the age-matched controls did not improve so much because of ceiling effects. It is proposed that morphological awareness constitutes a positive asset for dyslexic adolescents that can be used efficiently to counterbalance their severe phonological deficiencies.

Study (4): Kachru (1992) According to dialects are characterized by identifiable differences in pronunciation, lexical choice or usage, grammar, and soon he noted that AmE and BrE are dialects which differ depending on social and regional factors, he also mentioned gender and group dialect.

CHAPTER THREE

METHODOLOGY OF THE STUDY

3.0 Introduction

This chapter reviews the following; subjects, instruments, validity and reliability, and the procedures of the study. The subject consists of 30 students and 30 teachers, the subjects are required to give their opinions about a questionnaire of twelve statements and a test of two questions, which are prepared by the researcher to test the hypotheses of the study.

A descriptive analytical method is used with illustrated tables exhibit the various percentages, interpretation and explanations of their results were presented. The data of the study aims to identify spelling diversity “confusion”, mismatch of spelling and pronunciation among the students of English at SUST..

3.1 Subjects

3.1.1 Teachers

Thirty teachers of English language "university level", both males and females participated in this study. Their ages ranged between (26 to 60 years). They were randomly selected from Sudan University of Science and Technology.

3.1.2 Population:

Students at SUST College of Languages and sample is thirty.

3.2 Instruments

In this study two tools were used for data collection and analysis. The teacher's questionnaire and students' diagnostic test. The questionnaire and spelling test attempted to examine the confusion and mismatch on spelling of AmE and BrE. The data of this study has been elicited through a questionnaire for teachers and spelling test for students. The questionnaire which was set consists of 12 statements while the test consists of two questions. In order to collect the data of the study that will be analyzed to satisfy the questions and the hypotheses of the study. Those are very important, because they show an idea about spelling confusion and mismatch, the areas by which students are suffered. The questionnaire and the test were quiet helpful.

3.3 Validity and Reliability

The questionnaire was validated by experts who omitted, added and corrected their notes and suggestions were taken into consideration and the researcher made the necessary modifications before administering the questionnaire: before it was distributed, it was given to a number of subjects who face no problem in answering the questions. Spelling test was designed by the researcher in collaboration with some teachers, then presented to the supervisor for the reliability, the researcher used the statistical package for social sciences (SPSS) to conduct his research, the validity of the test was calculated by excel. The above result confirmed three hypotheses.

3.4 The Procedure of Data Collection

The researcher examined thirty 2nd year under graduate students who major English language, at SUST via a test. Also responded thirty

teachers who specialized on English language, via a questionnaire, the test and the questionnaire aimed at investigating the problematic areas – "the confusion and mismatch of spelling and sounds. They were collected on the same time and day.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.0 Introduction

This chapter is devoted to the analysis, evaluation, and interpretation of the data collected through the questionnaire which was given to 30 respondents of teachers who major English language with various postgraduate certificates represent the community of teachers at SUST.

4.1 The Responses to the Questionnaire

The responses to the questionnaire for the 30 teachers were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

4.2 Analysis of the Questionnaire

The researcher distributed the questionnaire on determined study sample [30], and constructed the required tables for collected data.

This step consist transformation of the qualitative [nominal] variables [strongly disagree, disagree, undetermined, agree, and strongly agree] to quantitative variables [1, 2, 3, 4, 5] respectively, also the graphical representations were used for this purpose.

4.3 Statistical Reliability

Reliability refers to the reliability of any test, to obtaining the same results if the same measurement is used more than one time under the same conditions. In addition, the reliability means when a certain test was applied on a number of individuals and the marks of every one were counted; then the same test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the

accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability:

Alpha-Cronbach coefficient.

On the other hand, validity also is a measure used to identify the validity degree among the respondents according to their answers on certain criterion. The validity is counted by a number of methods, among them is the validity using the square root of the [reliability coefficient]. The value of the reliability and the validity lies in the range between [0-1]. The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for.

In this study the validity calculated by using the following equation:

$$\text{Validity} = \sqrt{\text{Reliability}}$$

The reliability coefficient was calculated for the measurement, which was used in the questionnaire using Alpha-Cronbach coefficient Equation as the following:

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributed the questionnaire to respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient; the results have been showed in the following table

Reliability Statistical	
Cronbach's Alphas	N of Items
813	12

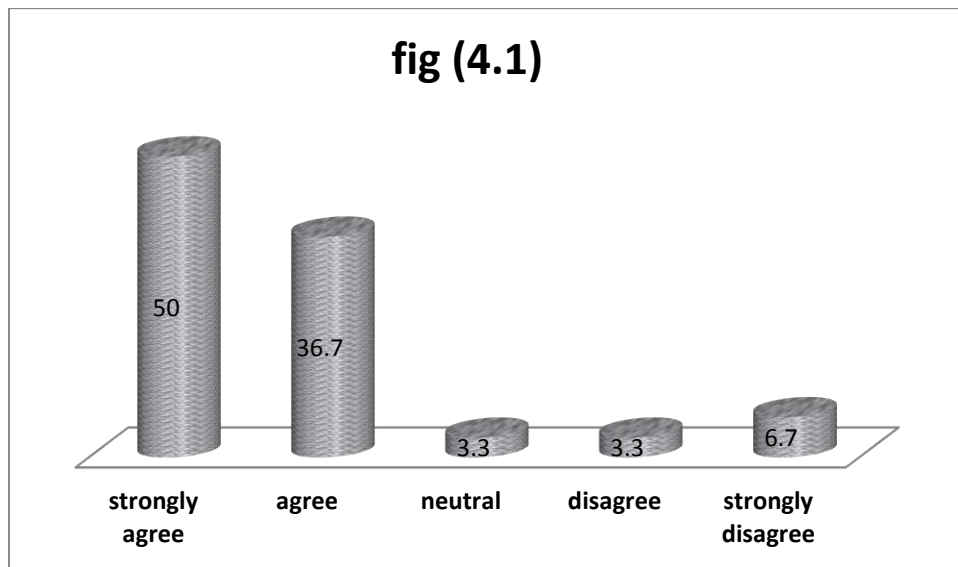
Statement No.(4-1): Students are not exposed to exercise on the words that are needed to be mastered or understood due to their variation or spelling as labor

Table No (4.1)

The Frequency Distribution for the Respondents' Answers of statement No.(1)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	15	50.0	50.0	50.0
Agree	11	36.7	36.7	86.7
Neutral	1	3.3	3.3	90.0
Disagree	1	3.3	3.3	93.3
strongly disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, SPSS 24



Source: The researcher from applied study, SPSS 24

It is clear from the above table No.(4.1) and figure No (4.1) that there are (15) persons in the study's sample with percentage (50.0%) strongly agreed with " Students are not exposed to exercise on the words that are needed to be mastered or understood due to their variation or spelling as labor

". There are (11) persons with percentage (36.7%) agreed with that, and (1) person with percentage (3.3%) was not sure that, and (1) person with percentage (3.3%) disagreed. and (2) persons with 6.7% are strongly disagree

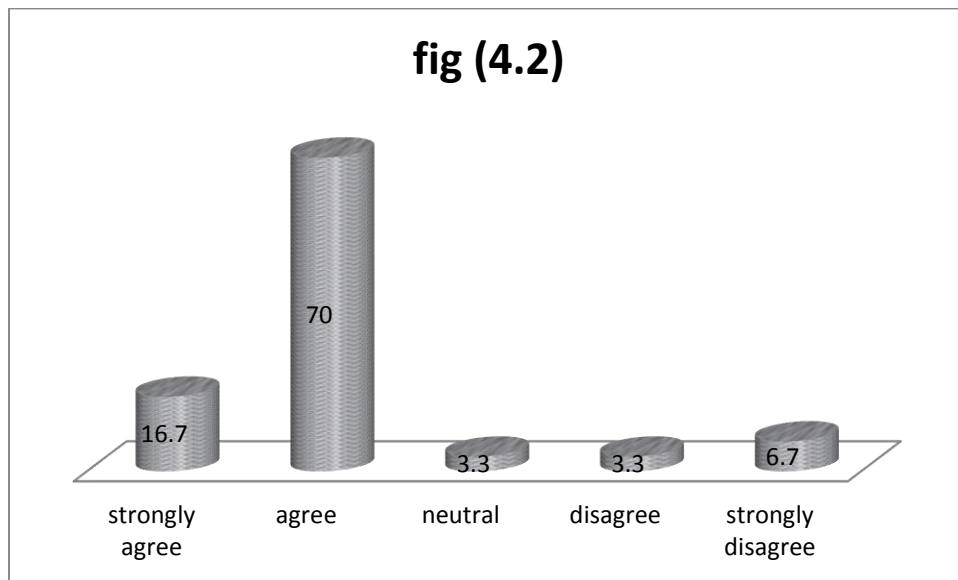
Statement No.(1): students are confused between the two varieties in terms of spelling.

Table No (4.2)

The Frequency Distribution for the Respondents' Answers of statement No. (2)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	5	16.7	16.7	16.7
agree	21	70.0	70.0	86.7
neutral	1	3.3	3.3	90.0
disagree	1	3.3	3.3	93.3
strongly disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, SPSS 24



Source: The researcher from applied study, SPSS 24

It is clear from the above table No.(4.2) and figure No (4.2) that there are (5) persons in the study's sample with percentage (16.7%) strongly agreed with "

2nd year under graduate students are confused between the two varieties in terms of spelling". There are (21) persons with percentage (70.0%) agreed with that, and (1) person with percentage (3.3%) was not sure that, and (1) persons with percentage (3.3%) disagreed. and (2) persons with 6.7% are strongly disagree

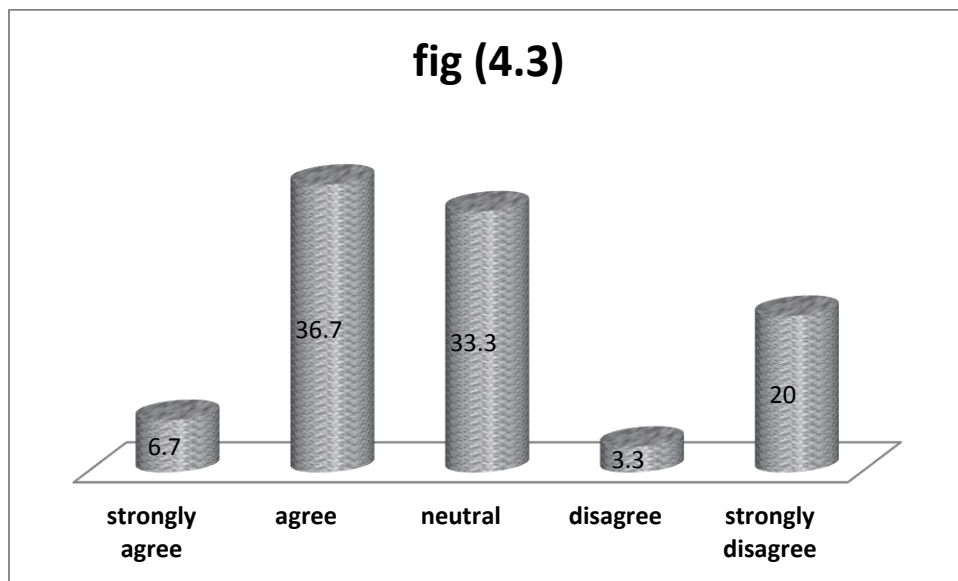
Statement No.(3): students confusion is due to insufficient information about the American variety as they consider the British English is the official one

Table No (4.3)

The Frequency Distribution for the Respondents' Answers of statement No.(3)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	2	6.7	6.7	6.7
agree	11	36.7	36.7	43.3
neutral	10	33.3	33.3	76.7
disagree	1	3.3	3.3	80.0
strongly disagree	6	20.0	20.0	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, SPSS 24



Source: The researcher from applied study, SPSS 24

It is clear from the above table No.(4.3) and figure No (4.3) that there are (2) persons in the study's sample with percentage (6.7%) strongly agreed with " students confusion is due to insufficient information about the American variety as they consider the British English is the official one". There are (11) persons with percentage (36.7%) agreed with that, and (10) persons with percentage (33.3%) were not sure that, and (1) person with percentage (3.3%) disagreed. and (6) persons with 20.0% are strongly disagree

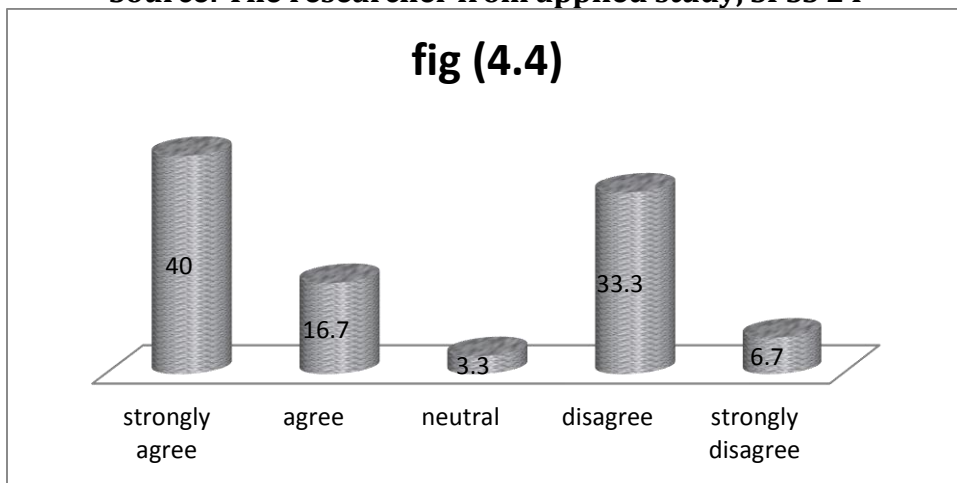
Statement No.(4) : students do not focus on the material of writing between the American and British spelling

Table No (4.4)

The Frequency Distribution for the Respondents’ Answers of statement No.(4)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	12	40.0	40.0	40.0
agree	5	16.7	16.7	56.7
neutral	1	3.3	3.3	60.0
disagree	10	33.3	33.3	93.3
strongly disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, SPSS 24



Source: The researcher from applied study, SPSS 24

It is clear from the above table No.(4.4) and figure No (4.4) that there are (12) persons in the study's sample with percentage (40.0%) strongly agreed with " students do not focus on the material of writing between the American and British spelling". There are (5) persons with percentage (16.7%) agreed with that, and (1) person with percentage (3.3%) was not sure that, and (10) persons with percentage (33.3%) disagreed. and (2) persons with 6.7% are strongly disagree

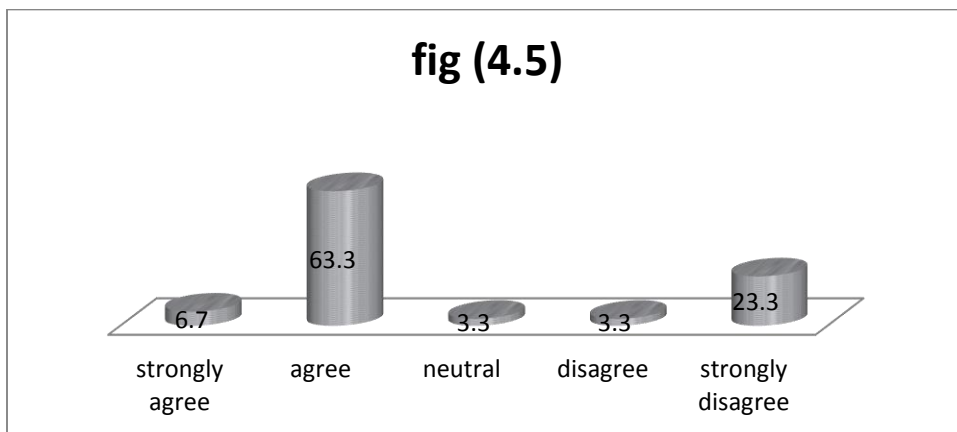
Statement No.(5): student do not focus on mismatch because they are not exposed to pronunciation practice with spelling

Table No (4.5)

The Frequency Distribution for the Respondents’ Answers of statement No.(5)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	2	6.7	6.7	6.7
agree	19	63.3	63.3	70.0
neutral	1	3.3	3.3	73.3
disagree	1	3.3	3.3	76.7
strongly disagree	7	23.3	23.3	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, SPSS 24



Source: The researcher from applied study, SPSS 24

It is clear from the above table No.(4.5) and figure No (4.5) that there are (2) persons in the study's sample with percentage (6.7%) strongly agreed with " student do not focus on mismatch because they are not exposed to pronunciation practice with spelling". There are (19) persons with percentage (63.3%) agreed with that, and (1) person with percentage (3.3%) was not sure that, and (1) person with percentage (33.3%) disagreed. and (7) persons with 23.3% are strongly disagree

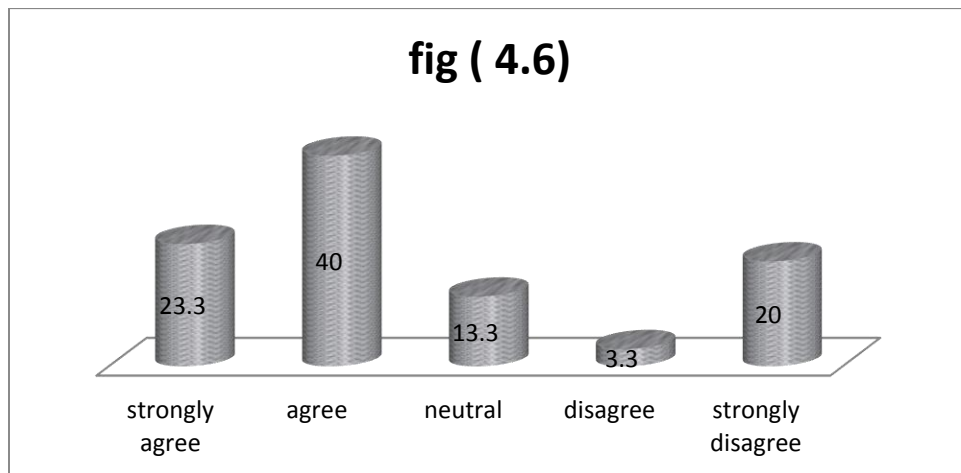
Statement No.(6): students do not know the silent latter as result they make mistake when using e.g. “write “

Table No (4.6)

The Frequency Distribution for the Respondents’ Answers of statement No.(6)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	7	23.3	23.3	23.3
agree	12	40.0	40.0	63.3
neutral	4	13.3	13.3	76.7
disagree	1	3.3	3.3	80.0
strongly disagree	6	20.0	20.0	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, SPSS 24



Source: The researcher from applied study, SPSS 24

It is clear from the above table No.(4.6) and figure No (4.6) that there are (7) persons in the study's sample with percentage (23.3%) strongly agreed with " students do not know the silent latter as result they make mistake when using e.g. "write “. There are (12) persons with percentage (40.0%) agreed with that, and (4) persons with percentage (13.3%) were not sure that, and (1) person with percentage (3.3%) disagreed. and (6) persons with 20.0% are strongly disagree

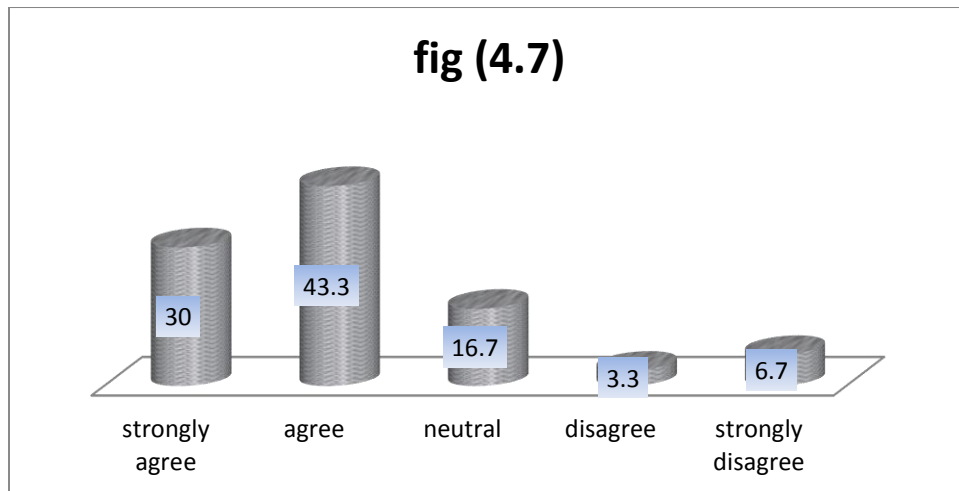
Statement No.(7):students are not well trained to practice mismatch or spelling and pronunciation

Table No (4.7)

The Frequency Distribution for the Respondents’ Answers of statement No.(7)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	9	30.0	30.0	30.0
agree	13	43.3	43.3	73.3
neutral	5	16.7	16.7	90.0
disagree	1	3.3	3.3	93.3
strongly disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, SPSS 24



Source: The researcher from applied study, SPSS 24

It is clear from the above table No.(4.7) and figure No (4.7) that there are (9) persons in the study's sample with percentage (30.0%) strongly agreed with " students are not well trained to practice mismatch or spelling and pronunciation". There are (13) persons with percentage (43.3%) agreed with that, and (5) persons with percentage (16.7%) were not sure that, and (1) person with percentage (3.3%) disagreed. and (2) persons with 20.0% are strongly disagree

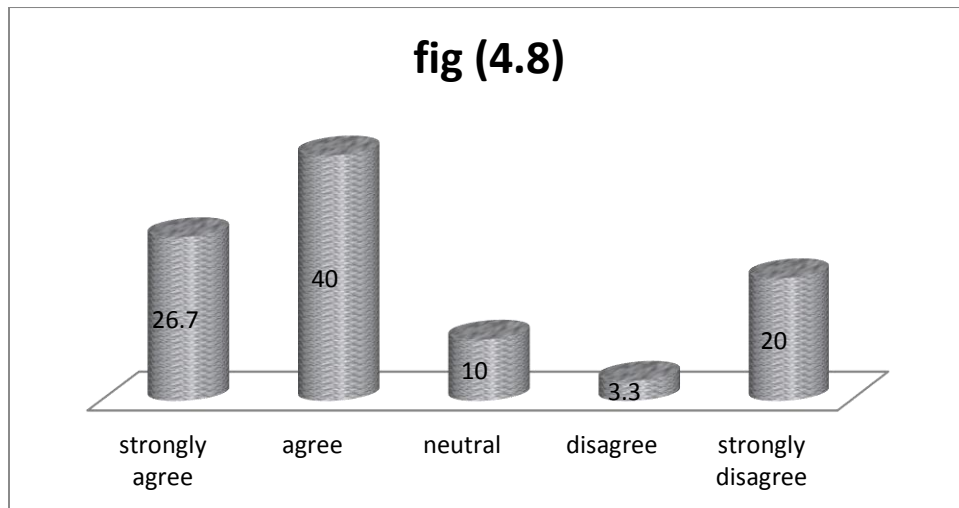
Statement No.(8) : the college curriculum does not support or provide obvious material on spelling mismatch and confusion

Table No (4.8)

The Frequency Distribution for the Respondents' Answers of statement No.(8)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	8	26.7	26.7	26.7
agree	12	40.0	40.0	66.7
neutral	3	10.0	10.0	76.7
disagree	1	3.3	3.3	80.0
strongly disagree	6	20.0	20.0	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, SPSS 24



Source: The researcher from applied study, SPSS 24

It is clear from the above table No.(4.8) and figure No (4.8) that there are (8) persons in the study's sample with percentage (26.7%) strongly agreed with " the college curriculum does not support or provide obvious material on spelling mismatch and confusion". There are (12) persons with percentage (40.0%) agreed with that, and (3) persons with percentage (10.0%) were not sure that, and (1) person with percentage (3.3%) disagreed. and (6) persons with 20.0% are strongly disagree

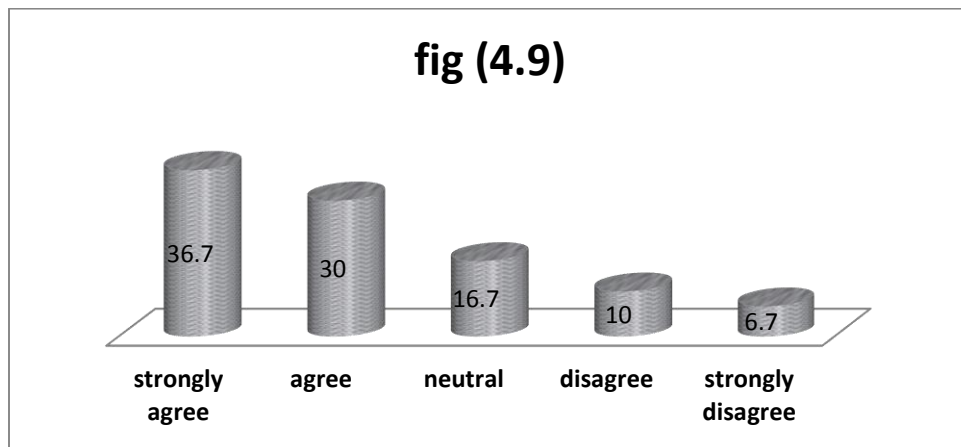
Statement No.(9) : there is no specific college curriculum to handle mismatch and confusion

Table No (4.9)

The Frequency Distribution for the Respondents' Answers of statement No.(9)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	11	36.7	36.7	36.7
agree	9	30.0	30.0	66.7
neutral	5	16.7	16.7	83.3
disagree	3	10.0	10.0	93.3
strongly disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, SPSS 24



Source: The researcher from applied study, SPSS 24

It is clear from the above table No.(4.9) and figure No (4.9) that there are (11) persons in the study's sample with percentage (36.7%) strongly agreed with " there is no specific college curriculum to handle mismatch and confusion

". There are (9) persons with percentage (30.0%) agreed with that, and (5) persons with percentage (16.7%) were not sure that, and (3) persons with percentage (10.0%) disagreed. and (2) persons with 6.7% are strongly disagree

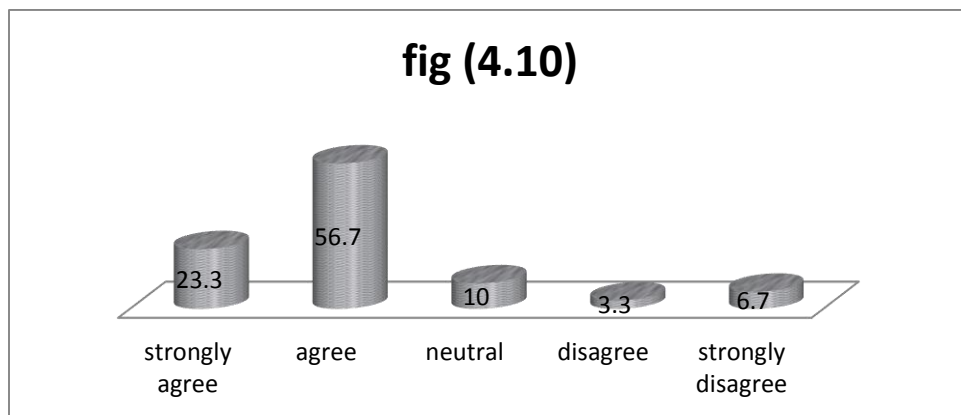
Statement No.(10): there is no review to the college curriculum in order to meet the needs of students

Table No (4.10)

The Frequency Distribution for the Respondents’ Answers of statement No.(10)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	7	23.3	23.3	23.3
agree	17	56.7	56.7	80.0
neutral	3	10.0	10.0	90.0
disagree	1	3.3	3.3	93.3
strongly disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, SPSS 24



Source: The researcher from applied study, SPSS 24

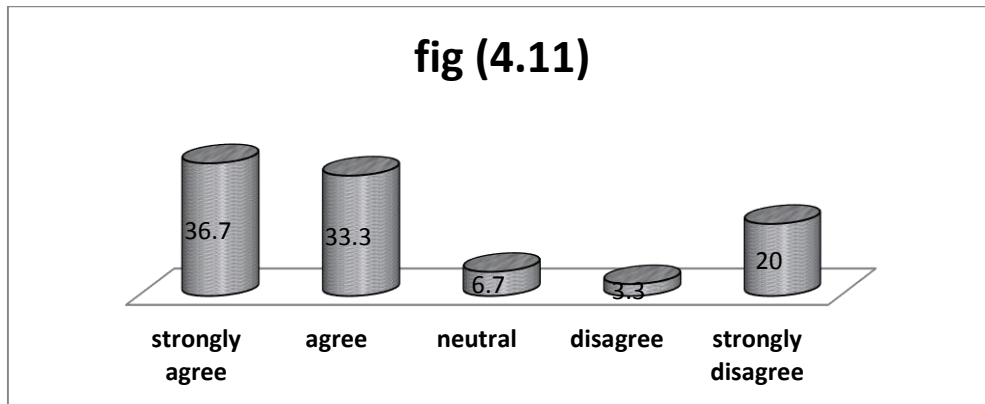
It is clear from the above table No.(4.10) and figure No (4.10) that there are (7) persons in the study's sample with percentage (23.3%) strongly agreed with " there is no review to the college curriculum in order to meet the needs of students". There are (17) persons with percentage (56.7%) agreed with that, and (3) persons with percentage (10.0%) were not sure that, and (1) person with percentage (3.3%) disagreed. and (2) persons with 6.7% are strongly disagree

Statement No.(11): teachers don't focus on spelling and mismatch to make it clearer
Table No (4.11)

The Frequency Distribution for the Respondents' Answers of statement No.(11)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	11	36.7	36.7	36.7
agree	10	33.3	33.3	70.0
neutral	2	6.7	6.7	76.7
disagree	1	3.3	3.3	80.0
strongly disagree	6	20.0	20.0	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, SPSS 24



Source: The researcher from applied study, SPSS 24

It is clear from the above table No.(4.11) and figure No (4.11) that there are (11) persons in the study's sample with percentage (36.7%) strongly agreed with " teachers don't focus on spelling and mismatch to make it clearer

". There are (10) persons with percentage (33.3%) agreed with that, and (2) persons with percentage (6.7%) were not sure that, and (1) person with percentage (3.3%) disagreed. and (6) persons with 20.0% are strongly disagree.

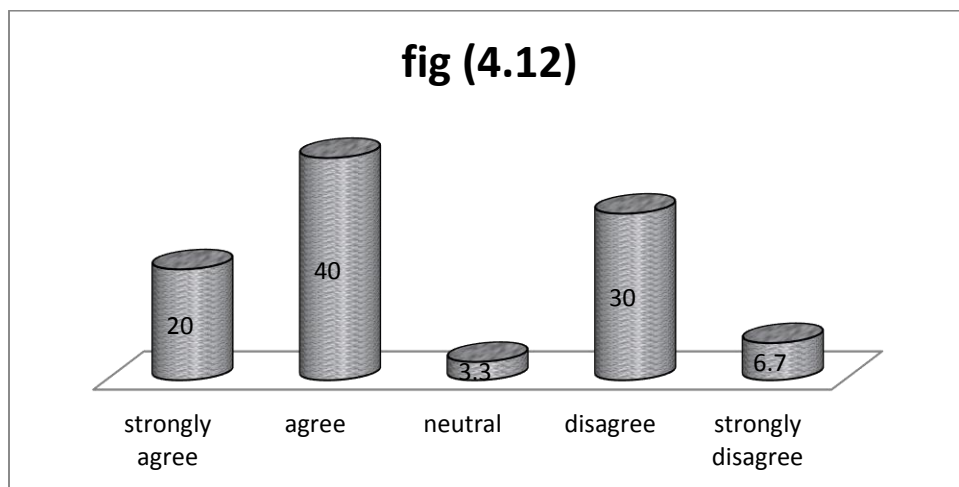
Statement No.(12): teacher need to be advised and trained so as to develop students ability to understand spelling

Table No (4.12)

The Frequency Distribution for the Respondents' Answers of statement No.(12)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	6	20.0	20.0	20.0
agree	12	40.0	40.0	60.0
neutral	1	3.3	3.3	63.3
disagree	9	30.0	30.0	93.3
strongly disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, SPSS 24



Source: The researcher from applied study, SPSS 24

It is clear from the above table No.(4.12) and figure No (4.12) that there are (6) persons in the study's sample with percentage (20.0%) strongly agreed with " teacher need to be advised and trained so as to develop students ability to understand spelling". There are (12) persons with percentage (40.0%) agreed with that, and (1) person with percentage (3.3%) was not sure that, and (9) persons with percentage (30.0%) disagreed. and (2) persons with 6.7% are strongly disagree.

Chi-Square Test Results for Respondents' Answers of the statements of the Hypothesis (1): Students at SUST are more confused in using the two variants AmE and BrE in terms of spelling

Table (4.13):

Nom.	Statement	mean	SD	Chi square	p-value
1	Students are not exposed to exercise on the words that are needed to be mastered on understood due to their variation on spelling as (labor, labour)	2.4	0.7	26	0.000
2	Students are confused between the two varieties in terms of spelling	2.4	0.5	24.9	0.000
3	students confusion is due to insufficient information about the American variety as they consider the British English as the official one	2.3	0.8	24	0.000
4	students do not focus on the material of writing between the American and British spelling	2.9	0.6	24.4	0.000

Source: The researcher from applied study, SPSS 24

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (1) question was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant

differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “Students are not exposed to exercise on the words that are needed to be mastered or understood due to their variation or spelling as labor.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the No (2) question was (24.9) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “2nd year under graduate students are confused between the two varieties in terms of spelling.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the No (3) question was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “students confusion is due to insufficient information about the American variety as they consider the British English is the official one.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the No (4) question was (24.4) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “students do not focus on the material of writing between the American and British spelling.

According to the previous result we can say that the first hypothesis of our study is accepted

Table No.(4.14)

**Chi-Square Test Results for Respondents’ Answers of the statements
Of the hypothesis (2): Students mismatch the spelling with pronunciation.**

Nom	Statement	mean	SD	Chi square	p-value
1	student do not focus on mismatch because they are not exposed to pronunciation practice with spelling	2.6	0.4	26	0.00
2	students do not know the silent letters as a result they make mistake when using e.g. “write “	2.6	0.8	27	0.00
3	students are not well trained to practice mismatch or spelling and pronunciation	2.4	0.9	25.7	0.001
4	the college curriculum does not support or provide obvious material on spelling mismatch and confusion	2.4	0.5	35	0.008

Source: The researcher from applied study, SPSS 24

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the No (1) question was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “student do not focus on mismatch because they are not exposed to pronunciation practice with spelling.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (2) question was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "students do not know the silent latter as result they make mistake when using e.g. "write ".

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (3) question was (25.7) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "students are not well trained to practice mismatch or spelling and pronunciation.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (4) question was (35.0) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "the college curriculum does not support or provide obvious material on spelling mismatch and confusion.

According to the previous result we can say that the second hypothesis of our study is accepted.

Table No.(4.15)

Chi-Square Test Results for Respondents' Answers of the statements of the Hypothesis (3): The College curriculum doesn't sufficiently address the needs of the students.

Nom	Statement	mean	SD	Chi square	p-value
1	there is no specific college curriculum to handle mismatch and confusion	2.4	0.7	25	0.00
2	there is no review to the college curriculum in order to meet the needs of students	3.0	0.8	27	0.00
3	teachers don't focus on spelling and mismatch to make it clearer	2.7	0.6	24	0.00
4	teachers need to be advised and trained so as to develop students ability to understand spelling	2.5	0.4	22	0.00

Source: The researcher from applied study, SPSS 24

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (1) question was (25.0) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "there is no specific college curriculum to handle mismatch and confusion.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (2) question was (27.0) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value

level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “there is no review to the college curriculum in order to meet the needs of students

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the No (3) question was (23.0) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “teachers don’t focus on spelling and mismatch to make it clearer.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the No (4) question was (22.0) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “teacher need to be advised and trained so as to develop students ability to understand spelling.

According to the previous result we can say that the third hypothesis of our study is accepted.

From the previous results it is clear that all hypotheses of the study are accepted.

4.4 Analysis of the Diagnostic Test

Table [4.16] one sample T-TEST for the questions of the study

Question	N	Mean	SD	t-value	DF	p-value
1	30	3.6	0.2	12.6	29	0.00
2	30	2.7	1.81	7.4	29	0.00
For all	30	6.33	4.03	15.50	29	0.00

The calculated value of T-TEST for the significance of the differences for the respondents' answers in the question No [1] was [12.6] which is greater than tabulated value of T-TEST at the degree of freedom [29] and the significant value level [0.05%] which was [2.34] this indicates that, there is no statistically significant differences at the level [0.05%] among the answers of the respondents. This means that the first hypothesis is accepted, and it is true that **students are more confused in using two variants AmE and BrE in terms of spelling.**

The calculated value of T-TEST for the significance of the differences for the respondents' answers in the question No [1] was [7.4] which is greater than tabulated value of T-TEST at the degree of freedom [29] and the significant value level [0.05%] which was [2.34] this indicates that, there is no statistically significant differences at the level [0.05%] among the answers of the respondents. This means that our first hypothesis is accepted, and it is true that **students mismatch the spelling with pronunciation.**

1. The students are more confused in using the two variants AmE and BrE in terms of spelling.

Table No [4.17] the frequency distribution for the respondent's answers of question number [1]

Answers	Frequencies	Percentage
Correct	9	30
Wrong	21	70
Total	30	100

From the above table No [4.14] its show that there are [9] students in the study's sample with percentage [30%] have the correct answer to the question, there are [21] persons with percentage [70%] have the wrong answer.

2. Students mismatch the spelling with pronunciation.

Table No [4.18] the frequency distribution for the respondent's answers of question number [1]

Answers	Frequencies	Percentage
Correct	1	3
Wrong	29	97
Total	30	100

From the above table No [4.16] its show that there are [1] students in the study's sample with percentage [3%] have the correct answer to the question, there are [29] persons with percentage [97%] have the wrong answer.

Table No [4.19] the frequency distribution for the respondent's answers of all questions

Questions	Correct		Wrong		Decision
	Frequency	Percentage	Frequency	Percentage	
Question 1	9	30	21	70	Accept
Question 2	1	3	29	97	Accept

This table No [4.19] its show the summary of the results. For the **Question1** it is clear that the number of students who having the wrong answers is greater than the number of correct answers with percent [70%] so we accept our first hypothesis of the study.

For the **Question2** it is clear that the number of students who having the wrong answers is greater than the number of students who having the correct answers with percent [97%] so the second hypothesis of the study is accepted.

Zuzana Jurigova (2011). “British and American English; their Linguistic Features and Czech Users’ Performance”.

Styliani N. (2009). “The effects of training of morphological structure on spelling derived words by dyslexic adolescents”.

CHAPTER FIVE

MAIN FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

5.0 Introduction

This chapter presents the main findings of the study and it includes some recommendations and suggestions for further studies.

5.1 Conclusions

The main aim of this study is to identify student's confusion and mismatching of spelling and pronunciation concerning spelling differences between the two variants AmE and BrE the sample students at SUST based on English language. The researcher has come out with the following after analysis of the obtained (data):

1. The students of EFL at SUST are really confused in distinguishing the variants' spelling.
2. The students are really mismatching spelling with pronunciation.
3. The college curriculum doesn't sufficiently address the problems of mismatch and confusion among students at (SUST).

5.2 Recommendations

Based on the results of the study, the following recommendations are suggested:

1. Teachers should identify the two variants sufficiently for the students.
2. Teachers should expose the students to more exercises on spelling confusion and mismatch (pronunciation).

3. They should be specific college curriculum to handle mismatch and confusion.
4. The college curriculum should support obvious material recorder and written on spelling mismatch & confusion.

5.3 Suggestions for Further Study

Based on the findings of this study and its limits the following are suggestions for further researches;

- 1- It is necessary to expose the students to extensive exercises, in order to tackle the problematical areas in terms of spelling.
- 2- Teachers should provide the students more materials in using the two variants, distinguishing and reviewing the problematical differences in order to make them useful and easy to understand.
- 3- Teachers should perform quizzes of spelling for the students to get their attention and encourage them improve their language.
- 4- The college should consult the academic institutions which have interest in this field in order to reform the curriculum and to obtain essential plans concerning writing materials.

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APPENDIX (I)

Sudan University of Science and Technology

College of Graduate studies

College of Languages

Diagnostic test

Time Allowed: 40 mins.

Hypothesis one: the students are more confused in using the two varieties of English AmE and BrE spelling. (Corresponds to the following question 1)

Question 1:

Write the correct spelling of the following AmE and BrE words:

No.	British English (BrE)	American English (AmE)
1	.....	Skilful
2	Travelled	.....
3	.....	Judgment
4	Defence	.....
5	.....	Airplane
6	Centre	.....
7	.....	Theater
8	Programme	.....
9	.....	Dialog
10	Colour	.....
11	.....	Alright
12	Apologise	.....
13	.....	Program
14	Tyre	.....
15	.....	Cheque
16	Behavior	.....
17	.....	Cigaret
18	Grey	.....
19	.....	Maneuver
20	Encyclopedia	.....

Hypotheses two: the students mismatch the spelling with pronunciation.

(Corresponds to the following questions 2)

Question 2:

Write the mismatch for the following:

The first one has been done for you.

No.	Word	Phonemic form	Mismatch
1	Up	/ʌp/	(U,ə)
2	Theatre	/θɪeɪtə/	/...../
3	Watch	/wɒtʃ/	/...../
4	Celt	/kɛlt/	/...../
5	Procedure	/prəsɪdʒə/	/...../
6	Daughter	/dɔtə/	/...../
7	Laugh	/lɑ:f/	/...../
8	Centre	/sɛntə/	/...../
9	Blood	/blʌd/	/...../
10	Architecture	/ɑ:kɪtɛktʃə/	/...../
11	Talk	/tɔk/	/...../
12	Borough	/bʌrə/	/...../
13	New	/nju:/	/...../
14	Reduce	/rɛdʊ:s/	/...../
15	Intuition	/ɪntju:ʃn/	/...../
16	Through	/θrʌ/	/...../
17	Clerk	/klɑ:k/	/...../
18	Laugh	/læ:f/	/...../
19	Enough	/ɪnʌf/	/...../
20	Draught	/dræft/	/...../
21	Cleanse	/kleɪnz/	/...../

APPENDIX (II)

Sudan University of Science and Technology

College of Graduate studies

College of Languages

Research Questionnaire

Dear teachers, I will be very grateful if you respond to the following questionnaire. It is designed to collect data about the differences about British Spelling and American Spelling, the confusion and mismatch problems among students at SUST.

No	Statement	Strongly agree	Agree	Neutral	Strongly Disagree	Disagree
1	Students are not exposed to exercises on the words that are needed to be mastered or understood due to their variation on spelling as labor					
2	Students are confused between the two varieties in terms of spelling					
3	Students' confusion is due to insufficient information about the American variety as they consider the British English is the official one.					
4	Students do not focus on the different material of writing between American and British spelling					
5	Students don't focus on the mismatch because they are not exposed to pronunciation practice with spelling					

6	Students don't know the silent letters, as a result they made mistakes when using e.g. "write"					
7	Students are not well-trained, to practice mismatch or spelling and pronunciation.					
8	The college curriculum doesn't support or provide obvious material or spelling, mismatch and confusion					
9	There is no specific college curriculum to handle mismatch and confusion					
10	There is no review to the college curriculum in order to meet the needs of students on confusion and mismatch					
11	Teachers don't focus on spelling and mismatch to make it clearer					
12	Teachers need to be advised and well-trained to develop students' abilities to understand spelling.					

Hypotheses of the Study:

- 1- The students are more confused in using the two varieties of English AmE and BrE.(Corresponds to question 1 of the test and the first four statements of the questionnaire)
- 2- Students mismatch the spelling with pronunciation.(Corresponds to the second question of the test and the second four statements of the questionnaire)
- 3- The college curriculum doesn't sufficiently address the needs of the students (Corresponds to the last four statements).