



Sudan University of Science and Technology
College of Graduate Studies



Investigating the Difficulties Encountered by EFL Learners in Pronunciation and Spelling

المشاكل التي تواجه دارسي اللغة الانجليزية
لغةً أجنبية في النطق والإملاء

A Thesis Submitted to Department of English, Collage of Languages, in the Partial
Fulfillment of the Requirements for the Degree of M.A in English Language
(Applied Linguistics)

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Dedication

To my beloved parents,,,

To my Family members,,,

To my close friend, Hassan Abaker,,,

Acknowledgment

My acknowledgment to my supervisor **Dr. Abass Mukhtar Mohammed** for his valuable advice, comments and patience.

I am also grateful to my teachers and staff members of Sudan University of Science and Technology, **Dr. Hillary M. Pitia** and **Dr. Muntasir Hassan**.

I would like also to extend my thanks and appreciation to **Intisar Mohammed Saeed my brother's wife** for her morale support, **Wageeha Fakhreldeen** in printing services, 2nd year students in College of Languages – Department of English at Sudan University of Science and Technology who have participated actively in the test of this study and thank again to all who participated in this work.

My first and final thanks are to (Allah) creator of heaven and earth.

Abstract

This study aimed to investigate the difficulties encountered by EFL learners in pronunciation and spelling. The problem of mismatch between (sound) pronunciations, and spelling (Letters). The data were obtained by a test at SUCT (40) students 2nd year, College of Languages- Department of English. The data were computed and statistically analyzed by using (SPSS and excel program). EFL learners face difficulties in spelling and pronunciation of English words. The suggestions and recommendations of the study can be concluded as the following: Firstly, The newly borrowed words into English from other languages such as German, French, Latin, Greek, Arabic and etc... should not be taken as it is, the words should be modified according to English pronunciation and spelling. Secondly, the silent letters/sounds should either to be pronounced or to be omitted. For example: the 't' in the word castle /ka: sl/, either to be pronounced to say castle /ka: stl/ or to say casle /ka: sl/.

المستخلص

هدفت هذه الدراسة في البحث عن العلاقة بين النطق و الإملاء في اللغة الإنجليزية و عدم التوافق بينهما خصوصا مشكلة الحروف الساكنة التي تكتب و لا تنطق و هي مشكلة حقيقية يواجهها دارسو اللغة الإنجليزية .جُمعت بيانات هذه الدراسة بواسطة إجراء إختبار على عينة مكونة من (40) طالب من جامعة السودان للعلوم والتكنولوجيا- كلية اللغات - قسم اللغة الإنجليزية المستوى الثاني، كما حُللت هذه البيانات بواسطة برنامج التحليل الإحصائي (SPSS) و (برامج الإكسل). و يواجه دارسو اللغة الإنجليزية مشكلة الكتابة والنطق. وقد أوصت الدراسة بالنقاط الإتية: الكلمات المستعارة للغة الإنجليزية من اللغات الأخرى مثل الألمانية، الفرنسية، اليونانية، اللاتينية والعربية ينبغي أن تعدل وفقاً لإملاء اللغة الانجليزية والنطق. الحروف المكتوبة الغير منطوقة ينبغي نطقها أو حذفها.

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CHAPTER ONE

INTRODUCTION

CHAPTER ONE

1.0 Introduction

English is West Germanic language that originated in mid-5th to 7th centuries AD by Germanic invaders and settlers from Germany, Denmark and Netherlands.

The old English of Anglo-Saxon era developed into Middle English and the significant influence shape of Middle English that came from the contact of North Germanic languages spoken by Scandinavians who colonized part of Britain during 8th and 9th centuries this contact led to much lexical and grammatical borrowing. The system of English orthography Shape during the middle period is still adoption of various foreign spelling, and the pronunciation of English words that appear highly irregular.

Spelling is basic skill in any language as it is crucial in communication. EFL students are often unable to spell or to pronounce very simple monosyllabic words even after several years of interaction teachers and researcher usually focus on larger skills as speaking and reading ignoring smaller components.

Spelling contains the rules which govern the way letters are used to write the words of speech; a particular sequence of letters in a word. The history of English spelling begins with the origins of English in the British Isles 1500 years ago. This long history has led to many oddities of English spelling. They are factors that have caused the complexity between sounds and spelling in English Language: first factor is that the pronunciation of English Language has changed over the last 500 years and second one is the thousands of words English has taken from other languages such as India, Latin, and Greek.

The explanatory potential of sound-spelling relationships (Carter; Noonan, 2001) reported; is something teachers should be aware of, since correspondences between

orthography and phonology enables the students to predict the pronunciation of words from their spelling. So if the learner doesn't know such relationship between sound and spelling, he mispronounce words by just looking at their spellings e.g. before the n the k is silent; knee, know, knot, knight a student who didn't learn their pronunciation correctly, pronounces them with the /k/ sound. Also (Easton, 2005) showed that there are some words with silent letters which cause problems for the learners for instance, silent /g/ and pronounced /g/ e.g. campaign, reign, sign, gnash in these words the /g/ is silent, but most of the students pronounce it. On the other hand, words like signal, signature, resignation the /g/ here is pronounced; unless the learner has a good knowledge of pronunciation of /g/ in such words, he will confuse its pronunciation. In the same problem of pronunciation as a result of spelling (Easton, 2005) noted that in silent /go/ the learners may face problem because written /go/ has no sound of its own, so it is never pronounced as it is written e.g. /go/, but it is pronounced as /g/ in some words as, Afghanistan, Ghana, ghost, and in other words pronounced as /f/ e.g. cough, trough, enough and silent in some other words such as light, night, high, weigh, weight, thorough, bough, plough. Any time the student meets such words he will be confused to pronounce them correctly he just guesses the pronunciation by looking at the spelling of the word unless he has previous background. So it is very important to consult the dictionary from time to time to check the pronunciation of such words until he possesses a good mastery of their pronunciation.

Pronunciation always plays key role in the recognition of a word in speech. Learning correct pronunciation of English words is the most important factor in learning and teaching a foreign and second language. In other words, this is a big problem for English language learners, because the English language does not have fixed phonetic rules. An important point to note about the above sentence is that the English language has borrowed words and expressions extensively from much

language throughout its history. That, in fact, is the main reason for the pronunciation of those words which naturally sound different from the spelling, since they were borrowed from other language into the English language.

1.1 The Problem of the Study

The problem of the study is mismatch between sound and spelling [phoneme and grapheme] in English, what we write is different from what we pronounce, that means there is no correspondence between written form and pronunciation in great number of English words. So, English orthography is characterized by its arbitrariness unlike Arabic which is more regular. EFL and ESL learners face this problem to far extent.

1.2. Questions of the Study:

1. To what extent are EFL learners able to spell English words by their pronunciation?
2. To what extent are EFL learners able to pronounce English words by their spelling?

1.3. Hypothesis of the Study:

1. EFL learners face difficulties in spelling of English words by their pronunciation.
2. EFL learners face difficulties in pronouncing English words by their spelling.

1.4. Objective of the Study

The objective of this study is to provide some suggestions and solutions for the problem of pronunciation and spelling, silent letters and sounds that EFL learners encounter when learning English.

1.5. Significance of the Study

The significance of this study is to systemize English orthography for learners, teachers, syllabus designers and lexicographers this procedure facilitates learning process in regard to sound and spelling.

1.6. Methodology of Study

The recent study deals with the difficulties regarding with pronunciation and spelling encountered by EFL learners, its qualitative research to investigate the problem of mismatch in English, the researcher is going to use a test to examine the specific participants. This test adopted descriptive method. The participants of this study are forty students belong to Sudan University, College of Languages, Department of English, second year students.

1.7. Scope of the Study:

The researcher confirms that the following points limits of the study.

1. The study discusses mismatch of words and their sounds.
2. This study includes forty students, English department belong to Sudan University to answer the test, “To what extent the spelling of the English words match with their sounds”? The test will take place at Sudan University.
3. The participants are forty, and question number two only will be answered by ten of them, and they were selected randomly.

1.8. Definition of key terms and Abbreviations:

A: key Terms

- Orthography: the aspect of the language study concerned with letters and their consequence in words (study of correct spelling).
- Phoneme: smallest unit of speech in a language that distinguishes one word from another. In English, ‘p’ in ‘pig’ and ‘b’ in ‘big’.
- Grapheme: fundamental unit of writing system (the shortest group of letters composing a phoneme).
- Diacritics: special mark added to a letter to indicate a different pronunciation – stress, tone or meaning.

B: list of abbreviations

AD: Latin anno domini, after the birth of Christ.

EFL: English as a foreign language.

ESL: English as a second language.

IPA: International Phonetic Alphabet.

SPSS: Statistical Package for Social Sciences.

SUST: Sudan University of Science and Technology.

CHAPTER TWO
LITERATURE REVIEW AND
PREVIOUS STUDIES

CHAPTER TWO

Literature Review and Previous Studies

2.0 Introduction

The purpose of this chapter is to provide a theoretical background to the current study by reviewing relevant literature on pronunciation and spelling. It also discusses previous studies relevant to research topic.

2.1 Problems with English Spelling and Pronunciation

Khansir (2012a) mentions that the English language has words which are sometimes spelt quite differently from the way they are pronounced. In other words, English spelling and English pronunciation are hostile and strangers to each other; hostile, because neither accepts without a quarrel the usage of the other; strangers, because very often one does not recognize the other. Note that the learning of English spelling and English pronunciation are as important as learning English grammar and vocabulary to language learners. We look at the history of English spelling in the English language. Today, no one would deny that in spite of English advantages, the writing system of modern English contains a number of deviations in its phonemic representation. In fact, many of these can be explained historically.

It is important to remember that the phonological system of every language changes, but writing systems do so very slowly. There are many so-called silent letters in modern English spelling which originated at a time when they actually did represent sound segments. For example, the letters "gh" in fight, light, and night date back to the old English sound segment [x], a voiceless fricative produced at the position of articulation of either [k] or [c].

Just as English has borrowed words, morphemes, and phonological features, so it has also borrowed spellings from other languages. For example, in the Middle English period, many literate people knew French as well as English. Many French words were borrowed into English during this period, so many in fact, that the language gradually became quite different from Old English spoken in earlier days and it is not surprising that some characteristics of French writing were extended to English. (Falk, 1978)

2.2 Mutual Influence between Alphabetic Writing System and the Phonological System

Khansir (2012a) argues that there is mutual influence between alphabetic writing system and the phonological system of a language. Pronunciation is occasionally affected by the way in which a word is spelt, and spelling may gradually be modified in accordance with changes in the phonological system. Perhaps because writing is visible and permanent and because it is formally taught in schools, many people object to changes or variations in spelling, although they may fail to even notice parallel changes in pronunciation. In addition, Bloomfield (1933, p.21) observes that “writing is not language but merely a way of recording language by means of visible marks”. It needs to have a systematized form by making use of the components, namely graphemes, vocabulary, syntax, and so on, so as to make a decoder understand it clearly. Language is a storehouse of knowledge with many dimensions of production and reception, so a standard system is needed to record a language in coded form. Writing is a form of encoded symbols in the form of print or impression. (Khansir, 2010)

2.3 International Phonetic Association

In 1888, the scientific description of speech sounds appeared to develop a phonetic alphabet to symbolize the sounds of all languages over the world.

Richards, et. Al. (1992, P. 188) mentioned that “a system of symbols for representing the pronunciation of words in any language according to the principles of the international phonetics association. The symbols consist of letters and DIACRITICS". To overcome the problem of the mismatch between sounds and letters in English language, phoneticians have evolved an International Phonetic Alphabet (I.P.A.). In other words, The IPA can be used to represent in writing the sounds, words, phrases and sentences of any language of the world. Such representation is called phonetic transcription. To illustrate how this is done, take the English words, 'cent' and 'can't' both begin with the letter c. The first is transcribed as [sent] and the second as [ka:nt] . From the transcription it is clear that the letter c is pronounced differently in these two words. The particular characteristic of Phonetic transcription viz, ‘one sound, one symbol’ enables us to show the pronunciation of words unambiguously in writing, thereby making it possible to provide pronunciation in dictionaries.

2.4 Areas of Sound and Spelling Inconsistencies:

Okeke, (2008), P.66. The problems in sound and spelling of English can be grouped under the following headings:

- The same letter does not always represent the same sound.
- The same sound is not always represented by the same letter.
- Some letters are not pronounced at all.
- We pronounce sounds in some places where there is No letter.

2.4.1. Same Letter Different Sounds:

The same letter does not always represent the same sound in English. Some letters can stand for as many as four different sounds. For instance,

A. The letter c has no sound equivalent as c. It is realized as:

- i. /k/ as in cup, cat, cotton, bacon, etc.
 - ii. /s/ as in cellar, receive, accent, access.
- B. The letter g is pronounced:
- i. /g/ as in guess, guy, got, guide, gross, etc.
 - ii /dʒ/ as in age, agenda, large, huge, etc.
- C. The letter s is realized as:
- i. /s/ as in sat, sing, socks, etc.
 - ii. /z/ as in bosom, busy, cousin, easy, feasible, hesitate etc.
 - iii. /ʃ/ as in mission, sure, sugar
 - iv / dʒ /as in vision, measure, leisure, usual

2.4.2 Same Sound Different Letters

Another area of discrepancy between spelling and sound in English is a situation where the same sound is not always represented by the same letter. Such examples are:

/k/ has different spelling forms as:

- -/k/ keen, speaker, peak, keg
- c cut, cap, act, cattle cc occasion, according, occur, occupy
- ch chemist, stomach
- ck pack, back, black

-/g/ is spelt as:

- g gate, give, bag, go, etc
- gg juggle, begged gh ghost, aghast

-/j/ is represented by the following letters:

- j jump, ajar, injury, rejoice
- g germ, engine, village dg budget, bridge, porridge

-/n/ has the following spelling realizations:

- n not, ant, run nn funny, running

- gn gnat, sign kn know, knowledge, knife pn pneumonia
- /f/ is also spelt as:
 - f fit, leaf, soft, after
 - ff offer, affair, stiff
 - gh laughter
 - ough cough, rough
 - ph Photo, trophy, graph.

2.4.3 Silent Letters:

A lot of English words have silent letters which though written are not meant to be pronounced. Writing such words as one heard them uttered may produce erroneous

Spellings. They are:

- Silent B as in: limb, thumb, comb, numb, womb, debt, subtle, doubt Plumb, dumb, crumb.
- Silent C as in: muscle, scene, science, abscess
- Silent D as in: width, handsome, handkerchief,
- Wednesday, sandpaper
- Silent G as in: gnash, gnaw, gnat, gnome, sign, hang,
- tongue, reign, thing, feign, diaphragm
- Silent H as in: hour, honest, honor, heir, exhaust,
- exhibit, vehicle, shepherd ghost,
- Rheumatism
- Silent K as in: know, knit, knock, knight, knee, knife,
- Kneel, knowledge knew, knapsack. knob
- Silent L as in: could, would, should, calf, chalk. Palm, walk, yolk, half, behalf, psalm, talk
- Silent M as in: mnemonics

- Silent N as in: Hymn, solemn, condemn, column, autumn, Wednesday
/wenzdI/
- Silent P as in: psalm, psychology, pneumonia, psychic, pseudo, corps,
cupboard, Sampson, empty, receipt, coup, pseudonym
- Silent T as in: listen, often, castle, butcher, wrestle, deport, rapport, Wretch,
ballet, Christmas
- Silent U as in: guess, quest, guard, guide, rouge, colleague, guitar, guinea,
vague, guild.
- Silent W as in: wretched, wrestling, wrinkle, wrong, who, whore, wrath,
wrist, wrap, sword, wrapper, whom.

2.4.4 Inserting Sound where there is no Sound:

Another sound/spelling problem in English is the intrusion of sound where there is no spelling to indicate that sound. The words could be spelt but the pronunciation is a problem to learners of English. Examples are:

/j/ is pronounced before u in the following words:

- Beauty /bju:ti/
- Eulogy /ju:l_I/
- Europe /ju[r [p/

2.5 Previous Studies:-

- Khansir (2013, p.1141) argues that “today, English language is used as a world language around the globe: it is used as a language of international business, science and medicine. Even in countries where English is not the first language, a number of English words are used. English is used as first, second foreign language in India.
- Changes in the phonological system. Perhaps because writing is visible and permanent and because it is formally taught in schools, many people object to changes or variations in spelling, although they may fail to even notice parallel changes in pronunciation.
- Davies and Pearse (2000) argue that one of the ways to learn new vocabulary is that students must be able to recognize and produce the form of a new vocabulary item as well as understand its meaning and use. They added that the students must learn how the new item is pronounced, and how it is written.
- Ur (1996, p. 52) mentions that "the aim of pronunciation improvement is not to achieve a perfect imitation of a native accent, but simply to get the learner to pronounce accurately enough to be easily and comfortably comprehensible to other (competent) speakers." He added that learners' errors of pronunciation derived from various factors such as 1) A particular sound may not exist in the mother tongue, so that the learner is not used to forming it and therefore tends to substitute the nearest equivalent he or she knows; 2) A sound does exist in the mother tongue,, but not as a separate phoneme: that is to say, the learner does not perceive it as a distinct sound that makes a difference in meaning.
- Carter and Nunan (2001) say that in language learning, pronunciation is used as the production and perception of the significant sounds of a particular language in order to achieve meaning in the contexts of language use.

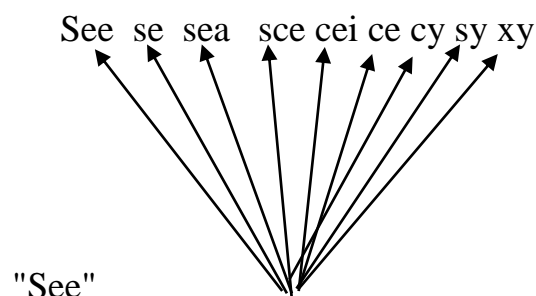
- Birjandi, et al. (2006, p. 175) mention that "the acquisition of a good pronunciation in the target language is commonly held to be the most difficult of all tasks in language learning". They add that the concept of pronunciation may be said to include (1) the sounds of the language, or phonology; (2) stress and rhythm; and (3) intonation.
- Kenworthy (1990) indicates that the native language speaker has a vital role in learning the pronunciation of English to foreign language learners.
- Bose (2005) argues that most of the errors in pronunciation are due to the interference of the mother tongue; learners of language use the sounds of their mother tongue instead of those of the target language.
- Hedge (1983, p. 89) mentioned that "writing is the way in which a writer puts together the pieces of text, developing ideas through sentences and paragraphs within an overall structure".
- Bloomfield (1933, p.21) observes that "writing is not language but merely a way of recording language by means of visible marks". It needs to have a systematized form by making use of the components, namely graphemes, vocabulary, syntax, and so on, so as to make a decoder understand it clearly. Language is a storehouse of knowledge with many dimensions of production and reception, so a standard system is needed to record a language in coded form. Writing is a form of encoded symbols in the form of print or impression. (Khansir, 2010)
- Khansir (2012b, p.281) argues that " writing plays an essential role in language learning. Writing is defined as art of a writer". He adds that the learning of writing is one of the most important skills that second language learners need to develop their ability to communicate ideas and information effectively in target language. Writing can be recognized as an integral part of the language learning process in ELT classroom.

- Kenworthy (1990) focuses on several possible causes of spelling problems among the foreign language learners as follows:

1. Among learners whose native languages use the Roman alphabet, as English does, problems may be caused by confusion between the sound value of a particular letter in the native language and its value in English.
2. Learners whose native language uses a non-alphabetic system will have to adjust to alphabetic conventions.
3. Another source of difficulty is the English spelling system itself. As soon as learners are exposed to written English, they start to make generalizations about how the system works. Since English is an alphabetic system, this means basically sorting out which letter corresponds to which sound.
4. Last item is that there is the pronunciation of the learner. If a learner has difficulty in distinguishing English /p/ as in 'pet' from English /p/ as in 'pet', then, in doing a dictation, he or she may spell 'pill' as 'bill'.

- Khansir (2012a) mentions that the English language has words which are sometimes spelt quite differently from the way they are pronounced. In other words, English spelling and English pronunciation are hostile and strangers to each other; hostile, because neither accepts without a quarrel the usage of the other; strangers, because very often one does not recognize the other. Note that the learning of English spelling and English pronunciation are as important as learning English grammar and vocabulary to language learners. We look at the history of English spelling in the English language. Today, no one would deny that in spite of English advantages, the writing system of modern English contains a number of deviations in its phonemic representation. In fact, many of these can be explained historically.

- It is important to remember that the phonological system of every language changes, but writing systems do so very slowly. There are many so-called silent letters in modern English spelling which originated at a time when they actually did represent sound segments. For example, the letters "gh" in fight, light, and night date back to the old English sound segment [x], a voiceless fricative produced at the position of articulation of either [k] or [c]. Just as English has borrowed words, morphemes, and phonological features, so it has also borrowed spellings from other languages. For example, in the Middle English period, many literate people knew French as well as English. Many French words were borrowed into English during this period, so many in fact, that the language gradually became quite different from Old English spoken in earlier days and it is not surprising that some characteristics of French writing were extended to English. (Falk, 1978)
- Kenworthy (1990) said that the spelling system are considered in two different situations: the situation of the reader and that of the writer. In writing, a person has to recall the spelling of a word that he or she wants to write down, something must be pulled out of memory, whereas, in reading, a person uses the patterns on the page to decide actually represents the two sounds /k/ and [s]; thus the phenomenon of identical pronunciations represented by different spellings applies not only to groups of letters but to single letters as well.
- Figure –1 see/senile/sea/scenic/ceiling/cedar/juicy/glossy/sexy



- Bose (2005) argues that one of the important errors in learning of English language is spelling errors. He believes that most of the language learners make errors in spelling due to wrong learning of the spelling of words and lack of practice in spelling. He mentions that the words are spelt according to their syllables in order to remember the spelling and a good dictionary can help the learners to improve the spelling errors in English language.
- Jonse (1972) discusses the five kinds in the matter of pronunciation as follows:
 - 1) A language learner must learn to recognize readily and with certainty the various speech sounds occurring in the language, when the language learner hears them pronounced; he/she must moreover learn to remember the acoustic qualities of those sounds.
 - 2) A language learner must learn to make the foreign sounds with his/her own organs of speech.
 - 3) A language learner must learn to use those sounds in their proper places in connected speech.
 - 4) A language learner must learn the proper usage in the matter of the sound-attributes or prosodies as they are often called (especially length, stress and voice-pitch).
 - 5) A language learner must learn to link sounds, for example, to join each sound of a sequence on to the next, and to pronounce the complete sequence rapidly and without stumbling.

CHAPTER THREE

METHODOLOGY

CHAPTER THREE

METHODOLOGY

3.0. Introduction

The chapter discusses and sheds light on the following: methodology, population and sample of the study, tools of data collection, and the test.

3.1. Methodology:

The recent study deals with the difficulties regarding with pronunciation and spelling encountered by EFL learners, its qualitative research, to investigate the problem of mismatch of English, the researcher designed a test to examine the specific participants. This test adopted descriptive analytical method.

3.2. Population and Sample of Study:

The total participants of this study are 40, 2nd year students belong to (SUST) college of languages – department of English – in the academic year 2017. Since the study deals with sound and orthography in English.

3.3. Tools of Data Collection

In order to get the result, the researcher designed a test to examine specific participants, this test is designed upon the level of the students and consist of two questions, this questions collocated with hypotheses of the study, and the 1st question is related with spelling for 40 students and 40 words, the 2nd one concerning with pronunciation 10 words, 10 students selected randomly from the 40 participants, one printed paper consist of 10 words and the students were interviewed by researcher

to give correct pronunciation of the words, here the researcher used recording of students pronunciation get accurate result.

3.4. Test

The researcher used a test to examine specific population, the test consisted of two questions collocated with the hypotheses of the study. The researcher instructed forty student to write correct spelling of forty words in question two the sample of pronunciation researcher depended on recording as a tool of collecting his data as many researchers used in previous studies. (Ma; Lin, 1994) used audio recordings to investigate to what extent adult native speakers of Mandarin Chinese learning English as a second language could pronounce five front vowels of English and how difficult this was, and which vowels were most difficult. Recordings were used by (Atwel, 2001) in his project ISLE (Interactive Spoken Language Education). The ISLE project collected a sample of audio recordings of German and Italian learners of English reading aloud selected samples of English text and dialogue to train the speech recognition and to correct pronunciation errors. Here also the researcher used recording of student's pronunciation to get accurate result. (10) Words for (10) students and the students were selected randomly from the (40) participants.

○ Reliability

It is meant by the reliability of any test, to obtain 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:

1. Split-half by using Spearman-Brown equation.
2. Alpha-Cronbach coefficient.
3. Test and Re-test method
4. Equivalent images method.
5. Guttman equation.

○ **Validity:**

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.

The researcher calculated the validity statistically using the following equation:

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

The researcher calculated the reliability coefficient for the measurement, which was used in the questionnaire using (split-half) method. This method stands on the principle of dividing the answers of the sample individuals into two parts, i.e. items of the odd numbers e.g. (1, 3, 5, ...) and answers of the even numbers e.g. (2,4,6 ...). Then Pearson correlation coefficient between the two parts is calculated. Finally, the (reliability coefficient) was calculated according to Spearman-Brown Equation as the following:

$$\text{Reliability Coefficient} = \frac{2 \times r}{1 + r}$$

r = Pearson correlation coefficient

For calculating the validity and the reliability of the test from the above equation, the researcher was distributed about (15) students to respondents. In addition, depending on the answers of the pre-test sample, the above Spearman-Brown equation was used to calculate the reliability coefficient using the split-half method; the results have been showed in the following table:

Table (3-1)

The statistical reliability and validity of the pre-test sample about the study questionnaire

Hypotheses	Reliability	Validity
Test	0.70	0.84

Source: The researcher from applied study, 2017

We note from the results of above table that all reliability and validity coefficients for pre-test sample individuals about test, is greater than (50%), and all of them are nearest to one. This indicates to the high validity and reliability of the answers, so, the test is valid and reliable, and that will give correct and acceptable statistical analysis.

○ Statistical Instruments

In order to satisfy the study objectives and to test its hypotheses, we use the following statistical instruments:

1. Graphical figures.
2. Frequency distribution.
3. Person correlation coefficient.
4. Spearman-Brown equation for calculating Reliability coefficient.

5. Median.

6. Non-parametric Chi-square test.

In order to obtain accurate results, Statistical Package for Social Sciences (SPSS) was used. In addition, to design the graphical figures, which are needed for the study, the computer program (Excel) was also used.

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

CHAPTER FOUR

Data Analysis and Results

4.0 Introduction

In this chapter the researcher analyzed the data, presentation and the results obtained through the test and verification of the study hypotheses.

4.1 Analysis

Question 1:

The students write the spelling of the following words and their answers were presented in the following table:

Table (4.1): the frequency distribution for students answers

WORD		CORRECT	INCORRECT	TOTAL
1-Ghost	Frequency	8	32	40
	Percent	20 %	80%	100 %
2- Enough	Frequency	21	19	40
	Percent	52.5%	47.5%	100 %
3-Lieutenant.	Frequency	0	40	40
	Percent	-	100%	100 %
4-Psychology	Frequency	6	34	40
	Percent	15%	85%	100 %
5-Elephant	Frequency	15	25	40
	Percent	37.5%	62.5%	100 %

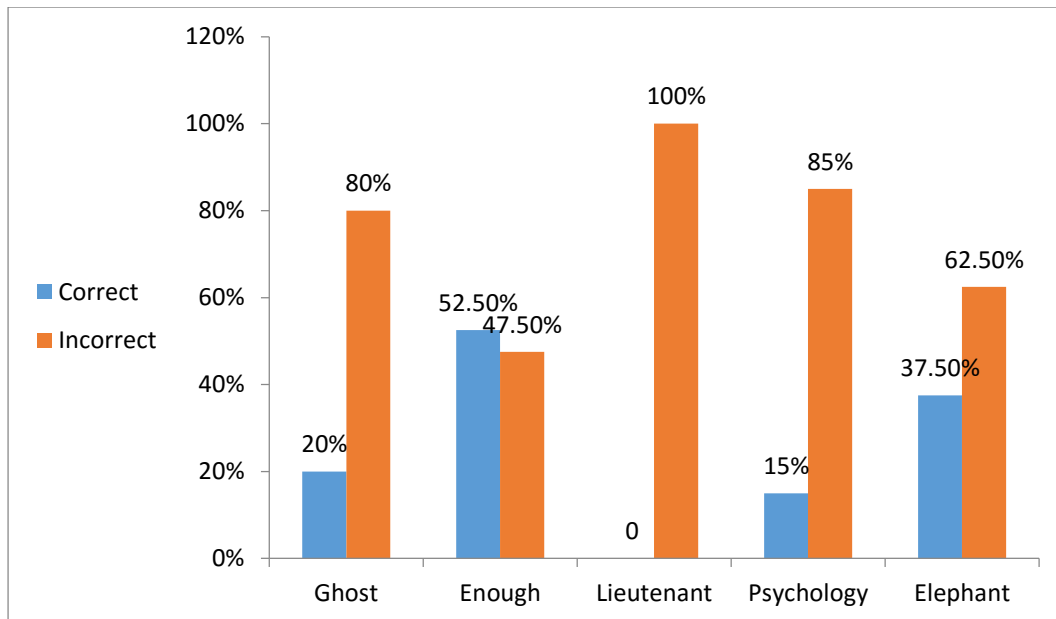


Figure (4.1): the frequency distribution for students answers

The data in table (1) show the answers of the respondents, where the majority of the respondents 80% failed to spell the word (**ghost**), and 20 % of them have spelled it correctly.

Also found that the more than half of the respondents 52% able to spell the word (**enough**), and 47.5 % of them failed to spell it.

And found that almost of the respondents 100% failed to spell the word (**lieutenant**).

Also found that the majority of the respondents 85% failed to spell the word (**psychology**), and 15 % of them have spelled it correctly.

And found that less than half of the respondents 62.5% failed to spell the word (**elephant**), and 37.5 % of them have spelled it correctly.

Table (4.2): the frequency distribution for students answers

WORD			CORRECT	INCORRECT	TOTAL
6-Often		Frequency	30	10	40
		Percent	75 %	25%	100 %
7- honest		Frequency	20	20	40
		Percent	50%	50%	100 %
8-christmas.		Frequency	4	36	40
		Percent	10	90%	100 %
9-knight / night		Frequency	31	9	40
		Percent	77.5%	22.5%	100 %
10-lamb		Frequency	12	28	40
		Percent	15%	85%	100 %

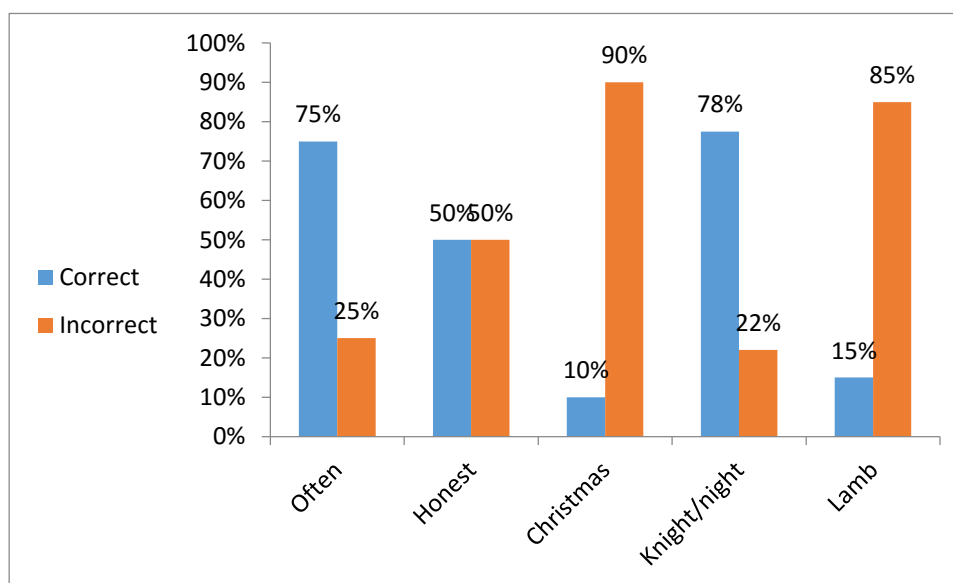


Figure (4.2): the frequency distribution for students answers

The data in table (2) show the answers of the respondents , where the majority of the respondents 75% able to spell the word (**often**) , and 25 % of them have failed to spell it correctly.

Also found that half of the respondents 50% failed to spell the word (**honest**), and 50 % of them have spelled it correctly.

And found that the majority of the respondents 90% failed to spell the word **(Christmas)**, and 10 % of them have spelled it correctly.

Also found that the majority of the respondents 77.5% able to spell the word **(knight/ knight)**, and 22.5 % of them have fallen to spell it correctly.

And found that the majority of the respondents 85% failed to spell the word **(lamb)**, and 15 % of them have spelled it correctly.

Table (4.3): the frequency distribution for students answers

WORD		CORRECT	INCORRECT	TOTAL
11-Debt	Frequency	0	40	40
	Percent	-	100%	100 %
12- white	Frequency	30	10	40
	Percent	75%	25%	100 %
13-Listen.	Frequency	21	19	40
	Percent	52.5%	47.5%	100 %
14-half	Frequency	10	30	40
	Percent	25%	75%	100 %
15-Receipt	Frequency	0	40	40
	Percent	-	100%	100 %

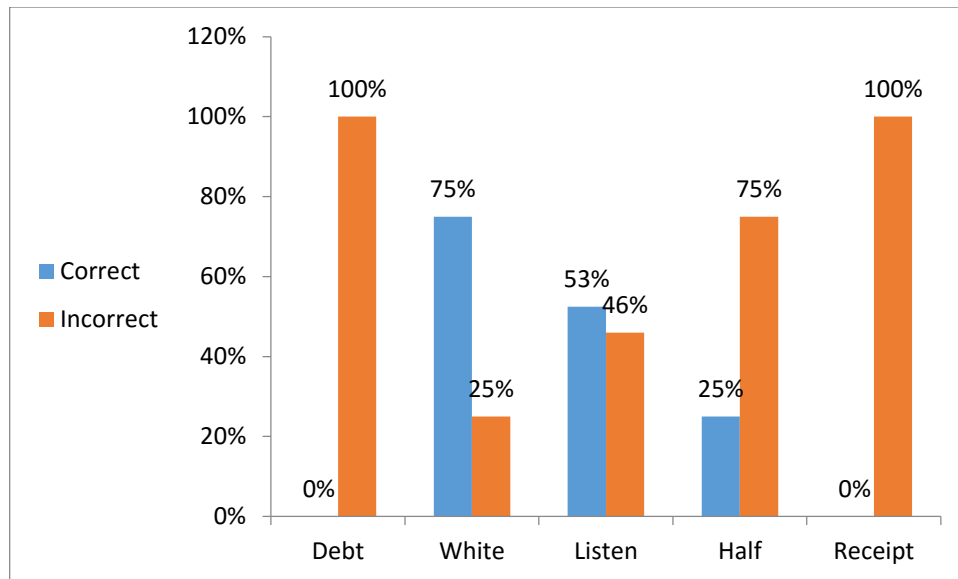


Figure (4.3): the frequency distribution for students answers

The data in table (3) show the answers of the respondents, where almost of the respondents 100% failed to spell the word (**debt**).

Also found that the most of the respondents 75% able to spell the word (**white**), and 25 % of them failed to spell it correctly.

And found that more than half of the respondents 52.5% able to spell the word (**listen**), and 47.5 % of them failed to spell it correctly.

Also found that the most of the respondents 75% failed to spell the word (**half**), and 25 % of them have spelled it correctly.

And found that almost of the respondents 100% failed to spell the word (**receipt**).

Table (4.4): the frequency distribution for students answers

WORD		CORRECT	INCORRECT	TOTAL
16-yolk	Frequency	0	40	40
	Percent	-	100%	100 %
17- wrap	Frequency	2	38	40
	Percent	5%	95%	100 %
18-echo.	Frequency	8	32	40
	Percent	20%	80%	100 %
19-wreck	Frequency	1	39	40
	Percent	2.5%	97.5%	100 %
20-fascinate	Frequency	3	37	40
	Percent	7.5%	92.5%	100 %

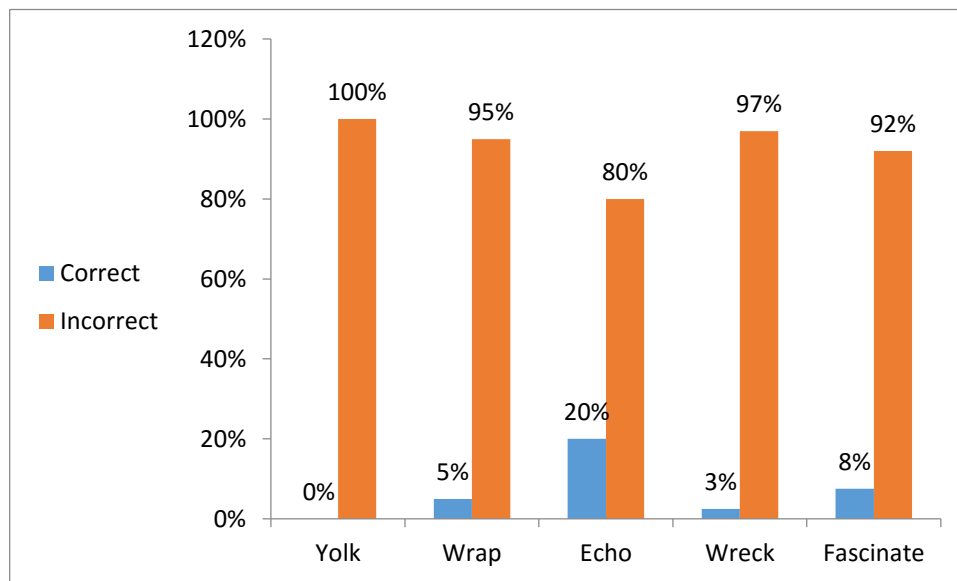


Figure (4.4): the frequency distribution for students answers

The data in table (4) show the answers of the respondents, where the almost of the respondents 100% failed to spell the word (**your**).

Also found that the majority of the respondents 95% failed to spell the word (**wrap**), and 5 % of them have spelled it correctly.

And found that the majority of the respondents 80% failed to spell the word (**echo**), and 20 % of them have spelled it correctly.

Also found that the majority of the respondents 97.5% failed to spell the word (**wreck**), and 2.5 % of them have spelled it correctly.

And found that the majority of the respondents 92.5% failed to spell the word (**fascinate**), and 7.5 % of them have spelled it correctly.

Table (4.5): the frequency distribution for students answers

WORD		CORRECT	INCORRECT	TOTAL
21-gnash	Frequency	0	40	40
	Percent	-	100%	100 %
22- foreign	Frequency	2	38	40
	Percent	5%	95%	100 %
23-character.	Frequency	20	20	40
	Percent	50	50%	100 %
24-knock	Frequency	16	24	40
	Percent	40%	60%	100 %
25-light	Frequency	28	12	40
	Percent	70%	30%	100 %

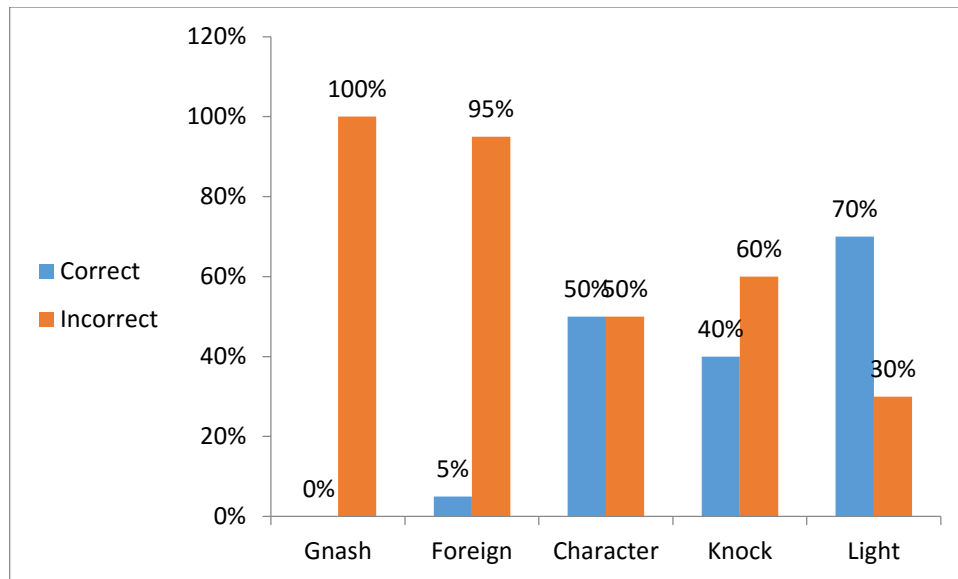


Figure (4.5): the frequency distribution for students answers

The data in table (5) show the answers of the respondents, where the almost of the respondents 100% failed to spell the word (**gnash**).

Also found that the majority of the respondents 95% failed to spell the word (**foreign**), and 5 % of them have spelled it correctly.

And found that half of the respondents 50% failed to spell the word (**character**), and 50 % of them have spelled it correctly.

Also found that most of the respondents 60% failed to spell the word (**knock**), and 40 % of them have spelled it correctly.

And found that the majority of the respondents 70% able to spell the word (**light**), and 30 % of them have fallen to spell it correctly.

Table (4.6): the frequency distribution for students answers

WORD		CORRECT	INCORRECT	TOTAL
26-scenario	Frequency	1	39	40
	Percent	5%	95%	100 %
27- pleasure	Frequency	12	38	40
	Percent	30%	70%	100 %
28-sugar	Frequency	10	30	40
	Percent	25%	75%	100 %
29-knee	Frequency	16	24	40
	Percent	40%	60%	100 %
30-rhyme	Frequency	0	40	40
	Percent	-	100%	100 %

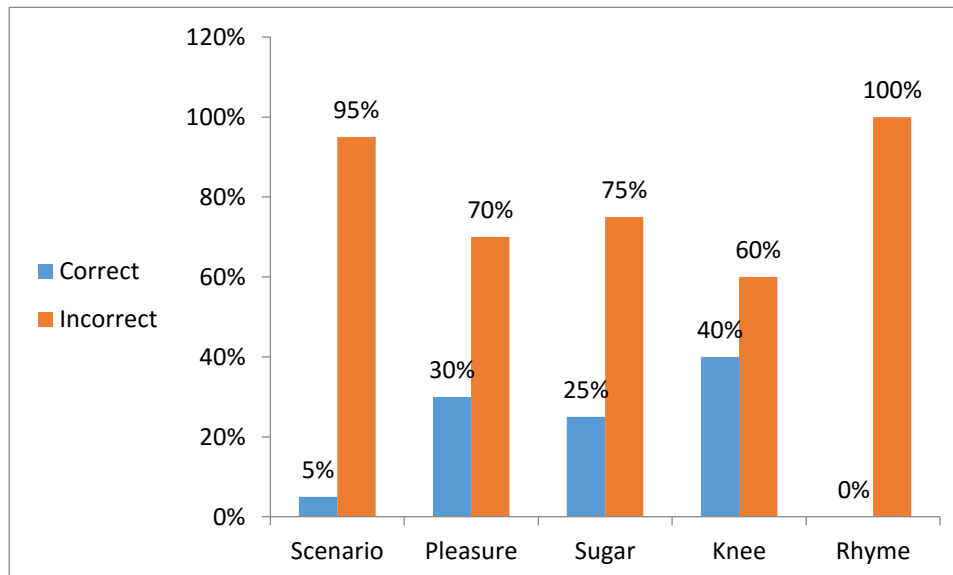


Figure (4.6): the frequency distribution for students answers

The data in table (6) show the answers of the respondents, where the majority of the respondents 95% failed to spell the word (**scenario**), and 5 % of them have spelled it correctly.

Also found that the most of the respondents 70% failed to spell the word **(pleasure)**, and 30 % of them have spelled it correctly.

And found that most of the respondents 75% failed to spell the word **(sugar)**, and 25 % of them have spelled it correctly.

Also found that most of the respondents 60% failed to spell the word **(knee)**, and 40 % of them have spelled it correctly.

And found that almost of the respondents 100% failed to spell the word **(rhyme)**.

Table (4.7): the frequency distribution for students answers

WORD		CORRECT	INCORRECT	TOTAL
31-sure	Frequency	17	13	40
	Percent	42.5%	57.5%	100 %
32- machine	Frequency	14	26	40
	Percent	35%	65%	100 %
33-talkative.	Frequency	10	30	40
	Percent	25%	75%	100 %
34-wednesday	Frequency	1	39	40
	Percent	5%	95%	100 %
35-physician	Frequency	1	39	40
	Percent	5%	95%	100 %

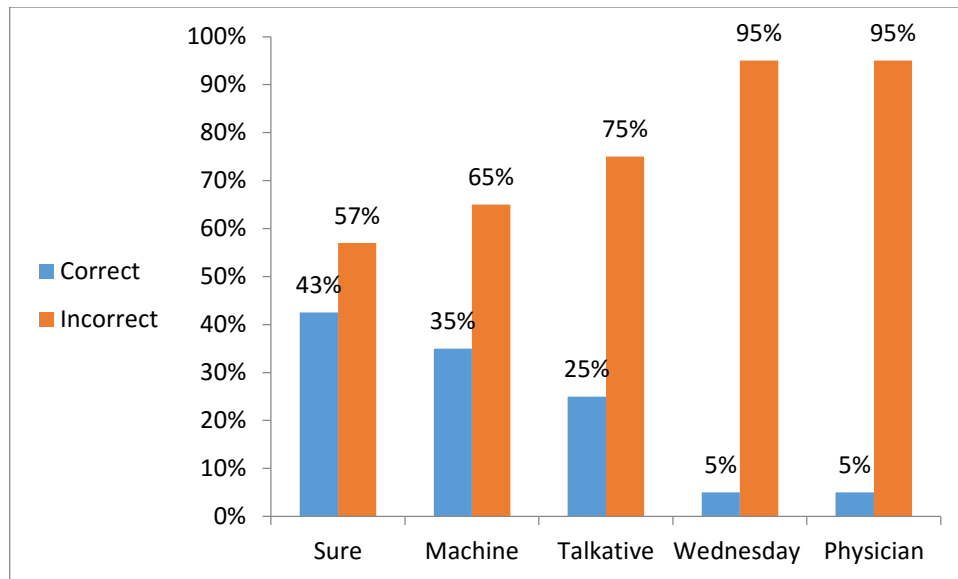


Figure (4.7): the frequency distribution for students answers

The data in table (7) show the answers of the respondents, where the majority of the respondents 95% failed to spell the word **(sure)**, and 5 % of them have spelled it correctly.

Also found that the most of the respondents 65% failed to spell the word **(machine)**, and 35 % of them have spelled it correctly.

And found that half of the respondents 75% failed to spell the word **(talkative)**, and 25 % of them have spelled it correctly.

Also found that majority of the respondents 95% failed to spell the word **(Wednesday)**, and 5 % of them have spelled it correctly.

And found that majority of the respondents 95% failed to spell the word **(physician)**, and 5 % of them have spelled it correctly.

Table (4.8): the frequency distribution for students answers

WORD		CORRECT	INCORRECT	TOTAL
36-when	Frequency	14	26	40
	Percent	35%	65%	100 %
37- culture	Frequency	13	27	40
	Percent	32.5%	67.5%	100 %
38-knoll.	Frequency	1	39	40
	Percent	5%	95%	100 %
39-autumn	Frequency	3	37	40
	Percent	40%	60%	100 %
40-rhino	Frequency	0	40	40
	Percent	-	100%	100 %

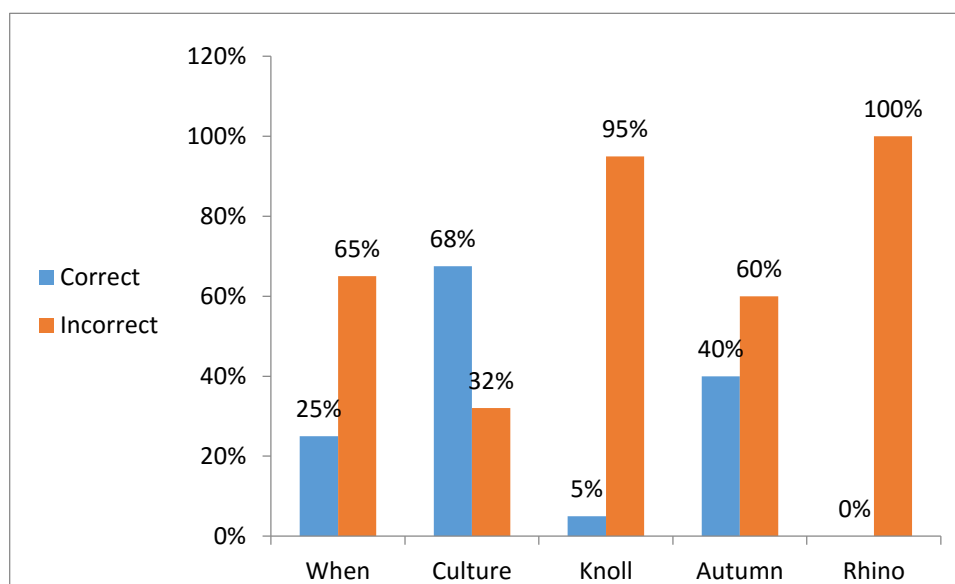


Figure (4.8): the frequency distribution for students answers

The data in table (8) show the answers of the respondents, where the most of the respondents 65% failed to spell the word (**when**), and 35 % of them have spelled it correctly.

Also found that the most of the respondents 67.5% failed to spell the word **(culture)**, and 32.5 % of them have spelled it correctly.

And found that majority of the respondents 95% failed to spell the word **(knoll)**, and 5 % of them have spelled it correctly.

Also found that the majority of the respondents 92.5% failed to spell the word **(autumn)**, and 7.5 % of them have spelled it correctly.

And found that almost of the respondents 100% failed to spell the word **(rhino)**.

Question 2:

Give the correct pronunciation of the following:

Table (4.9): the frequency distribution for students answers

WORD		CORRECT	INCORRECT	TOTAL
1-limb	Frequency	6	4	10
	Percent	60%	40%	100 %
2- muscle	Frequency	2	8	10
	Percent	20%	80%	100 %
3-cognac.	Frequency	0	10	10
	Percent	-	100%	100 %
4-chorus	Frequency	1	9	10
	Percent	10%	90%	100 %
5-wrote	Frequency	9	1	10
	Percent	90%	10%	100 %

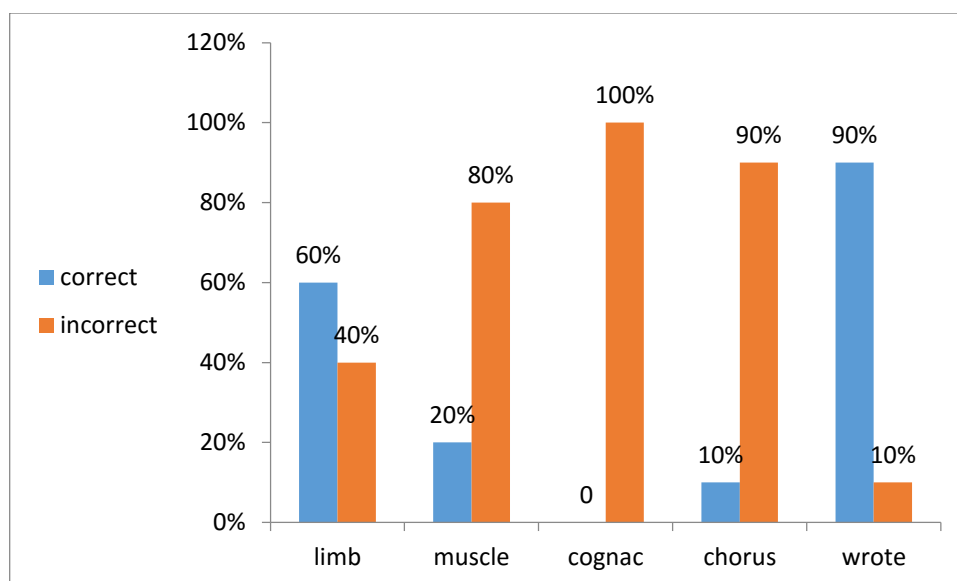


Figure (4.9) the frequency distribution for student's answers

The data in table (9) show the answers of the respondents , where more than half of the respondents 65% able to pronounce the word (**limb**), and 40 % of them have failed to pronounce it correctly.

Also found that the majority of the respondents 80% failed to pronounce the word (**muscle**) , and 20 % of them have pronounced it correctly.

And found that almost of the respondents 100% failed to pronounce the word (**cognac**) correctly.

Also found that the majority of the respondents 90% failed to pronounce the word (**chorus**) , and 10 % of them have pronounced it correctly.

And found that the majority of the respondents 90% able to pronounce the word (**wrote**) , and 10 % of them failed to pronounce it correctly.

Table (4.10): the frequency distribution for students answers

WORD		CORRECT	INCORRECT	TOTAL
6-knife	Frequency	9	1	10
	Percent	90%	10%	100 %
7- salmon	Frequency	0	10	10
	Percent	-	100%	100 %
8-column.	Frequency	0	10	10
	Percent	-	100%	100 %
9-castle	Frequency	3	7	10
	Percent	30%	70%	100 %
10-isle	Frequency	1	9	10
	Percent	10%	90%	100 %

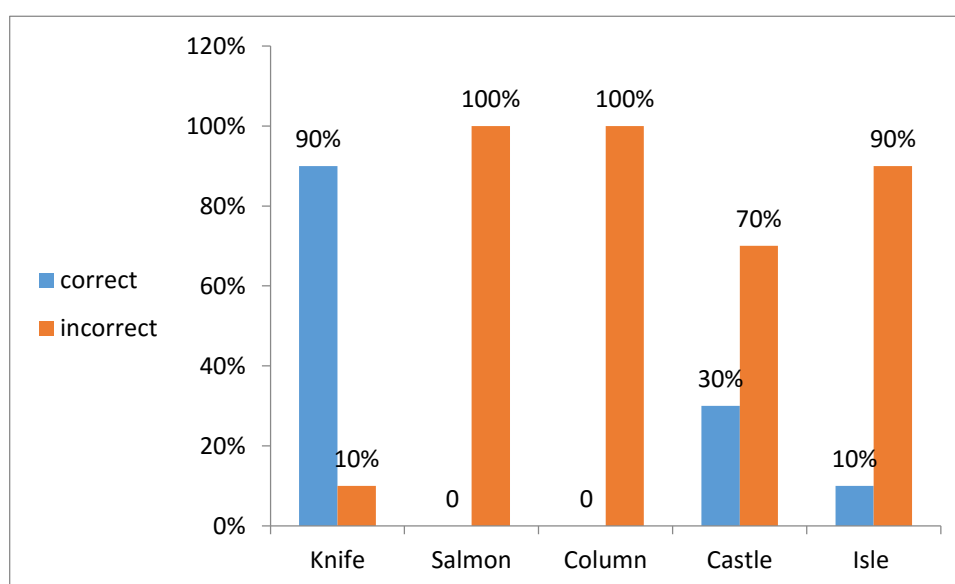


Figure (4.10) the frequency distribution for student's answer

The data in table (10) show the answers of the respondents , where the majority of the respondents 90% able to pronounce the word (**knife**), and 10 % of them failed to pronounce it correctly.

Also found that almost of the respondents 100% failed to pronounce the word (**salmon**) correctly.

And found that almost of the respondents 100% failed to pronounce the word (**column**) correctly.

Also found that the most of the respondents 70% failed to pronounce the word (**castle**) , and 30 % of them have pronounced it correctly.

And found that the majority of the respondents 90% failed to pronounce the word (**isle**) , and 10 % of them have pronounced it correctly.

Verification of the hypotheses:

Table (4.11): verification of Hypothesis 1:

	FREGUNCY	PERCENT
Pass	1	2.5 %
Fail	39	97.5 %
Total	40	100%

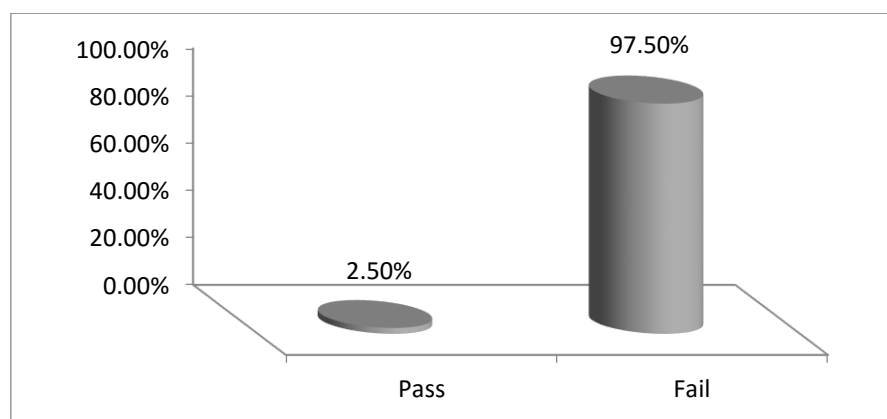


Figure (4.11): verification of Hypothesis no 1

The data in table (10) show the results of the students , and found that the majority 97.5 % of the respondents failed (in spelling), whereas only 2.5% of them passed the test.

This result confirms the hypothesis no (1) which says **“EFL learners face difficulties in spelling of English words by their pronunciation.”**

Table (4.12): verification of Hypothesis 2:

	FREGUNCY	PERCENT
Pass	2	20 %
Fail	8	80 %
Total	10	100%

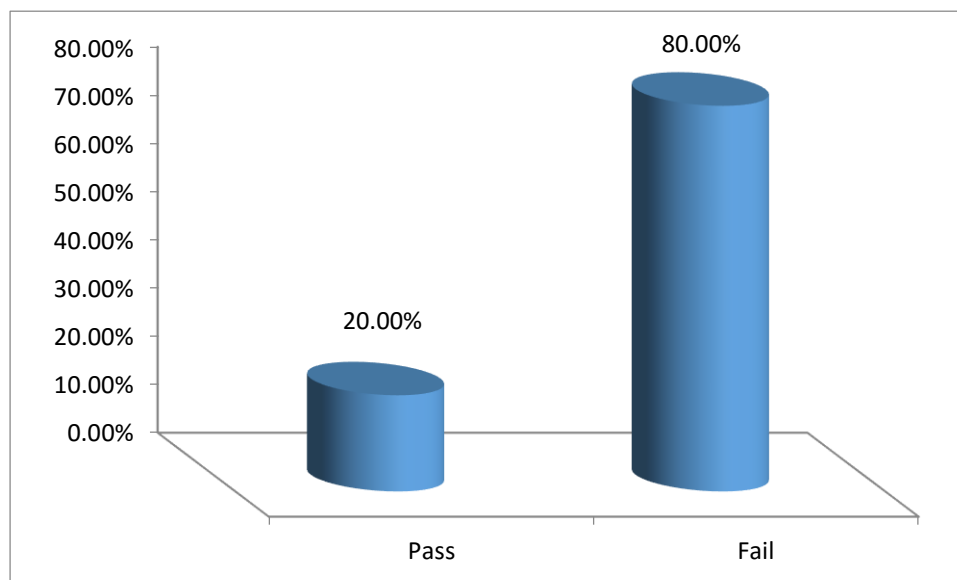


Figure (4.12): verification of Hypothesis no 2

The data in table (12) show the results of the students, and found that the majority 80% of the respondents failed, whereas 20% of them passed the test.

This result confirms the hypothesis no (2) which says **“EFL learners face difficulties in pronouncing English words by their spelling.”**

CHAPTER FIVE
FINDING, CONCLUSION,
RECOMMENDATIONS AND SUGGESTIONS FOR
FURTHER STUDIES

CHAPTER FIVE

5.0 Introduction:

In this chapter the researcher presents the main findings of this study (result), conclusion, recommendations and suggestions for further studies.

5.1 Finding of the Study:

This study attempted to investigate the difficulties that EFL learners counter in pronunciation and spelling. And also providing some solutions for this problem.

The research data were obtained by test in which forty students of Sudan University College of Language, 2nd year- Department of English participated.

The data were computed and statistically analyzed (by using SPSS and excel program).

The researcher found that in question one the majority of respondents, 97.5% failed only 2.5% of them pass confirming the hypothesis one EFL learner face difficulties in spelling of words by their pronunciation. And also 80% failed just 20% able to pass the question two confirming the hypothesis two EFL learners face difficulties in pronunciation English words by their spelling.

5.2 Conclusion:

The present study revealed that there is no perfect correspondence between the spelling (letters) and the pronunciation (sounds) in English. One of the reasons could be due to fact that English has borrowed so many words from many languages, such as Latin, French and so on. Because of this mismatch between spelling and sound a learner of English find

difficulty in pronouncing a new word encounters in his reading and he cannot decide how to spell a new word by listening.

5.3 Recommendations and Suggestions:

- The newly borrowed words into English from other languages such as German, French, Latin, Greek, Arabic and etc... should not be taken as it is, the words should be modified according to English pronunciation and spelling.
- The silent letters/sounds should either to be pronounced or to be omitted. For example: the 't' in the word castle /ka:sl/, either to be pronounced to say castle /ka:stl/ or to say casle /ka:sl/.
- One of best strategies to remove these kinds of errors in English language for EFL and ESL learners to use English dictionary and should also learn phonetic transcription.
- The learners should be able to distinguish between consonants and vowels (b, p example big- pig) (e, i example sex- six).
- The teacher should be qualified to identify student errors in spelling and pronunciation so as to correct him in a case of error.
- English is spoken differently in different countries throughout the world (and in different regions within a single countries), then we should create uniform standard for written orthography.

This orthographic uniformity certainly facilitates international communication and it also decreases the disparity between the written and spoken form in any given place.

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APPENDIX

Sudan University of Science and Technology

College of Graduate Studies

College of Languages

Department of English

Spelling and Pronunciation Test

2nd year students

Q-1 Write the Correct spelling of the following words.

Student's No (.....)

Student's Spelling	Answer (√) or (x)
1-	
2-	
3-	
4-	
5-	
6-	
7-	
8-	
9-	
10-	
11-	
12-	
13-	
14-	
15-	
16-	

17-	
18-	
19-	
20-	
21-	
22-	
23-	
24-	
25-	
26-	
27-	
28-	
29-	
30-	
31-	
32-	
33-	
34-	
35-	
36-	
37-	
38-	
39-	
40-	

1 Write the Correct spelling of the following words.

Teacher's words	
1. Ghost	24. Knock
2. Enough	25. Light
3. Lieutenant	26. Scenario
4. Psychology	27. Pleasure
5. Elephant	28. Sugar
6. Often	29. Knee
7. Honest	30. Rhyme
8. Christmas	31. sure
9. Knight /night	32. Machine
10. Lamb	33. Talkative
11. Debt	34. Wednesday
12. White	35. Physician
13. Listen	36. when
14. Half	37. Culture
15. Receipt	38. Knoll
16. Yolk	39. Autumn
17. Wrap	40. Rhino
18. Echo	
19. Wreck	
20. Fascinate	
21. Gnash	
22. Foreign	
23. Character	

Q – 2 Give the correct pronunciation of the following words.

Student's No (.....)

Word	Student's record	Transcription	Answer (√) or (x)
1-limb			
2- muscle			
3- cognac			
4- chorus			
5- wrote			
6- knife			
7- salmon			
8- column			
9- castle			
10- isle			