Sudan University of Science and Technology

College of langauges

Investigating the Impact of English Spelling System on Secondary School EFL learners' Pronunciation of Words

تقصي النظام الإملائي للغة الإنجليزية وأثره في النطق لدى دارسي الإنجليزية لغة أجنبية بالمدارس الثانوية

A thesis Submitted in Fulfillment of the Requirements for the Degree of M.A. in English language

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Quranic Verse

الأيــــة

قال الله تعالى:

بسم الله الرحمن الرحيم

(اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿ 1 ﴾ خَلَقَ الْإِنسَانَ مِنْ عَلَقٍ ﴿ 2 ﴾ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿ 3 ﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿ 4 ﴾ عَلَّمَ الْإِنسَانَ مَا لَمْ يَعْلَمْ ﴿ 5 ﴾)

صدق الله العظيم

Dedication

To the soul of my mother and

to my father

Acknowledgments

Al praise is due to Allah the Almighty Who enabled me to finish this task. Gratitude and appreciation are extended to my supervisor Dr. **Abdelkarim Hassan Kakoum** for his continuous assistance and encouragement throughout the study. Thank is also due to my friends, comrades and all who extended their hands directly or indirectly to accomplish this work.

Abstract

The present study aims at the impact of the English Spelling System on Secondary School EFL learners' Pronunciation of Words encountered by secondary school EFL learners . The aims of this study are; to explore the nature of English spelling and consider how the possible problematic areas for students interms of pronunciation;to identify students'problems in relation to the pronuciation of English words ;to help sudanese secondary school EFL learners to improve their pronunciation of words . The researcher has followed the quantitative analytical method to analyze the results.

مستخلص البحث :

تهدف الدراسة إلى التعرف على أثر النظام الإملائي على نطق كلمات اللغة الانجليزية لدى المرحلة الثانوية التي يواجهها دارسي اللغة الانجليزية السودانيين الذين يدرسون اللغة الانجليزية كلغة أجنية. استخدم الباحث أداة واحدة لإثبات صحة فرضيات الدراسة وهي اختبار في مدرسة مال الثانوية الخاصة بنين وبنات للتحقق من بعض المشكلات التي يواجهها البنين والبنات عن أثر النظام الإملائي على نطق كلمات اللغة الانجليزية وتقديم الحلول المناسبة لتلك الصعوبات .

خلصت الدراسة إلى أن هنالك صعوبات يواجهها البنين والبنات من اثر النظام الإملائي الانجليزي في نطق كلمات اللغة الانجليزية وهي أن بعض أحرف اللين تشتمل على أكثر من طريقة للنطق ، التداخل اللغوي، والاختلاف في نظام الأصوات. وكذلك أن الأصوات في اللغة الأم سهلة النطق عند وجودها في اللغة الانجليزية والتي لا توجد في اللغة ألام تقود الطلاب إلى الخطأ في النطق.

يوصي الباحث بنين وبنات المرحلة الثانوية أن يستخدموا النطق عند قراءتهم للكلمات. واطلب من الأساتذة أن يعطوا تركيزاً على نطق حروف العلة داخل الفصل ويجب كذلك علي بنين و بنات المرحلة الثانوية والأساتذة أن يعطوا اعتباراً وتركيزاً كبيراً على نطق كلمات اللغة الانجليزية بصورة صحيحة. وكذلك استخدام القاموس الانجليزي للتأكد من صحة نطق الكلمات. واستخدام الوسائل السمعية والبصرية خصوصاً معامل اللغات التي يرى الباحث إنها تساعد في حل الصعوبات التي يواجهها بنين وبنات المرحلة الثانوية في نطق الكلمات.

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List of Abbreviations

1. M.A   :   Master
2. E.F.L   :   English as forign langauge
3. L1   :   Mother Langauage.
4. L2   :   Foreignor Lagnauge.
5. SUST   :   Sudan University of Sicence and Technology

CHAPTER ONE

GENERAL INTRODUCTION

Chapter One

Introduction

1.1 Background

English is the most international language. It is widely used as alanguage of international communication .That means people no longer speak it for it is own sake, but for it's role as ameans of communication.They learn English to keep abreast of modern sciesnce and technology . English is now part of the school curriculm . In sudan , students need to learn it as aforeign language. They need it for their study in secondary school and at university level.They may also need it for their future jobs. One problem they face is how to pronounce it's words correctly. The problem of the pronunciation of English words starts with pupils at the basic level .

First reason most of the difficulties in pronunciation of English words. That face the Sudanese students occur as a result of the differences between L1 and L2 pronunciation system. Second reason o'Connor (1980:1), notes ''Written and spoken English are obviously very different things, writing consists of marks on paper and taken in by eye , Whilst speaking is organized sound ,taken in by the ear'' .This means letters are not always the same as sounds . O'Connor (1980:1) also argues that ''If the learners want to make their English pronunciation better, they have to listen to English as much as they can'' That means when you listen more, you are going to master the pronunciation of English more and more.

Third reason Mahasin (2005) in an unpublished PHD. Dissertation, argues that for the Sudanese who know English, The language is often more familiar in its written form rather than spoken form. She stated the defects in pronunciation to the traditional English courses which followed the grammar translation and

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direct methods , both of which depend on writing , reading skills and give plenty of information and knowledge about the language. While they ignore pronunciation.

The researcher believes that the English spelling system and particularly consonants influence second language learners'pronunciation of words .

This study is therefore an attempt to study the effect of English spelling system on the pronunciation of English words as spoken by Omderman Secondary schools boys .

1.2 The Statement of the study Problem :

Abig number of secondary school EFL learners face many difficulties at pronunciation of English words . They cannot pronounce many English words Correctly . Therefore some of them hate the language and lose hope at mastering it.Reasons nature of English spelling .

1.3 Research Questions :

The study aims at answering the following questions :
1. To what extent does the English language spelling system create pronunciation difficulties for sudenese secondary learners of English ?
2. What areas of the spelling system of English language are likely to cause pronunciation difficulties for secondary school EFL learners of English?
3. How can sudanese EFL learners be helped to improve their pronunciation of English words ?

1.4 Research Hypotheses:

1- The English language spelling system creates word pronunciation difficulties for sudanese secondary schools EFL learners.
2- The English language spelling system has a negative effect on the sudanese secondary schools EFL learners'pronunciation of words .
3- Sudanese EFL learners should be helped to improve their pronunciation of English words.

1.5 Objectives of the Study :

The study aims at achieving the following :

1- To explore the nature of English spelling and consider how the possible problematic areas for students interms of pronunciation.
2- To identify students'problems in relation to the pronuciation of English words .
3- To help sudanese secondary school EFL learners to improve their pronunciation of words .

1.6 Research Methodology :

In this study, the analytic descriptive method of research will be used .The population of the study is students of English from Omdurman secondary school . A questionnaire will be carried out to ensure valid results . The collect data will be treated statistically. The results will be checked against the hypothesis of the study to determine whether they will be confirmed or rejected .Also a test of pronunciation will be used to know the degree of the effect's spelling system on students pronunciation .It will also be used to answer research questions .

1.7 Significance of the Research :

This study is an attempt to find solutions for secondary school EFL learners for their difficulties that face them at pronouncing English words.

1.8 The limits of the Study :

The study is limited to the population of omdurman secodary school studuents. Its main objective is to discover the influence of English spelling system on the pronunciation of English words .

CHAPTER TWO

LITERATURE REVIEW

Chapter Two

Literature Review and Previous studies

2.1 Introduction

This Chapter reviews relevant literature on the issue of spelling system and other related topics, with emphasis on the spelling rules. It is divided into two parts ; the first One is on the theoretical frame work and the other one is on previous studies. The first part will presents some definitions of English spelling system and Pronunciation , spelling rules , British spelling Versus American spelling system and Within the second part , the researcher tries to show some relevant previous studies Which were carried out by some researchers.

2.2 The English Spelling System Definition

English spelling is a system which integrates phonetic and morphemic patterns to Produce meaning in writing . Understanding phonetic patterns enables 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 a prescriptive element of alphabetic languages.

(Boston, 1998:11)

Spelling involves the integration of several skills including knowledge of Phonological representation , 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 and Torgesen , 1987 : 13)

2.3 Definition of pronunciation:

The way in which a language or a particular word or sound pronounced ; a guide to English *pronunciation . Also it is the way a word or a language is customarily spoken (e.g. pronunciation of Chinese is difficult for foreigners)w w w .baby . Com website dictionaries.

2.4 Spelling Rules

It is easy to learn spelling rules but it is difficult to apply them. The following rulesPoint the way to good spelling .

2. 4 .1 Short Vowel Sounds:

Each word, when sounded out, has one or more beats. Each beat is syllable. In Every beat (syllable) we usually hear avowel sound. Avowel sound occurs When the Mouth is open, the air can flow freely and the tongue is at rest. The vowels are 'a' 'e ' ' i ' 'o ' 'u' and sometimes ' y ' . One or two vowel letters may combine to make one sound, as you can see in the following:

One syllable words	Two syllable words	Three syllable words
Can	Can - dy	Can – di- date
hope	hope - ful	un – hope - ful
weight	weight – less	weight – less- nees

When pronouncing , students may rely only on their auditory memory , that is , they Pronunouce the way they remember the sound of aletter . (The word 'week ' may by pronunouced as ' we'ek ; if that is what the students see.)

Therefore, in this part the differences between the various short and long vowel Sounds are introduced. The vowel names are A E I O U. And all the other letters are Called Consonants, apart from y, Which sometimes acts as avowel and other times as

a Consonant . Examples for vowel letters.

a	e	i	o	u
Cat	bed	big	hot	fun

The vowel in pronunciation does not say its name , but is pronounced as a short sound : /æ / as in cat ; /e/ as in bed ; / ɪ / as in sit ; /ɒ / as in hot and /ʌ / as in fun . The vowel will be pronounced in its short form in vowel Consonant words , like at , it , up, on .

This Pronunciation doesnot apply to some one –syllable words that end in ' - ld', '- St ,' or '- nd,' where the vowel sound is long : /aɪ/ as in kind , mind , child ; /əʊ / as in old , most , post.

<div align="right">(Ruth and Sheila, 2000:9)</div>

2.4-2 Short and Long vowels :A Comparative Handling :

Recognizing the difference between short and long vowels is difficult, especially when you must make a connection between the sound and the letter (s).

Example:

1	2	3
1	2	3

Vowel	Short sound	Long sound
A	Mad	Made
E	Red	Read
I	Win	Wine
O	Hop	Hope
U	Cut	Cute

(Ruth and Sheila, 2000: 21)

2.4 .3   Long Vowels:

2.4.3.1 The Sound ' i ' (/ aɪ /)

2.4.3.1.1   ' i – e'

This part deals with the three different spelling patterns that have the sound / aɪ / as in time, flight and sky. It concentrate on one syllable words that have the letter ' i ' in the middle and are followed by one consonant and then an ' e ' . This follows what is commonly known as the magic - or silent - ' E ' pattern ,which is the most common way of spelling the long / aɪ / sound when it is heard in the middle of one syllable word.

Examples

              bike   time   ride   nice   white   five

When we hear 'i ' saying its name in middle of a one – syllable word followed by a single consonant sound , our first choice is to write i- e .

2.4.3.1.2   '– y'

Although most one syllable words with the sound / aɪ / are spelled ' i-e' as time , there are two other common spelling patterns for this sound . In this part we are going to look at the sound / aɪ / at the end of the word ,which is most commonly spelled '-y ' as in sky - since English words cannot end in the letter 'i ' it is replaced with '-y' ending are few in number .

Examples: by   fly   cry   try   why

Common exceptions

Buy, guy or die, tie, lie or eye, dye. They are words that do not follow this spelling pattern but have to be learnt globally.

When we hear 'i ' saying its name at the end of a word , our first choice is to write '- y '

2.4.3.1.3 '-igh'

There are relatively few words with this pattern but it is important to be taught since it is another accepted form of spelling the sound / aɪ / . This spelling pattern is most commonly found followed by the letter ' t', as in night ,but also appears as a final vowel sound in the words sigh ,thigh and high .

Examples

Light , right, night , fight , and   high .

When we hear / aɪ / , followed by a ' t', our second choice will be to write ' –igh '.

2.4.3.2 The sound ' a ' (/eɪ/)

2.4. 3.2.1 'a .e'

This part deals with the three different spelling patterns that have the / eɪ / sound in words such as bake , bay , bait . The part will concentrate on one syllable words that have the letter 'a' in the middle and are followed by one Consonant and then an 'e' . This pattern follows what is commonly known as 'The magic - or silent – E' pattern, which is the most common way of spelling the / eɪ / sound when it is heard in the middle of a one – syllable word .

Examples :

Bake   name   late   race   Cage   male

Common exceptions

Eight , weight , freight , reign , feint , steak or break.

They are words that do not follow the spelling pattern and have to be Learnt globally as 'sight words'.

When we hear 'a' saying its name in the middle of one- syllable word followed by a single consonant sound, our first choice is to write 'a- e '.
(ibid: 116)

2.4.3.2.2 'ay'

Although most one – syllable words with the sound / eɪ / are spelled 'a- e', there are two other patterns which are common . In this part we are going to look at the sound / eɪ / at the end of the word, which is most commonly spelled '-ay' as in play. Since English words cannot end in the letter 'a', the letter 'y ' is added to make avowel diphthong. The group of words which have an '-ay ' ending are few in number.

Examples :

Say , may , play , tray , way .

Common exceptions

The words : grey , hey , survey , weigh or sleigh .

They do not follow the spelling pattern but have to be learned globally 'as ' sight word '.

When we hear 'a' saying its name at the end of a word , our first choice is to write '-ay'.

(ibid, p : 126)

2.4.3.2.3 'ai'

The first part of this section introduced the spelling pattern that is found most frequently when the sound / eɪ / is heard in the middle of a one – syllable word and followed by the sound of a single consonant .In this part we look at another common way of spelling the / eɪ / sound , which is 'ai '. This spelling pattern is generally followed by the letters 'l ', 'n ' (' nt ') , 'r ', and sometimes 'm ' , 'd ', 't ' and 'se ', as in fail , rain , fair ,aim , maid wait and praise .

- More examples for 'l ', 'n ', or 'r '.

S**ai**l n**ai**l p**ai**n r**ai**n h**ai**r p**ai**r

- More examples for 'm ', 'd ', 't ' or 'se '.

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Claim   maid   wait   raise

When we hear 'a ' saying its name in the middle of a one .   Of a one
Syllable word, our second choice is to write 'ai '.
(ibid, 135)

2.4.3.3 The sound 'o ' (/əʊ /)

2.4.3.3.1 'o – e '

This part covers the three most common spelling patterns for the /əʊ /
sound , as in bone , grow and boat . T his part introduces the spelling pattern
that is found most frequently when the sound / əʊ / is heard in the middle of a
one – syllable word and followed by the sound of a single consonant : the magic
– or silent – 'E' pattern . Note that words spelled with an 'r ' like more, score and
store, do not, in fact, have the / əʊ / sound at all, but /ɔː /.

Examples:

Bone   hope   globe   home   stone

Common exceptions

The common exceptions for most pronunciations are folk and yolk.

When we hear 'o ' saying its name I the middle of a one – syllable word
followedby a single consonant sound, our first choice is to write 'o- e '.
(ibid, 141)

2.4.3.3.2   '- ow '

In this part we shall be looking at the most common way of spelling the sound/ əʊ / at the end of aword , which is ' – ow '. They are many words where the '– ow 'says /aʊ / as in cow, how, etc.

More examples :

Snow   yellow   tomorrow   grow

Common exceptions

These words are irregular and   should be learnt globally : go , so , also, no , oh , toe, roe, doe, Joe , oboe, woe, hero , zero, though, although, dough , sew .

When we hear 'o ˙saying its name at the end of a word, our first choice is to write '– ow '.   (ibid, 153)

2.4.3.3.3 'oa '

In this part we shall be looking at the second choice of spelling the sound / əʊ / in the middle of a word ,which is ' oa ',as in boat . There are about 50 basic words in the English language that follow this spelling pattern .Because there is no rule that governs the choice of spelling the sound / əʊ / as either ' o-e ' or 'oa ', .

Examples:

boat   moan   coat   road   goal   coach

When we hear ' o' saying its name in the middle of a one -syllable word,our second choice is to write 'oa' .

2.4.3.4 The sound 'u' (/juː /   and / uː /)

2.4.3.4.1 'u-e '

This part will introduce the most common ways of spelling the sounds /juː/ and /uː/ . It introduces the spelling pattern that is found most frequently when the Sound /juː/ is heard in the middle of a word and followed by the sound of a single consonant . There are words where the sound /juː/will be pronounced as /uː/, according to dialect . For example ,duke ,pronounced /djuːk / in English ,may be pronounced /duːk/ in Canada or the USA . There are also words where the preferred pronunciation will be /uː/ for most dialects , for example, rude, June, flute. A similar difference in pronunciation may by be found in words that follow the other spelling patterns of this part .

Possible examples   for /juː/:

Cute   excuse   use   cube   huge

Possible examples for /uː/:

June   rule   rude   Luke

When we hear 'u' saying its name in a word ,followed by a single consonant sound , Our first choice is to write 'u-e'.

(ibid, 170)

2.4.3.4.1   'ue'

In this part we shall be looking at the most common way of spelling the sound /juː/ and /uː/ at the end of a word .Which is 'ue', as in rescue and true .

Possible examples:

Blue   glue   rescue   true

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Common exceptions

These words donot follow the spelling pattern and should be taught as global words :

Shoe   do   you   to   two   through   canoe   ewe

When we hear 'u' saying its name at the end of a word ,our first choice is to write '-ue'.

(ibid, p: 176)

2.4.3.4.3   '-ew'

In this part we shall be looking at the second choice for spelling the sounds /juː/ and /uː/ at the end of a word ,which is , which is 'ew ', as in view and drew .

For example: new   grew   few   nephew

When we hear 'u' saying its name at the end of a word ,our second choice is to write '-ew' .

(ibid, p: 181)

2.4.3.4.4   ´oo´

This vowel digraph (two letters which read as one sound)is generally pronounced /uː/ as in moon , but there are several common words where ´oo´ has the sound / ʊ / as in foot . The most common position for ´oo´is in the middle of a word . It occasionally appears at the beginning or end of words ,such as in a ooze and zoo .

Common exceptions

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These are words which are irregular   :

/uː/ - group   soup   lose   whose   move   troth   juice   womb   tomb

/ʊ/ - could would should put wolf pull bull full push . The following 'oo'
words have an irregular pronunciation: blood , flood , door , floor and poor
(in some dialects).

When we hear 'u'saying its name in the middle of a word ,our second choice
will be to write sometimes 'oo 'can sound like /ʊ / as in book .

(ibid, 188)

2.4.3.5 The sound ´e´(/ iː /)

2.4.3.5.1 'ee´

This part covers the most common spelling patterns for the sound /iː/,
as in green , meat , funny , chief and receive .

In this part we look at the spelling pattern 'ee', which is a vowel digraph
.(A digraph is two letters which read as one sound .) . Note : unfortunately
, two of the patterns for the /iː/ sound ('ee', 'ea') are equally common and
there is no rule to help as know which one to use . So there is no rule
that tells us whether the sound /iː/ is spelled 'ee' or 'ea' when it is followed
by a consonant sound .

Examples of words which has one syllable words that have the /iː/ sound
in the middle and are followed by the sound of a single consonant such as
green , teeth , jeep , cheese , week.

Common exceptions

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These words are irregular and should be learn globally : these , here , scene , scheme .

When we hear 'e' saying its name in the middle of a one –syllable word, followed by a single consonant sound we often write 'ee'.

Here below are words which end in 'ee' .They are common words , but few in number for examples : tree, see, three, bee, free, knee. (ibid,P:200)

2.4.3.5.2 ′ea′

In this part we are going to look at the spelling pattern 'ea', which is another common way of spelling the sound /i:/, as in clean , dream .This pattern mainly appears in the middle of words ,but it is some time found at the beginning of a word , as in easy and eat . There are also a few words that end in 'ea' as in tea or sea.

Although the most common sound for the spelling pattern 'ea' is /i:/ as in clean it has four other sounds. These sounds , in the order of their frequency , are : /e/ in words such as head , bread , thread, sweater , health , weather , heaven.

/eɪ/ in words such as steak , break , great , pear, wear, bear.

/ɜ:/ in words such as early, earth , earn . Learn. Pearl, heard, search .

/ ɑ:/ in heart .

Another common way of spelling the sound ' e' when it says its name in the middle of a one – syllable word is ' ea'.

Some examples for words which begin in 'ea':

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each ease   easy   eagle   ear   eat   eager east

                   There are also a few words that end in 'ea ':

                      sea   tea   pea   (ibid, 209)

2.4.3.5.3 ' –y '

    Note:

This part introduces the letter '-y ' with the sound /i:/ at the end of a word that has two or more syllables , as in family and party . There are many words that follow this straight forward spelling pattern.

Examples: happy   city   family   jelly

     Common exceptions

These words below are irregular and should be learnt globally: degree, agree ,   pedigree,   movie.

There should be noted that two common '-y ' words – granny and aunty – are often spelled grannie and auntie. Also there is agroup of nouns that end in'-ey ' as exceptions .The most common of these nouns are:

Monkey donkey turkey money honey hockey jockey valley alley journey chimney storey attorney .

When we hear ' e' saying   its name at that end of a word that has two or more syllables, We write '-y ' .

                                   (ibid, 217)

2.4.3.5.4 ' ie ' and   'ei '

These two spelling patterns are the third choice for spelling the sound /iː/ in the middle of a word , as in receive, piece and fierce .where should be noted that in one – syllable words, the 'ie' at the end of a word is pronounced /aɪ/ as in tie and pie . Examples below for ' ei ' and 'ie' words: piece   niece   chief   field   ceiling   receive .

Common exceptions

These words do not follow the ' I before E except after C ' rule and should be learnt globally :

Caffeine   codeine   protein   weird   seize

When we hear 'e ' saying its name in the middle of a word our third choice will be to write 'ie' except if it follows ' c ', and then we write ' ei ' .

(ibid, p: 228)

2.5   Sneaky Silent Consonants:

This is a case for memory tricks 1! There are no rules to define when silent consonants are used. You simply have to learn the words that contain them. Review this list of common words that contain silent consonants. Each of the silent consonants is marked in **blod**.

Answer   Indict   **P**sychology

Autum**n**   **K**neel   Rei**g**n

2.6   The hard and Soft Sides of the Letter C :

A soft sounds like an s; hard c sounds like a k . A hard c is followed by all letters except e,i, or y . Soft C (sounds like s):

Soft **c** : **ce**ntral , **ci**rcle , **cy**mbal , **ci**rrus .

Hard   C sounds like   K

Case, cousin ,current, cloud, carton.

2.7 '' G '' Which can be Soft or Hard .Like c ,g can be soft or hard .A soft g sounds like a j ; a hard g sounds like gush , or the g in goof . A hard G is followed by all letters except e , i , or y .

Soft G: Genius,   Giant ,   Gym

Hard G:

Gamble, Gone, Guess, Girl

2.8   British Versus American Spelling

There are several areas in which British and American spelling are different . The differences often come about because British spelling has tended to keep the spelling of words it has borrowed from other languages (e. g   French) ,While American English has adapted the spelling to reflect the way that the word actually sound when they are spoken . Here are the main differences in which British and American spelling are different , words ending in re , our , ize , or ise , yse , yze and sometimes doubling letters and dropping others .

Examples of words for British and American

British   American

Colour	color
favour	favor
neighbour	neighbor
Centre	center
litre	liter
Theatre	theater
Travelling	traveling
Marvellous	Marvelous
Analyse	analyze
Catalogue	Catalog
Cheque	Check
Defence	defense
Kerb	Curb
Plough	plow
Pyjamas	pajamas
Tyre (for awheel)	tire

(Learn English today)

2.2 Previous studies

The researcher is going to give a brief summary of two previous studies :

1- LOCAL STUDY:

Babu Maki Babu Ajab conducted astudy entitled ' EFL Teachers' Attitudes towards spelling difficulties encountered by Sudanese university students , Sudan university of Science and technology ,Graduate College of languages , 2014 , (an unpublished M .A) . The main questions were : Why do Sudanese university students violate spelling rules when they formulate plural of Latin and Greek origin words ? Why do some students of English omit, and replace vowel letters

The main objectives is to drawing teachers' attention to the importance of English spelling , Reflecting the unconventional relation between spelling and phonetic system .

The main hypotheses were : Sudanese university students of English are not aware of the fact that there are exceptions to the spelling rules , some spelling errors are due to the system of pronunciation . The population of this study is Sudan university teachers of English , Khartoum university ,Ahlia university , and Ahfad university Faculty of languages , about teachers'attitudes regarding spelling difficulties encountered by first year students in particular . They were thirty teachers. They have been selected randomly. The researcher used one tool a questionnaire for teachers of English from the four universities .The main findings were : The students found difficulty regarding the formulation of Latin and Greek plural forms . Vowels letters replacement is consistent error committed by the students , It was found that most of the students can not differentiate

between American way of spelling and British one .One Of the main findings is that some spelling errors among the students are due to silent letters. Also a+large number of the students are not aware of the fact that there are exceptions to the spelling rules.

2- LOCAL STUDY :

Mona Ishag Mohammed conducted a study entitled' Analysis of students' spelling Errors ,Omdurman Islamic University , Graduate College Faculty of Arts , 2006, (an unpublished M.A) .The main questions were : why most spelling errors are due to spelling rules ? Why most spelling errors are due to the system of pronunciation?

The main objectives is to find the causes leading to the problem of misspelling , to find out which of these reasons is much more serious than the other , and to suggest a remedy for them . The main hypotheses were: M ost spelling errors are due to the system of pronunciation. Most spelling errors are due to spelling rules. The researcher adopts an experimental method. The population of this study is Sudanese school students in Omdurman province who studied the SPINE they were fifty students. It aims to analyze and evaluate English spelling errors made by first year student at secondary school. She used one tool atest for first year students. The main findings were: Most spelling errors are due to omission and addition of vowel letters, and not due to introversion or replacement of vowel letters. Most spelling errors are not due to the system of pronunciation. Most spelling errors are due to spelling rules. Most spelling errors are not due to homophone words.

CHAPTER THREE

METHODOLOGY

Chapter Three

Methodology

3.0 Introduction

The previous chapter has presented a review of the related literature and previous studies to the topic. Some factors that influence learning English were discussed. this chapter introduces the methodology of the study, the tools of study, population, sample of the study and the reliability and validity of the study .

the tools used for collecting the data and the information needed for this study are an observation , tape recordings and a test for the students .

3.1   Research Population

The population of this study involved both male and female students pupils at Ma'al Private School for boys and girls in Omdurman . They are at the third grade for the academic year 2016-2017   .These SS study Spine series taught by Sudanese teathers.

3 .2   Sampling :

The student's sample of this study was selected randomly from the population of about 80 the sample represented 50% of the whole learners' population . students' ages is range between 18 and 21 years . The sample of the study consists of 30 students did the tape listening test recordings , plus 20 for the test of ticking and circling the word which that they hear.

3 .3 Instruments of Data Collection

The researcher distributed 25 test paper to the male students while 25 test paper were distributed by his colleague to female ones .The test is designed to check the impactof the English spelling system on secondary school EFL learners 'pronunciation of words .All of these diagnostic test papers were

distributed by hand .The diagnostic test consists of two parts .Part one consists of two questions. Question one is to listen and tick the word that you hear it from a binary pairs. Question two asks SS to listen and circle the word that they hear. The main focus is on the distinction between vowels . Part two of the test is for consonant with pronunciation. It consists of four questions for the students to pronounce. The focus on SS ability to pronounce certain consonants.

3.4   Validity of the Tool:

In order to assure the validity of the tool, the researcher took two steps. First, the test was given to a number of experts in English at Sudan university of science and technology to see whether the tool could measure what it was intended to measure or not .The experts made some modifications, by deleting, adding and reforming some of the statements .For example, the tool title was changed to diagnostic test instead of just test. Also one of the experts added the time allowed (30 minutes) . The second Step before the tool was tested, it was given to the supervisor for the final evaluation. Then the tool was used .The statements of the test covered and expressed the topic of the research and thus its validity assured .

3.5 Reliability of the Tools

In this research the term reliability stands for scale of measurement which uses to see the extent to which the adopted instrument succeeded in achieving answers. In order to assure the reliabilities of the diagnostic test the researcher uses spss pachage , Pearson and the reliabilities of the diagnostic test were calculated and correlation coefficient so this result shows that the tool is reliable . This reliability

comes from the fact that its statements concentrate on the area of the study and each one of them measures specific area.

3.6 Procedure :

This study is descriptive and analytical. This section explains the procedures which the researcher followed to test the validity and reliability of his tool and how he collect the data for the study .

CHAPTER FOUR

DATA ANALYSIS

Chapter Four

Data Analysis, Results and Discussions

4.1 Question one

Part one listening:

Answer all questions in part one and two.

1- Listen and tick the word that you hear:

4.1.1 The word   a-Ship (…..)   a- sheep (…)

Table (4.1.1)

Factor	Frequency	Percentage
Right	33	66%
Wrong	17	34%
Total	50	100%
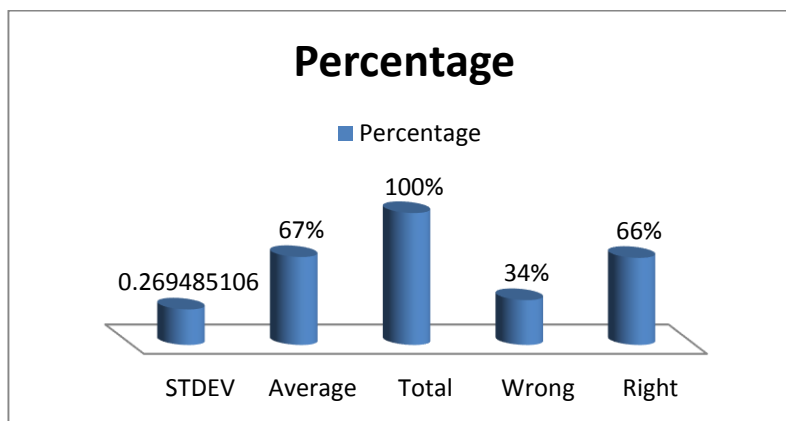
Figure (4.1.1)

This chart and the table emphasized that (66%) of the students identified the lexical item (sheep) correctly through their listening, with the long vowel /i:/ not short vowel / ɪ /, only (34%)of them didn't identified the word .This shows that most of the students know the sound of the long vowel /i: / .

30

4-1-2 The word   Mad (……)   b- made (....)

Table (4.1.2)

Factor	Frequency	Percentage
Right	43	86%
Wrong	7	14%
Total	50	100%
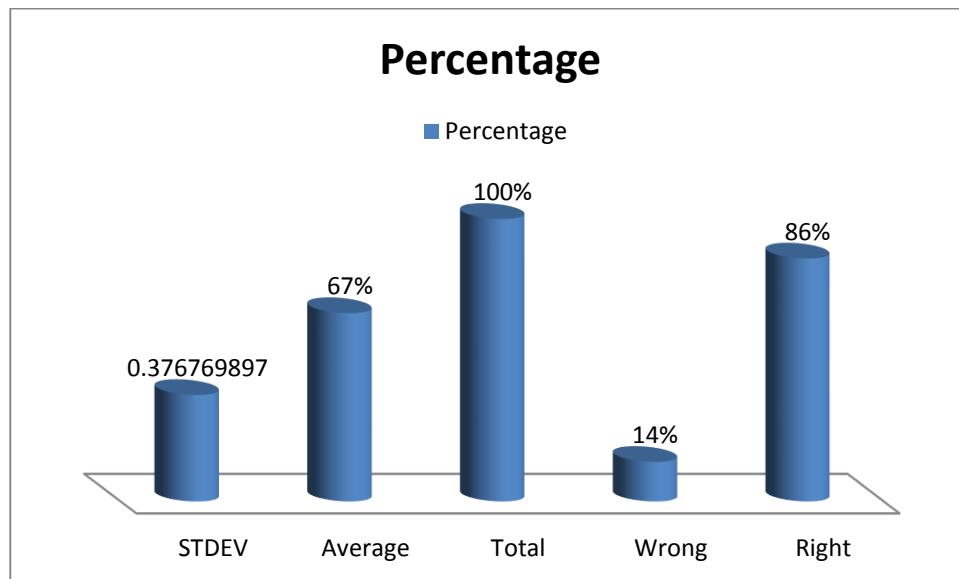
Figure (4.1.2)

Figure (4.1.2) shows that 86% of the students have recognized the pronunciation of the word mad correctly from the word made and only 14% of them have failed. This clarifies the majority of them can recognize the symbol / æ / than / eɪ /.

4.1.3 The wordc-Sell (……)   c– seal (….)

Table (4.1.3)

Factor	Frequency	Percentage
Right	31	62%
Wrong	19	38%
Total	50	100%
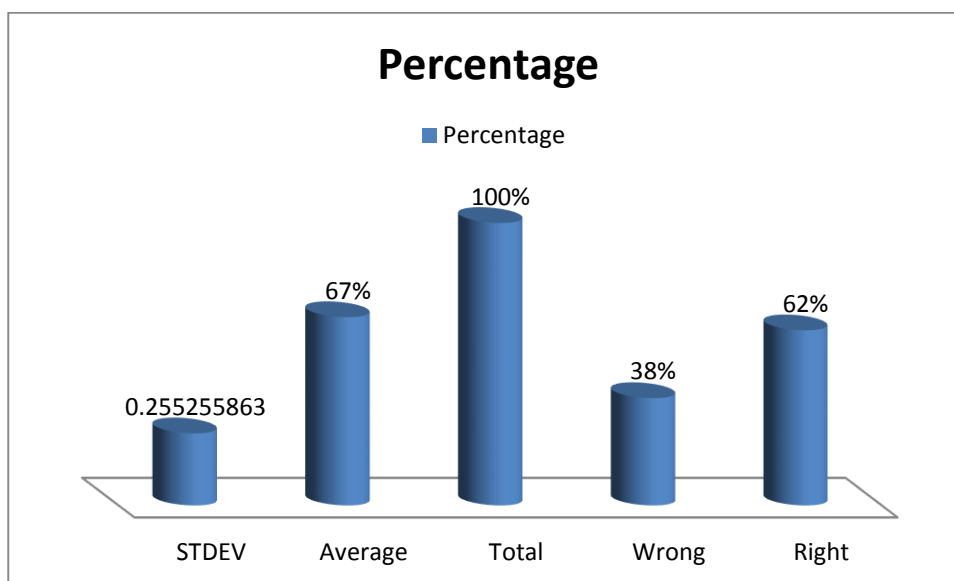
Figure (4.1.3)

The researcher noted that (62%) of the students answered the item quickly correctly. (38%) of them are responded incorrectly. This shows that most of the students can differentiate between the long vowel / iː / and the short vowel /e/.

4.1.4 The word d-Sock (.....)   d– soak (...)

Table (4.1.4)

Factor	Frequency	Percentage
Right	31	62%
Wrong	19	38%
Total	50	100%
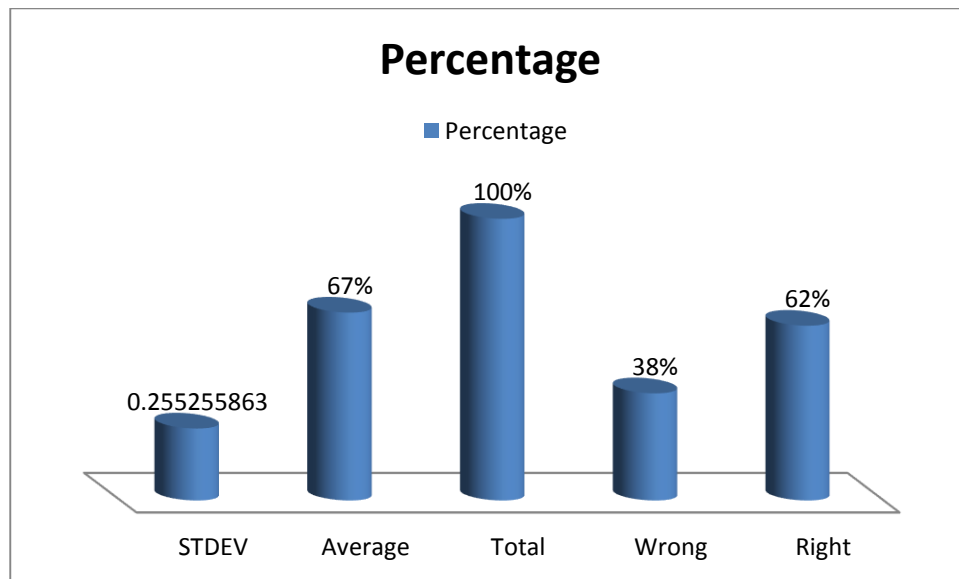
Figure (4-1-4):

This chart (4-1-4) explained that the students got (62%) right and (38%) wrong .This means most students know the sound / ɒ / from the sound /əʊ/.

4.1.5 The word f-Mill   (.....)   f– mile (....)

Table (4.1.5)

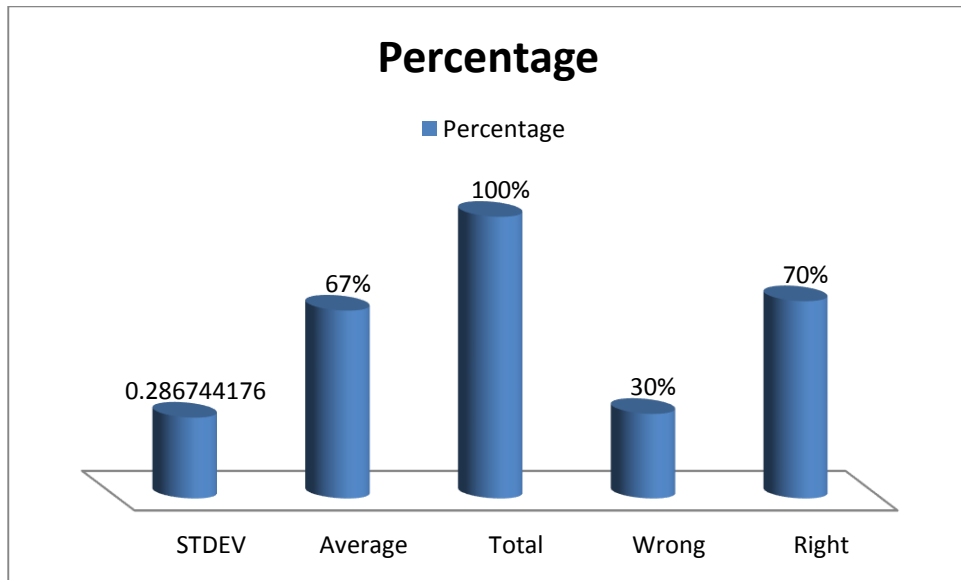| Factor	Frequency	Percentage
Right	37	74%
Wrong	13	26%
Total	50	100%
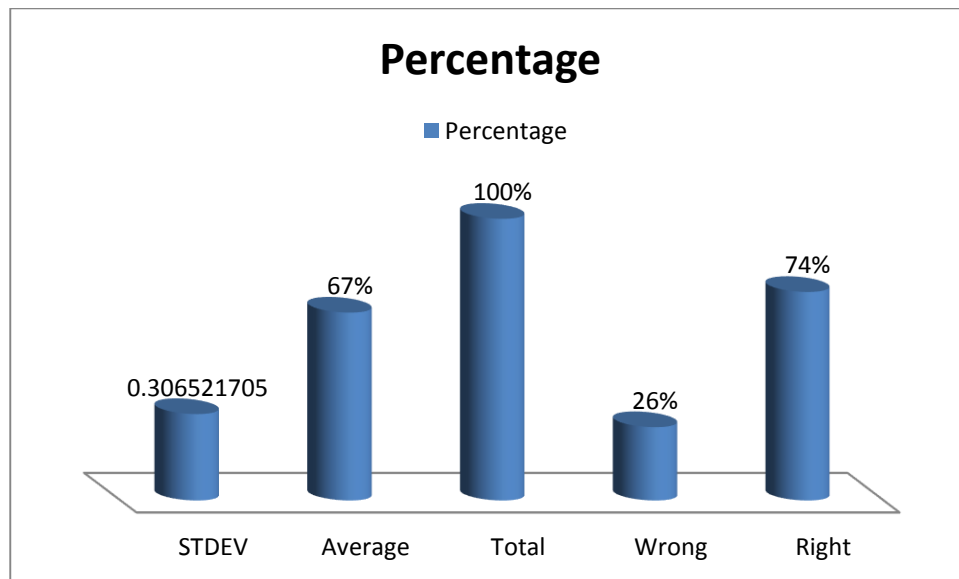
Figure 4-1-5

The majority of the students answered the question correctly, the chart (4-1-5) clarified that the lexical item sock is mill 74% while 26% was answered in correctly .This means that most students recognize the sound / ɪ / from the sound / aɪ /.

1- Listen and circle the word you hear:

4.1.6 The word a-Cart   a– card

Table 4-1-6

Factor	Frequency	Percentage
Right	39	78%
Wrong	11	22%
Total	50	100%
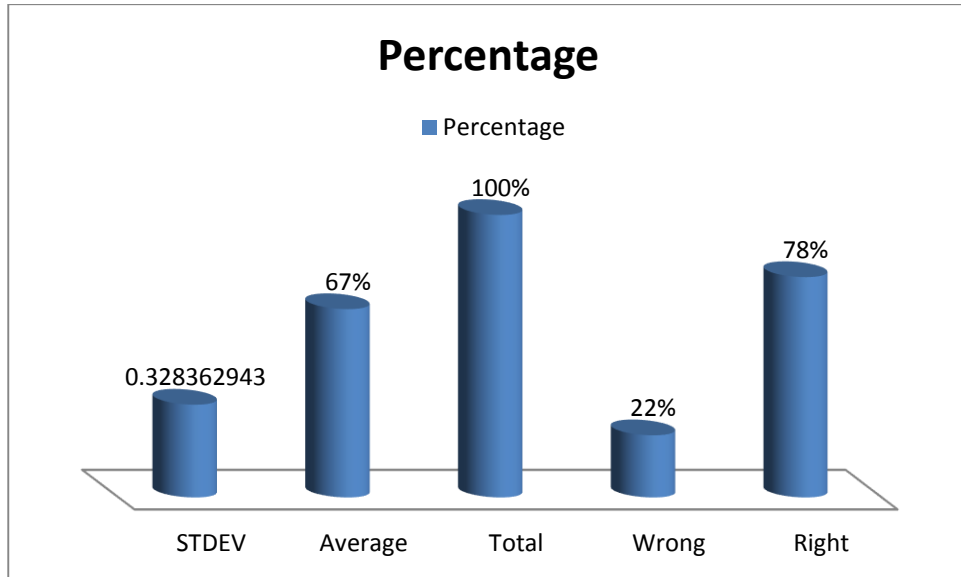
Figure 4-1-6

The students have answered word cart (78%), correctly and (22%) answered it incorrectly. This clarifies the majority of them can recognize the consonant sound /t/from the consonant sound/d/.

35

4.1.7 The word   b- Rope   b- robe

Table 4.1.7

Factor	Frequency	Percentage
Right	28	56%
Wrong	22	44%
Total	50	100%
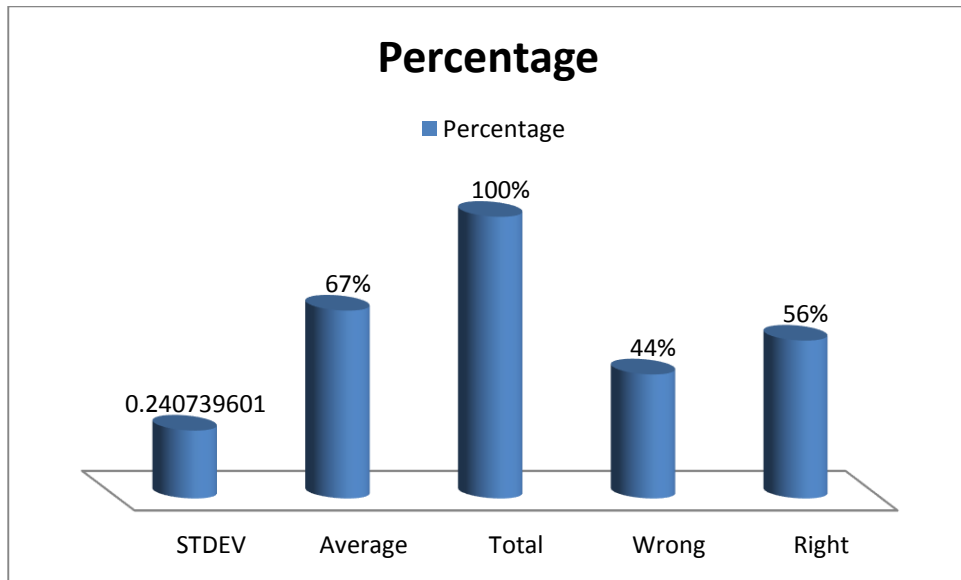
Figure 4-1-7

In figure (4-1-7) the word robe is scored 56% as right respond, while 44%of the students got the wrong respond. This means that the responders cannot fully identify the consonant sound /b/ from the consonant sound /p/.

4.1.8 The word   c- Bag   c– back

Table 4-1-8

Factor	Frequency	Percentage
Right	18	36%
Wrong	32	64%
Total	50	100%
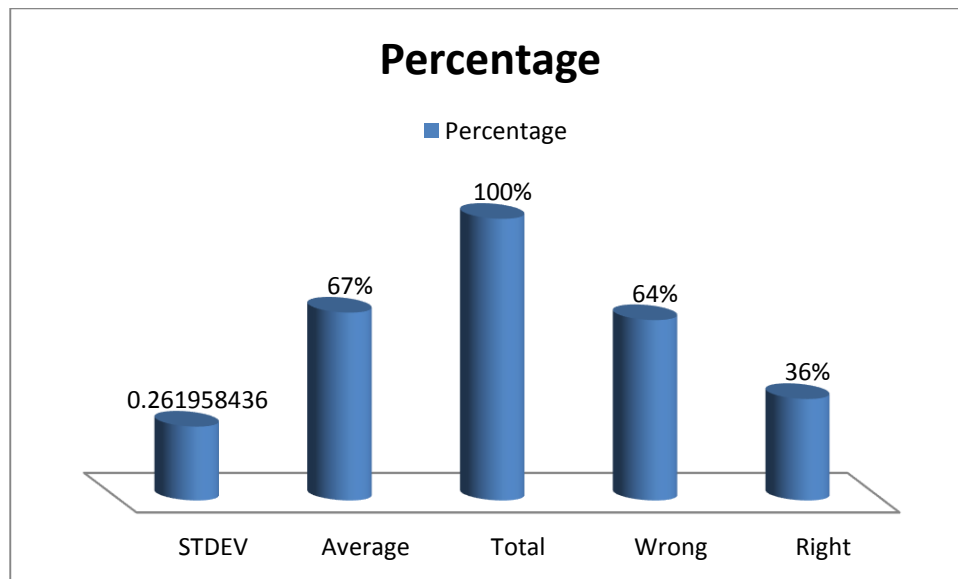
Figure 4-1-8

From table (4-1-8) and figure (4-1-8) the researcher noted that (18) students got 36% right answer, and (32) of them obtained (64%) as wrong. The majority of the students didn't recognize this kind of consonant sound /k/ from /g/.

4.1.9 The word e-Think   e– sink

Table 4-1-9

Factor	Frequency	Percentage
Right	35	70%
Wrong	15	30%
Total	50	100%

Percentage

■ Percentage

- 0.286744176 — STDEV
- 67% — Average
- 100% — Total
- 30% — Wrong
- 70% — Right

Figure 4-1-9

The majority of the students answered the question of the word sink correctly, the chart (4-1-9) clarified that the lexical item sink is scored 70% while 30% was answered incorrectly. This means that most of the students recognize the consonant sound /s/ from / th / .

4.1.10 The word f- White   f– wide

Table 4-1-10

Factor	Frequency	Percentage
Right	42	84%
Wrong	8	16%
Total	50	100%
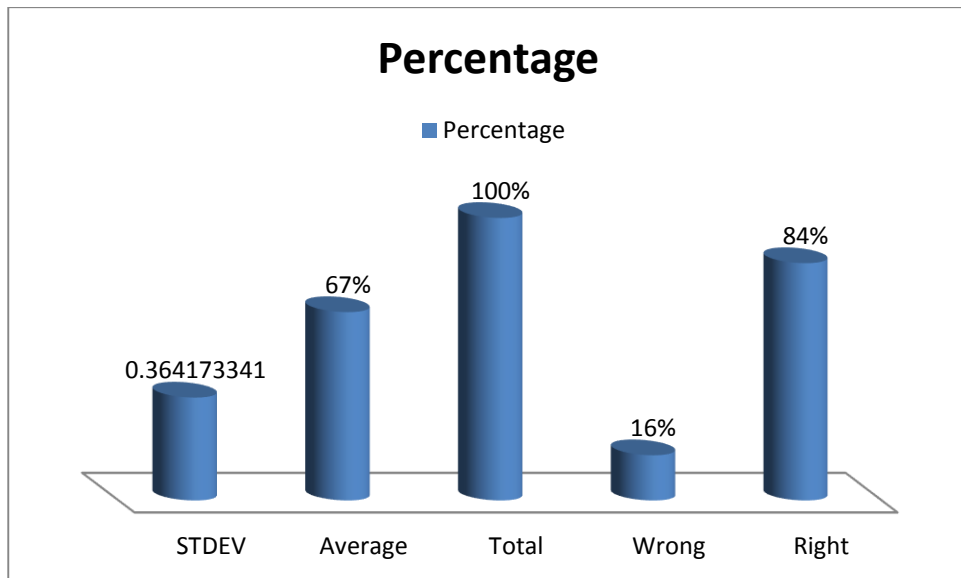
Figure 4-1-10

This chart (4-1-10) explained that the students are capable to answer the word (wide), because the rate of the answer correctly was 84%. While 8 of them got /6%/ wrong answer, this means that the majority of them recognize the consonant sound /d/ from the consonant sound /t/.

4.2 Part two pronunciation :

Pronounce the following words.

4.2.1 The word a-Character

Table 4-2-1

Factor	Frequency	Percentage
Right	8	27%
Wrong	22	73%
Total	30	100%
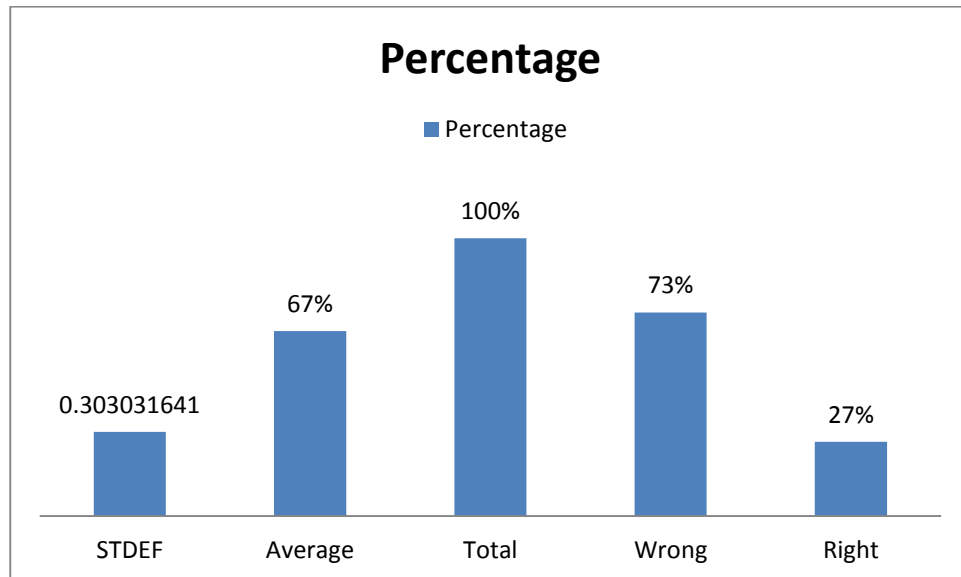
Figure 4-2-1

This chart (4-2-1) explained that the students are not capable to pronounce the consonant sound / k / correctly , because the rate of the correct pronunciation was 27% while 19 of them they got 73% wrong pronunciation . This means that more of them don't recognize the consonant sound /k/.

4.2.2 The word b‐ practice

Table 4-2-2

Factor	Frequency	Percentage
Right	24	80%
Wrong	6	20%
Total	30	100%
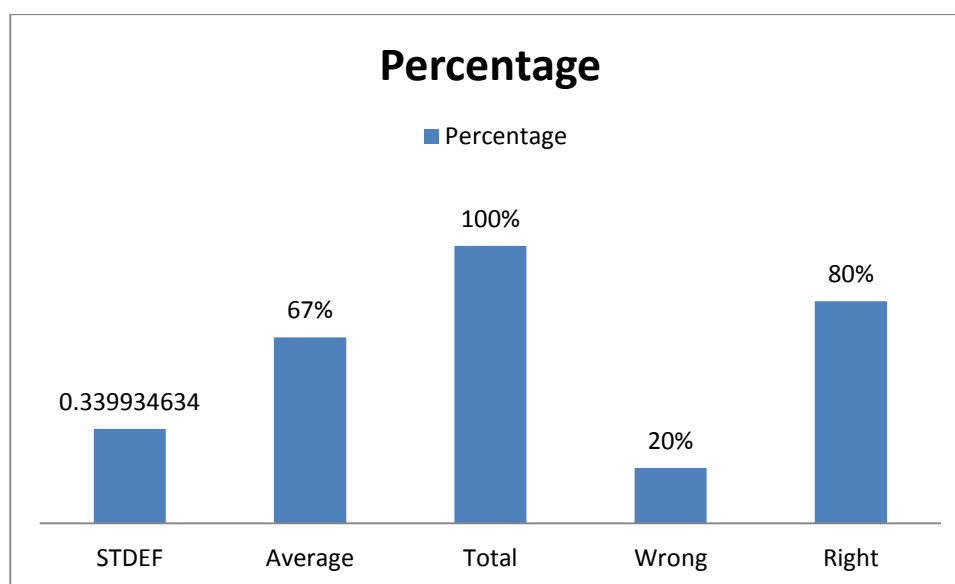
Figure4-2-2

Majority of the students pronounce the sound / k / in the word practice correctly , the chart(4-2-2) clarified that the lexical item practice is scored 80% while 20% was answered incorrectly . This means that most of the students recognize the consonant sound/k/from/s/.

4.2.3 The Word c‒ clip

Table 4-2-3

Factor	Frequency	Percentage
Right	25	83%
Wrong	5	17%
Total	30	100%
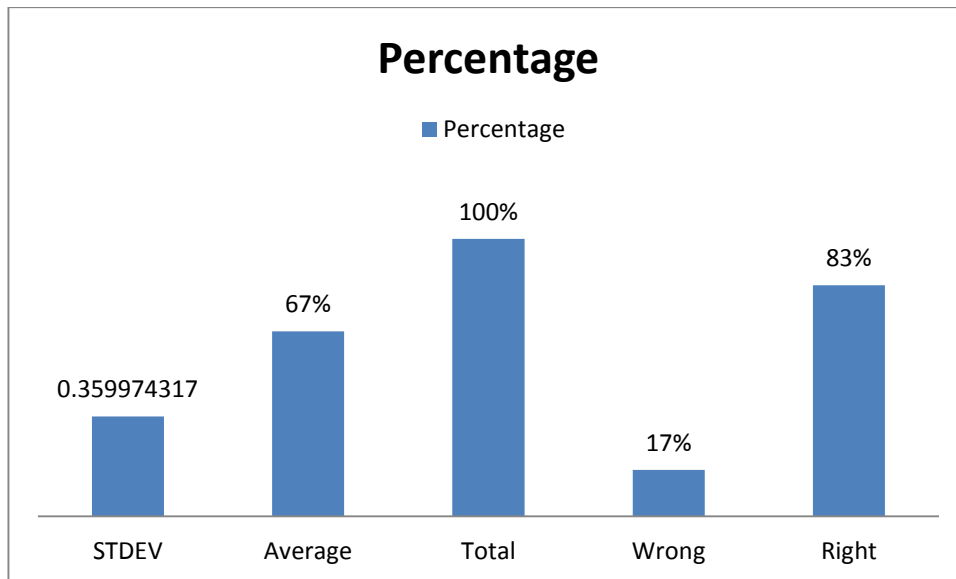
Figure 4-2-3

From table (4-2-3) and figure (4-2-3) the researcher noted that (25) students got 83 % right answer and (5) of them obtained 17 % as wrong . The majority of the students recognize this kind of consonant sound / k / from / s / .

4.2.4 The wordd‐ scheme

Table 4-2-4

Factor	Frequency	Percentage
Right	15	50%
Wrong	15	50%
Total	30	100%
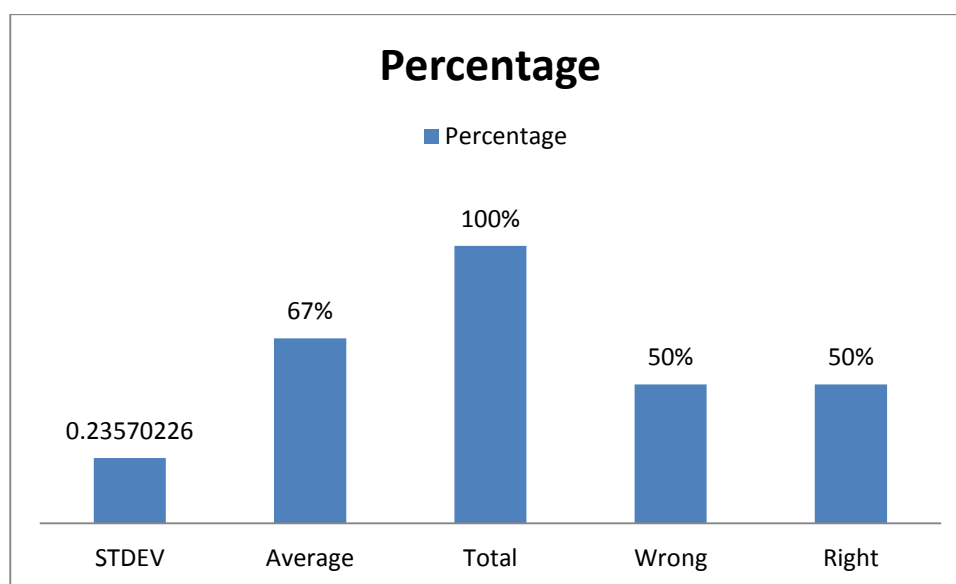
Figure 4-2-4

In figure (4-2-4) the word scheme is scored 50 % as right pronunciation and also 50% of the students got the wrong pronunciation . This means that the students can't fully identify the consonant sound / k / from the consonant sound /tʃ /.

4.2.5 The worde– circumstence

Table 4-2-5

Factor	Frequency	Percentage
Right	14	47%
Wrong	16	53%
Total	30	100%
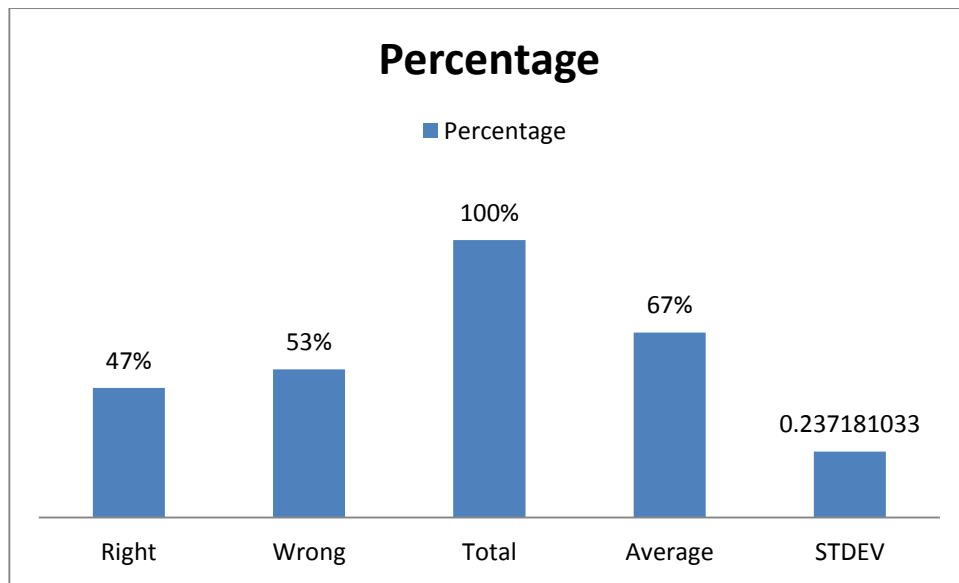
Figure (4-2-5)

From table (4-2-5) and figure (4-2-5) the researcher notes that the most answers of the individual study is incorrect by frequency (16) and percentage 53% followed by correct frequency which is (14) and percentage 47%.

4.2.6 The Word c‑ cactus

Table 4-2-6

Factor	Frequency	Percentage
Right	25	83%
Wrong	5	17%
Total	30	100%
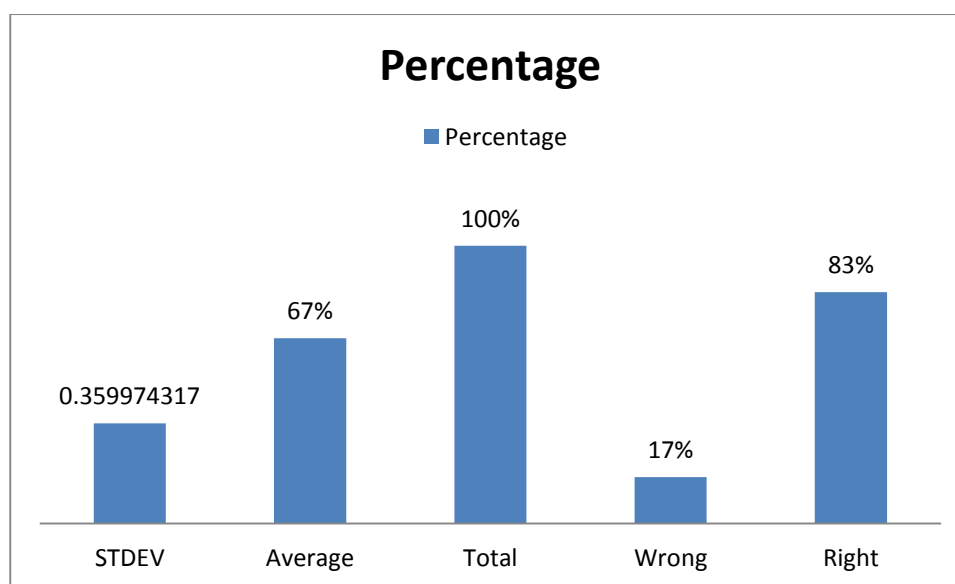
Figure 4-2-6

The majority of the students pronounced the word cactus correctly , the chart(4-2-6) clarified that the lexical item cactus is scored 83% while 17% was pronounced incorrectly .This means that most students recognize the sound / k / which is found in the first part of the word cactus .

4.2.7 The word g–Crack

Table 4-2-7

Factor	Frequency	Percentage
Right	27	90%
Wrong	3	10%
Total	30	100%
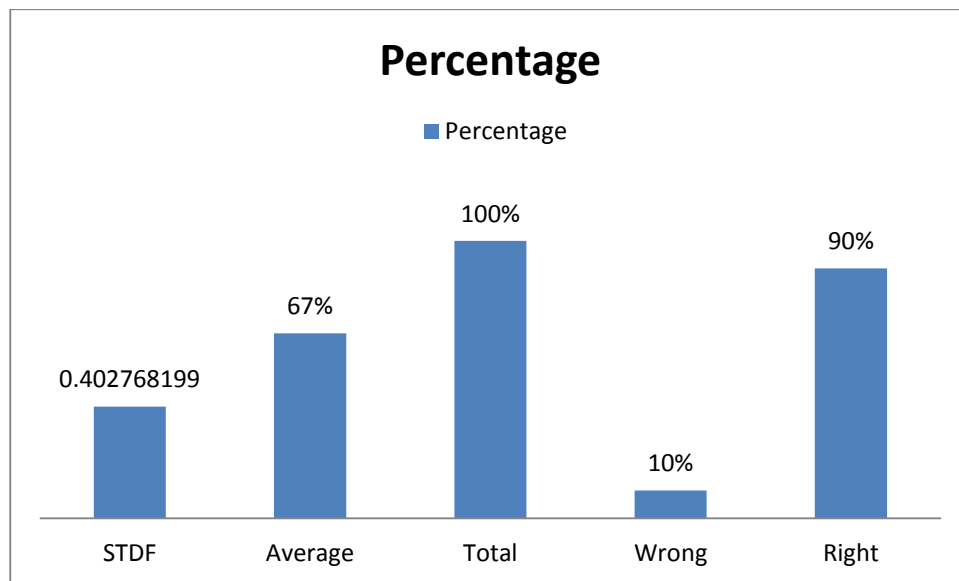
Figure 4-2-7

This chart (4-2-7) explained that the students got (90%) right pronunciation and (10%) wrong pronunciation .This means most students know the sound / k / as is found in the final two letters in the word crack .

4.2.8 The word h- cycle

Table 4-2-8

Factor	Frequency	Percentage
Right	17	57%
Wrong	13	43%
Total	30	100%
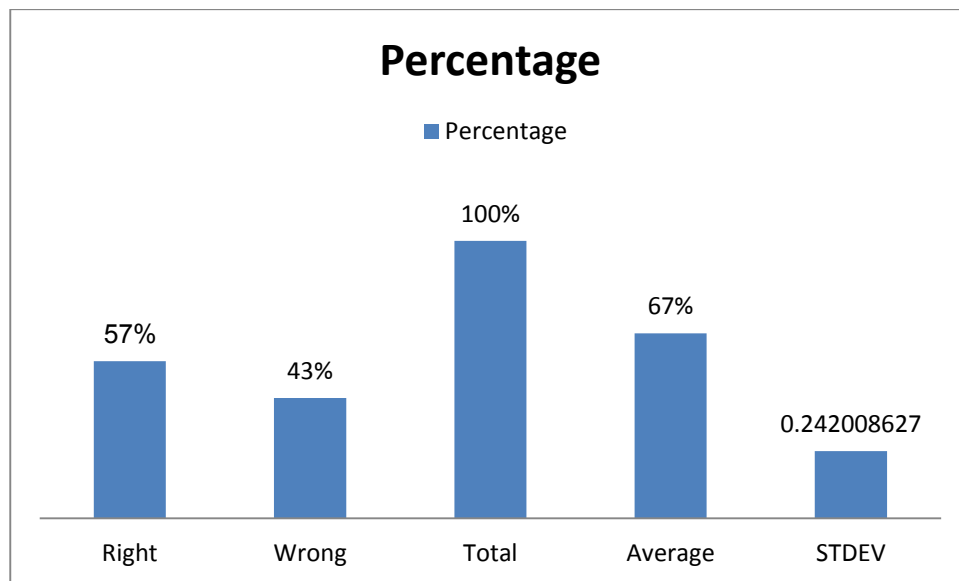
Figure 4-2-8

The researcher noted that 17 of the students pronounce the item quickly correctly. And 13 of them are pronounced incorrectly. This shows that half and more of the students can recognize the two letters (cy) which is pronounced /s/ as they found in the word cycle .

4.2.9 The word i- cell

Table 4-2-9

Factor	Frequency	Percentage
Right	16	53%
Wrong	14	47%
Total	30	100%
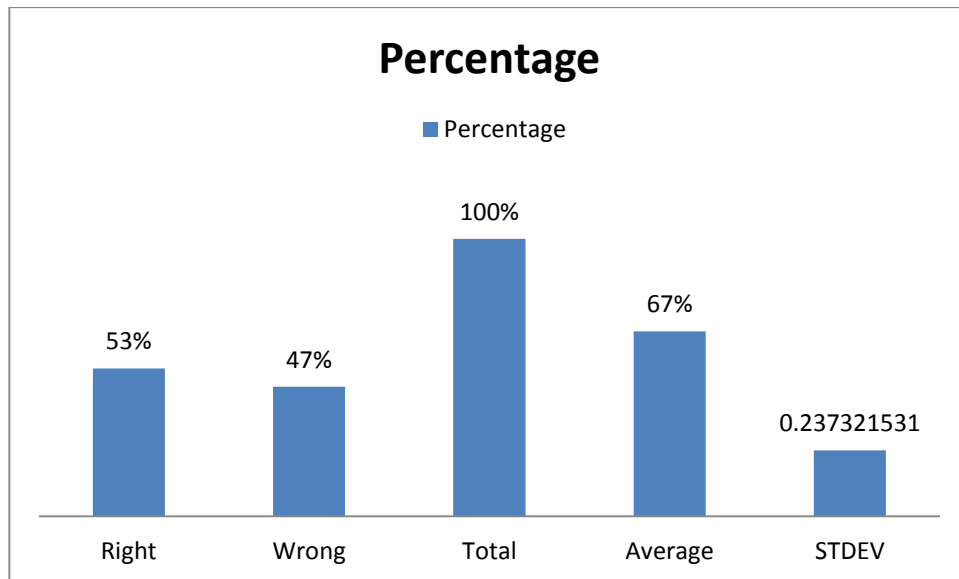
Figure 4-2-9

53% of the students have pronounced the sound /s/ correctly from the word cell and 47 of them have failed. This clarifies that half of them can recognize the sound /s/ as is found in the initial part of the word cell.

4.2.10 The Word j- chorus

Table 4-2-10

Factor	Frequency	Percentage
Right	4	13%
Wrong	26	86%
Total	30	100%
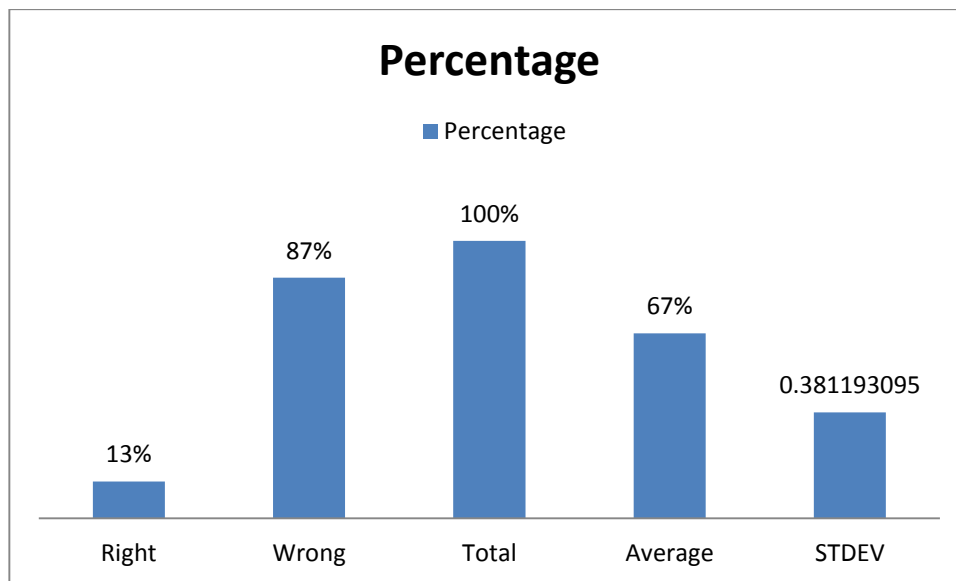
Figure (4-2-10)

This chart and the table emphasized that 13% of the students pronounced the sound /k/ correctly as is found in the word chorus, and 87% of them didn't pronounce the word correctly. This shows that most of the students didn't know the sound / k / as is found in the initial part of the word chorus.

4.2.11 The Word k- clinic

Table 4-2-11

Factor	Frequency	Percentage
Right	19	63%
Wrong	11	37%
Total	30	100%
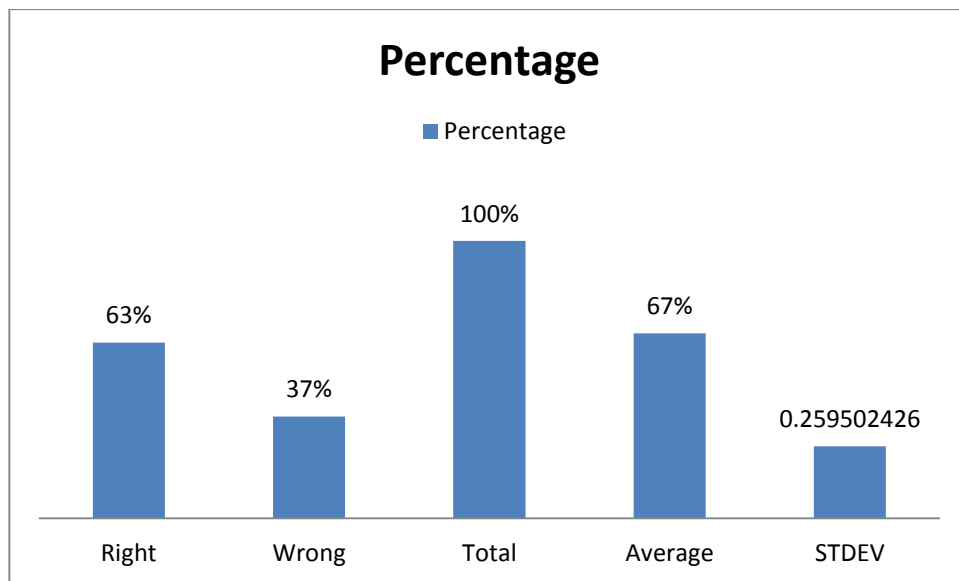
Figure (4-2-11)

From table (4-2-11) and figure (4-2-11) the researcher notes that the most answers of the individual study is incorrect by frequency (11) and percentage 37% followed by correct frequency which is (19) and percentage 63%.

4.2.12 The Wordi– quite

Table 4-2-12

Factor	Frequency	Percentage
Right	20	66.67%
Wrong	10	33.3%
Total	30	100%
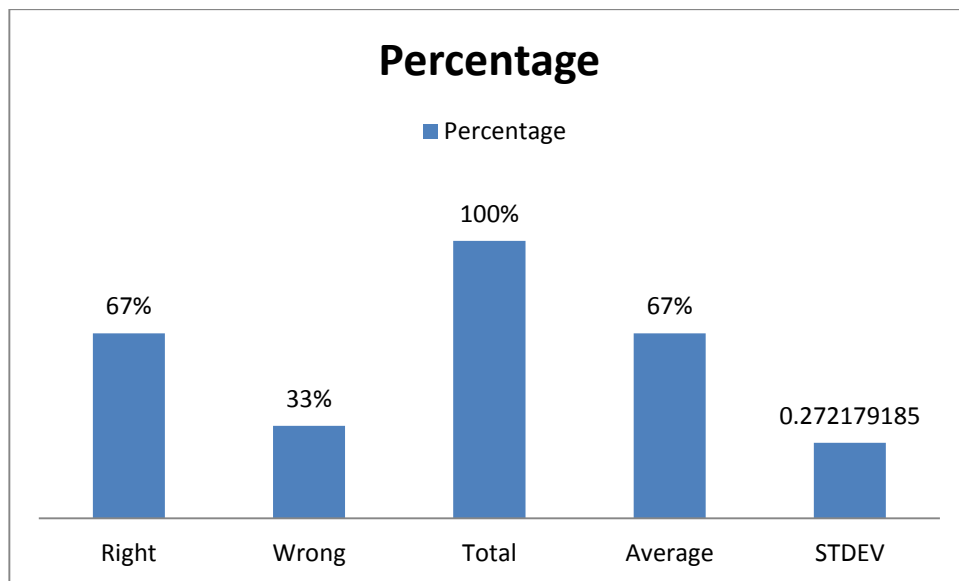
Figure 4-2-12

This chart (4-2-12) explained that the students are capable to pronounce the consonant sound / kw / correctly, because the rate of the correct pronunciation was 67% while 10 of them they got 33% wrong pronunciation. This means that more of them recognize the consonant sound /kw/.

4.2.13 The Word m‒ kite

Table 4-2-13

Factor	Frequency	Percentage
Right	27	90%
Wrong	3	10%
Total	30	100%
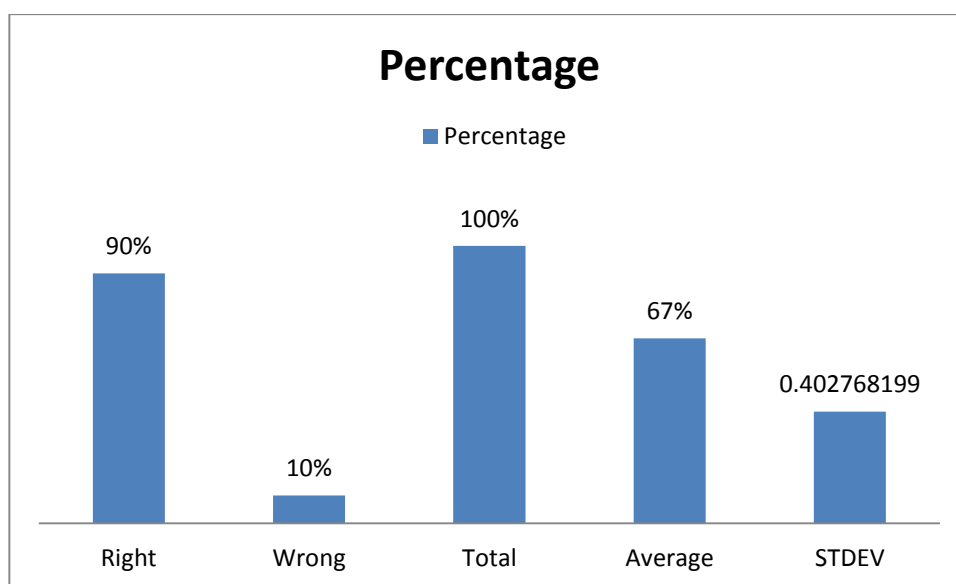
Figure4-2-13

Majority of the students pronounce the sound / k / in the word kite correctly, the chart (4-2-13) clarified that the lexical item kite is scored 90% while 10% was pronounced incorrectly. This means that most of the students recognize the consonant sound/k/.

4.2.14 The Word n− square

Table 4-2-14

Factor	Frequency	Percentage
Right	20	67%
Wrong	10	33%
Total	30	100%
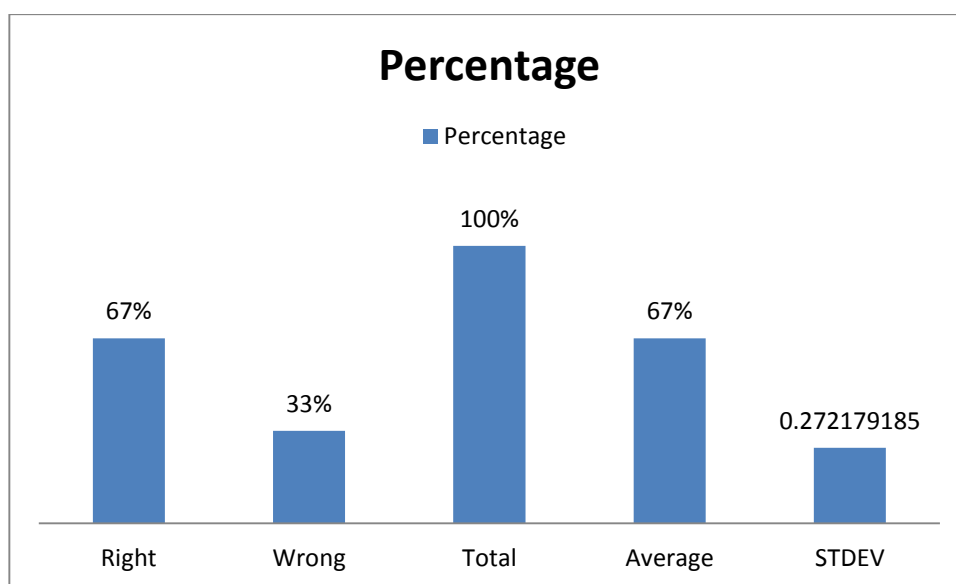
Figure4-2-14

From table (4-2-14) and figure (4-2-14) the researcher noted that (20) students got 67 % right pronunciation and (10) of them obtained 33 % as wrong pronunciation . The majority of the students recognize this kind of consonant sound / kw / from / ku /.

4.2.15 The Word o- scare

Table 4-2-15

Factor	Frequency	Percentage
Right	22	73%
Wrong	8	27%
Total	30	100%
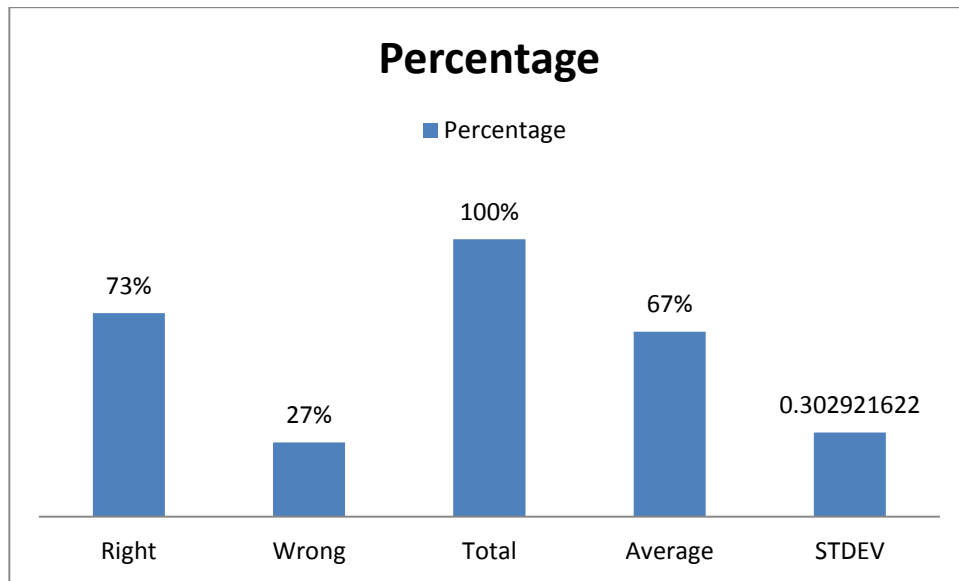
Figure 4-2-15

In figure (4-2-15) the word scare is scored 73 % as right pronunciation and also 27% of the students got the wrong pronunciation . This means that the students can identify the consonant sound / k / from the consonant sound /s /.

Pronounce the following words:

4.2.1 The Word a‒ bridge

Table 4-2-1

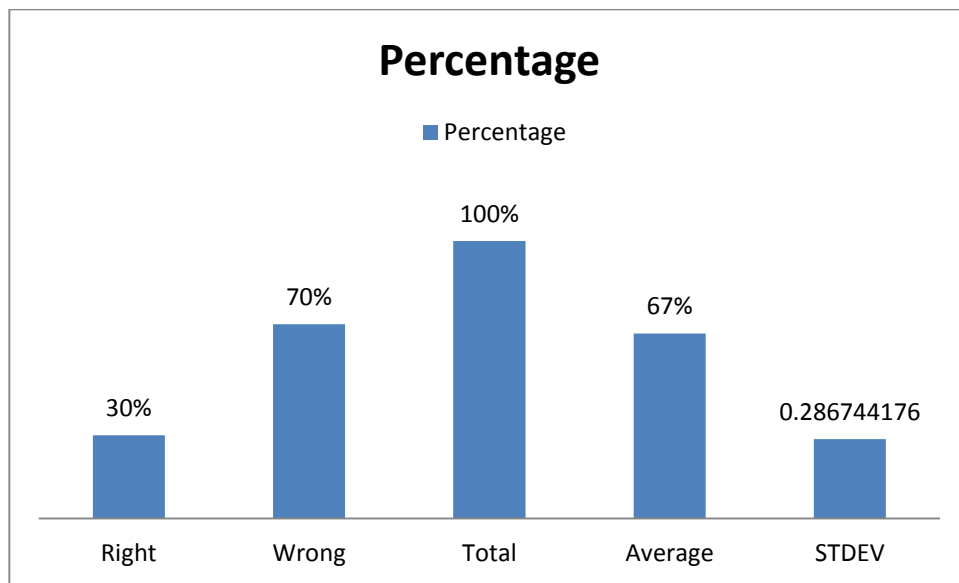| Factor	Frequency	Percentage
Right	9	30%
Wrong	21	70%
Total	30	100%

Figure 4-2-1

The students have pronounced the word bridge correctly 30% and 70% is incorrectly. This clarifies that most of them cannot recognize the consonant sound /dʒ / which is /dge/.

4.2.2 The Word b- cage

Table 4-2-2

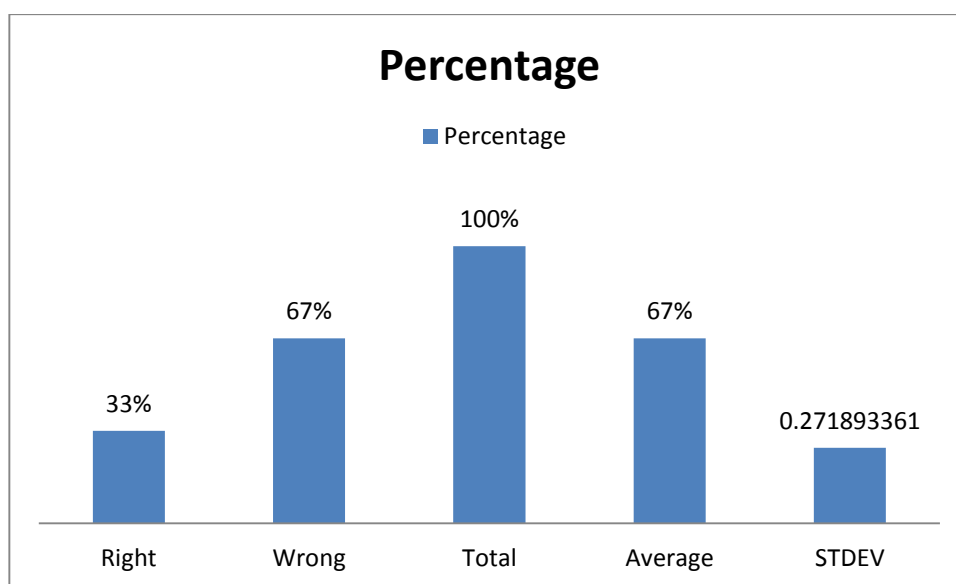| Factor	Frequency	Percentage
Right	10	33%
Wrong	20	67%
Total	30	100%

Figure 4-2-2

The majority of the students can't pronounced the word cage correctly , the chart(4-2-2) clarified that the lexical item cage is scored33% correct pronunciation while 67% was pronounced incorrectly .This means that most students can't recognize the sound / dʒ / which is found in the last part of the word cage .

4.2.3 The Word ɔ– judge

Table 4-2-3

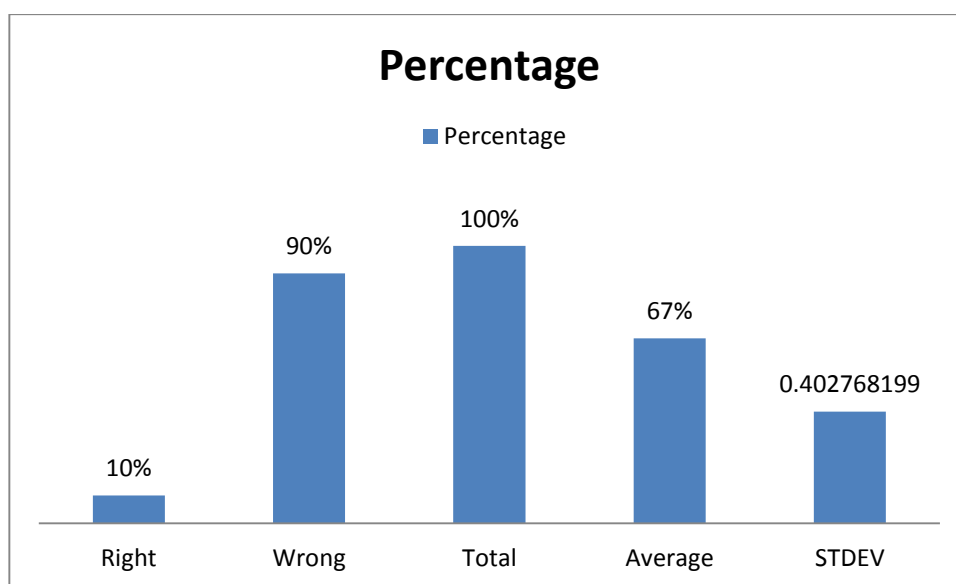| Factor	Frequency	Percentage
Right	3	10%
Wrong	27	90%
Total	30	100%

Figure 4-2-3

This chart (4-2-3) explained that the students got (10%) right pronunciation and (90%) wrong pronunciation .This means most students don't know the sound / dʒ / as is found in the final three letters in the word judge .

4.2.4 The Word a- dutch

Table 4-2-4

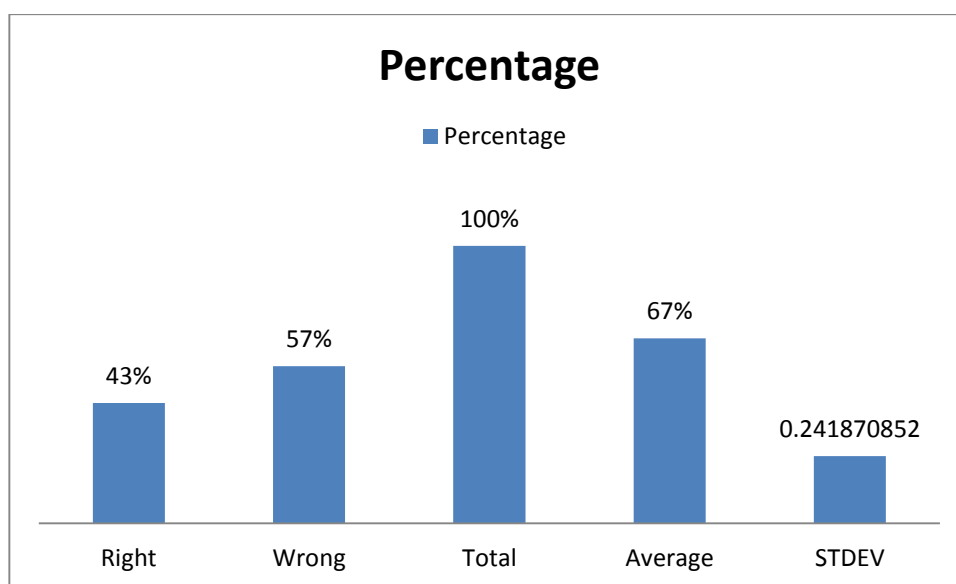| Factor	Frequency	Percentage
Right	13	43%
Wrong	17	57%
Total	30	100%

Figure 4-2-4

The researcher noted that 13 of the students pronounce the item quickly correctly. And 17 of them pronounced incorrectly. This shows that 43% right pronunciation and 57% as wrong ones. And half and more of the students can't recognize the two letters (ch) which is pronounced   / tʃ / as they found in last two letters in the word dutch .

4.2.5 The word b‒ pinch

Table 4-2-5

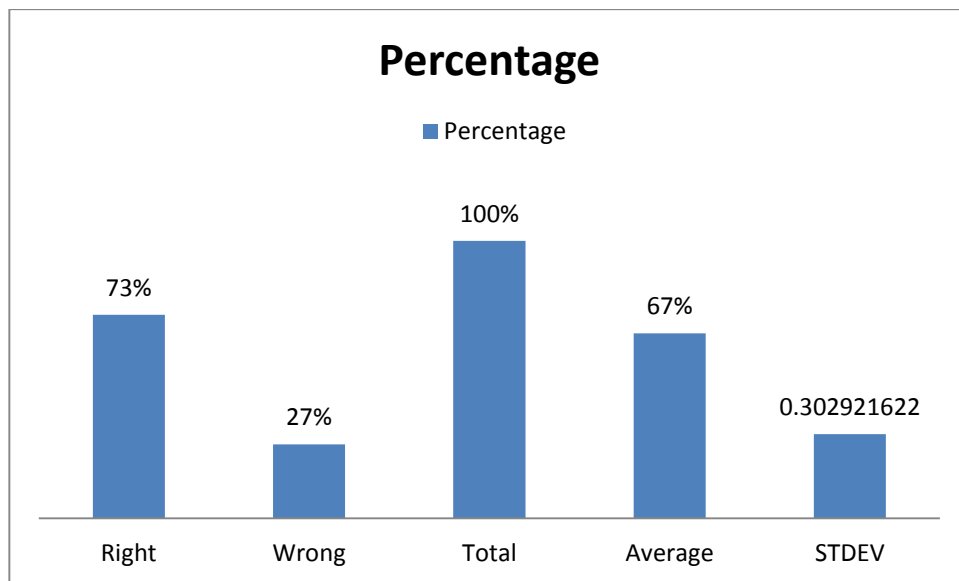| Factor	Frequency	Percentage
Right	22	73%
Wrong	8	27%
Total	30	100%

Figure 4-2-5

73% of the students have pronounced the sound / tʃ / correctly from the word pinch and 8 of them have failed. This clarifies that most of them can recognize the sound / tʃ / as is found in the last part of the word pinch.

4.2.6 The Word c–fetch

Table 4-2-6

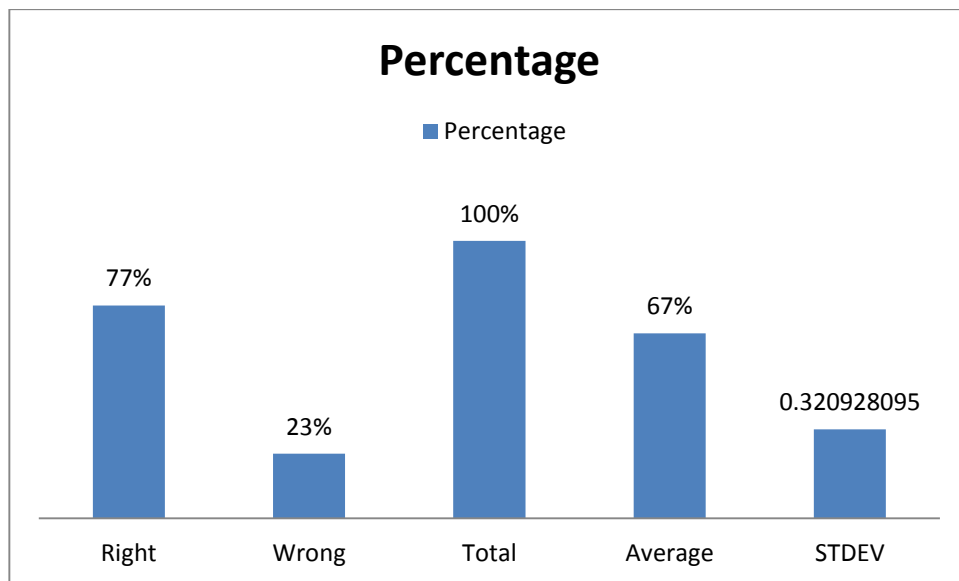| Factor	Frequency	Percentage
Right	23	77%
Wrong	7	23%
Total	30	100%

Figure (4-2-6)

This chart and the table emphasized that 77% of the students pronounced the sound / tʃ / correctly as is found in the word fetch ,and 23% of them didn't pronounce the word correctly. This shows that most of the students know the sound / tʃ / as is found in the last part of the word fetch .

Pronounce the following:

4.2.1 The Word a-knot

Table 4-2-1

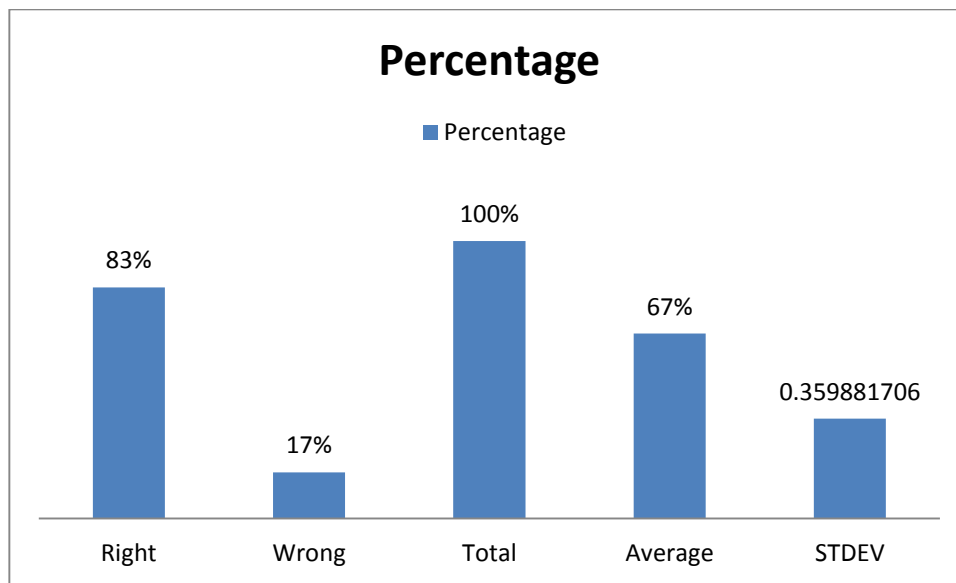| Factor	Frequency	Percentage
Right	25	83%
Wrong	5	17%
Total	30	100%

Figure (4-2-1)

From table (4-2-1) and figure (4-2-1) the researcher notes that the most answers of the individual study is incorrect by frequency (5) and percentage 17% followed by correct frequency which is (25) and percentage 83%.

4.2.2 The word b‒ stalk

Table 4-2-2

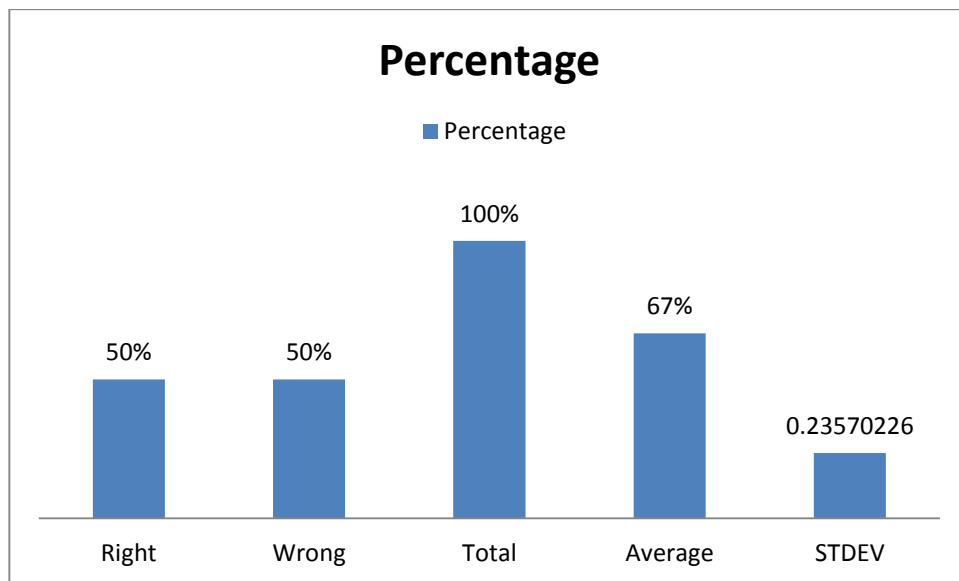| Factor	Frequency	Percentage
Right	15	50%
Wrong	15	50%
Total	30	100%

Figure (4-2-2)

From table (4-2-2) and figure (4-2-2) the researcher notes that the most answers of the individual study is incorrect by frequency (15) and percentage 50% followed by correct frequency which is (15) and percentage 50%.

4.2.3 The word c‒ calm

Table 4-2-3

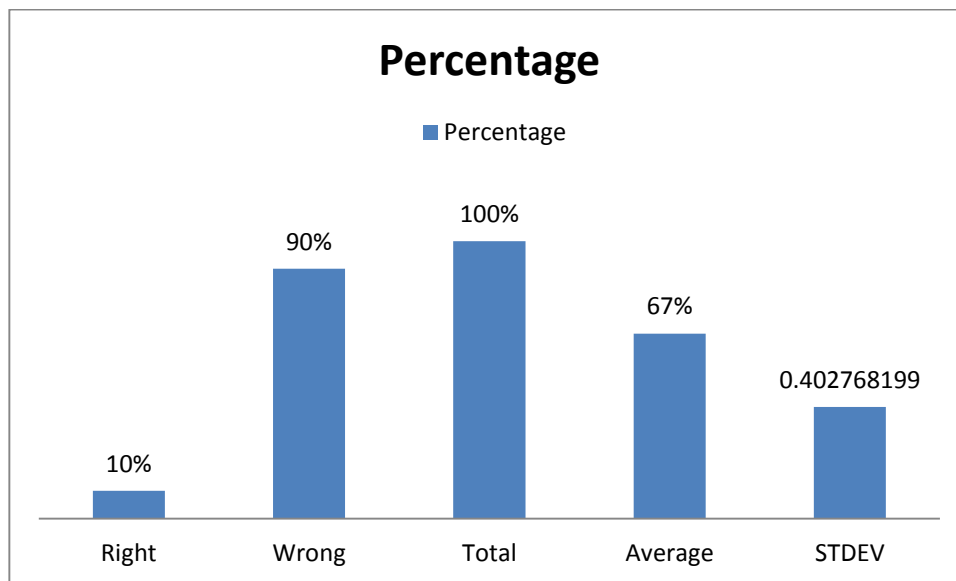| Factor	Frequency	Percentage
Right	3	10%
Wrong	27	90%
Total	30	100%

Figure (4-2-3)

From table (4-2-3) and figure (4-2-3) the researcher notes that the most answers of the individual study is incorrect by frequency (27) and percentage 90% followed by correct frequency which is (3) and percentage 10%.

4.2.4 The word d−rhyme

Table 4-2-4

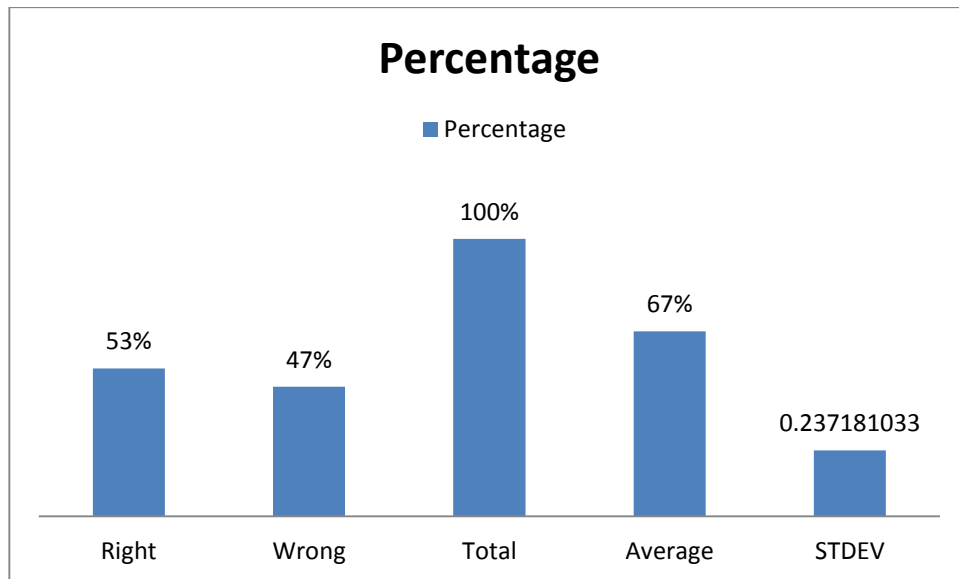| Factor	Frequency	Percentage
Right	16	53%
Wrong	14	47%
Total	30	100%

Figure (4-2-4)

From table (4-2-4) and figure (4-2-4) the researcher notes that the most answers of the individual study is incorrect by frequency (14) and percentage 47% followed by correct frequency which is (16) and percentage 53%.

4.2.5 The word e‑ bomb

Table 4-2-5

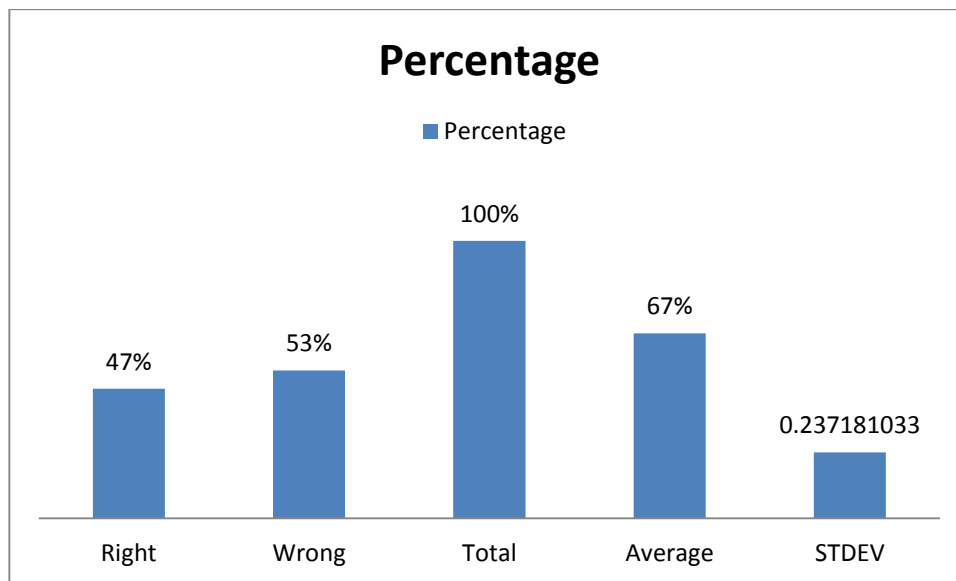| Factor	Frequency	Percentage
Right	14	47%
Wrong	16	53%
Total	30	100%

Figure (4-2-5)

From table (4-2-5) and figure (4-2-5) the researcher notes that the most answers of the individual study is incorrect by frequency (16) and percentage 53% followed by correct frequency which is (14) and percentage 47%.

4.2.6 The word f‒ design

Table 4-2-6

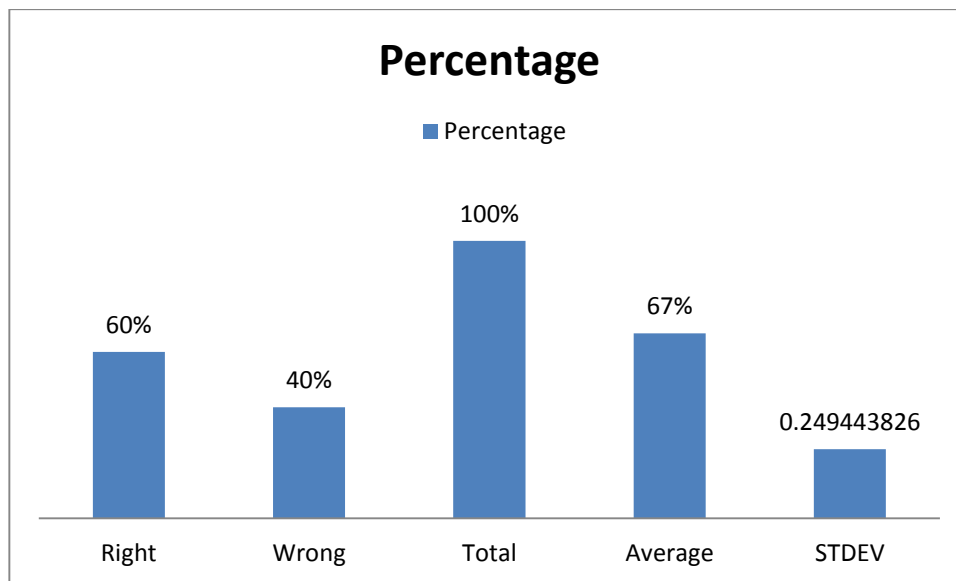| Factor	Frequency	Percentage
Right	18	60%
Wrong	12	40%
Total	30	100%

Figure (4-2-6)

From table (4-2-6) and figure (4-2-6) the researcher notes that the most answers of the individual study is incorrect by frequency (12) and percentage 40% followed by correct frequency which is (18) and percentage 60%.

Read the words below:

4.2.1 The word a-phenomena

Table 4-2-1

Factor	Frequency	Percentage
Right	18	60%
Wrong	12	40%
Total	30	100%

Figure (4-2-1)

From table (4-2-1) and figure (4-2-1) the researcher notes that the most answers of the individual study is incorrect by frequency (12) and percentage 40% followed by correct frequency which is (18) and percentage 60%.

4.2.2 The word b‾ shelf

Table 4-2-2

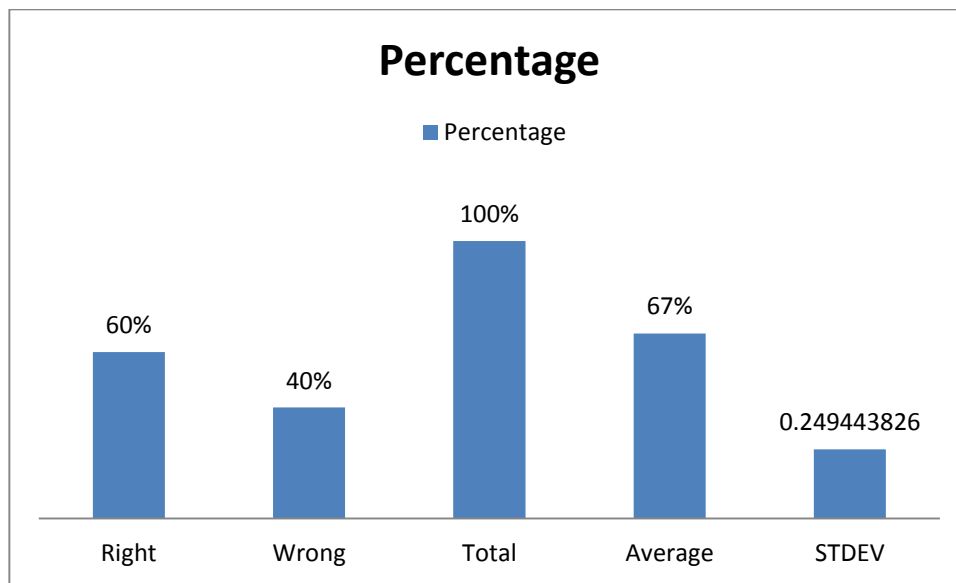| Factor	Frequency	Percentage
Right	19	63%
Wrong	11	37%
Total	30	100%

Figure (4-2-2)

From table (4-2-2) and figure (4-2-2) the researcher notes that the most answers of the individual study is incorrect by frequency (11) and percentage 37% followed by correct frequency which is (19) and percentage 63%.

4.2.3 The word ⊂⁻ laugh

Table 4-2-3

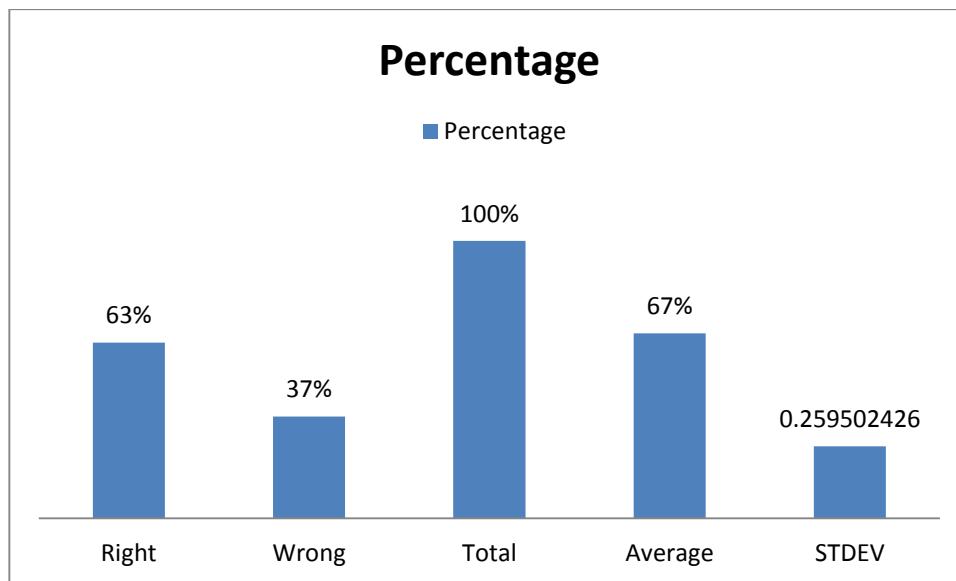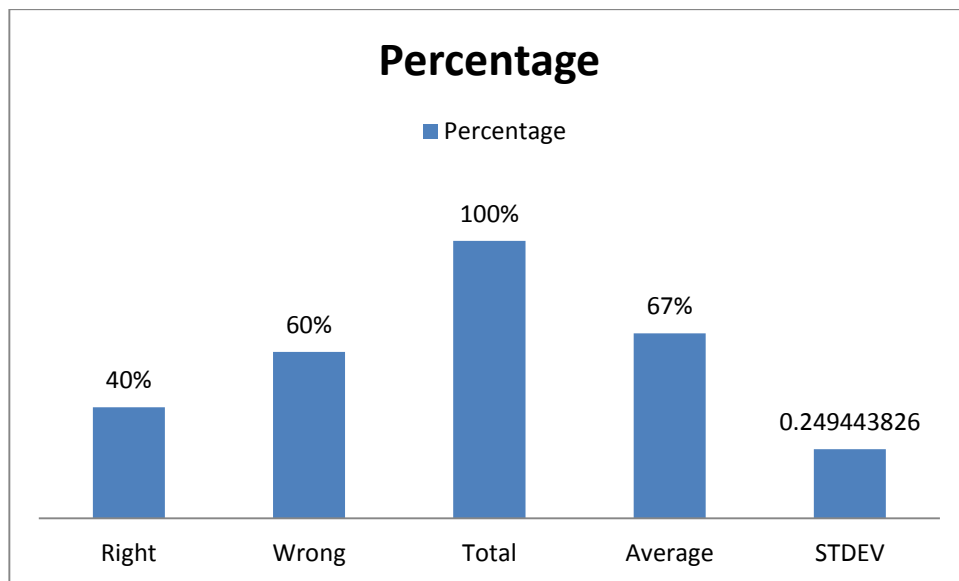| Factor	Frequency	Percentage
Right	12	40%
Wrong	18	60%
Total	30	100%

Figure (4-2-3)

From table (4-2-3) and figure (4-2-3) the researcher notes that the most answers of the individual study is incorrect by frequency (18) and percentage 60% followed by correct frequency which is (12) and percentage 40%.

CHAPTER FIVE

RESULTS AND DISCUSSION, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

Chapter Five

Main Findings, Conclusions, Recommendations and Suggestions for Further Studies

5.0. Introduction:

This chapter introduces findings, draw conclusions. Recommendations are made and suggestions have been offered. It presents abroad look at the results of the test. It presents the analysis and discussion of the date collected from M a'al private Sudanese secondary school for boys and girls Arabic section which they study by spine and simplified literature services. The performance of the subject with respect to each of the target sounds in the words they a loud during the recording test. The actual pronunciation of some words, which were given to the students, will be descriptively explained. From all these emerges a complete picture of the impact of the Ma'al students.

5.1 Resuts and Discussion:

Here is the most result findings from chapter four as follows in Table (4.1.1) and Figure (4.1.1) shows that most of the students know the sound of the long vowel /iː/ and table (4.1.2) with Figure (4.1.2) Clarifies that the majority of them can recognize the symbol / æ / than / eɪ /. Table (4.1.3) and Figure (4.1.3) shows that most of the students can differentiate between the long vowel / iː / and the short vowel /e/and Table (4.1.4) with Figure (4.1.4) means most students know the sound / ɒ / from the sound /əʊ/.But table (4.1.5) with Figure (4.1.5) means that most students recognize the sound / ɪ / from the sound / aɪ /and Table (4.1.6) with Figure (4.1.6) clarifies the majority of them can recognize the

consonant sound /t / from the consonant sound /d/.Also table (4.1.7) with Figure (4.1.7) means that the responders cannot fully identify the consonant sound /b/ from the consonant sound /p/and Table (4.1.8) with Figure (4.1.8) majority of the students didn't recognize this kind of consonant sound /k/ from /g/. Table (4.1.9) with Figure (4.1.9) means that most of the students recognize the consonant sound /s/ from / th / and Table (4.1.10) with Figure (4.1.10) means that the majority of them recognize the consonant sound /d/ from the consonant sound /t/.In part two pronunciation In figure (4-2-4) the word scheme is scored 50 % as right pronunciation and also 50% of the students got the wrong pronunciation . This means that the students can't fully identify the consonant sound / k / from the consonant sound /t/. From table (4-2-5) and figure (4-2-5) the researcher notes that the most answers of the individual study is incorrect by frequency (16) and percentage 53% followed by correct frequency which is (14) and percentage 47% and table (4-2-11) and figure (4-2-11) the researcher notes that the most answers of the individual study is incorrect by frequency (11) and percentage 37% followed by correct frequency which is (19) and noted that (20) students got 67 % right pronunciation and (10) of them obtained 33 % as wrong pronunciation . The majority of the students recognize this kind of consonant sound / kw / from / ku / and in the pronounce the following words table (4-2-1) and figure (4-2-1) the researcher notes that the most answers of the individual study is incorrect by frequency (5) and percentage 17% followed by correct frequency which is (25) and percentage 83%. Table (4-2-2) and figure (4-2-2) the researcher notes that the most answers of the individual study is incorrect by frequency (15) and percentage 50% followed by correct frequency which is (15) and percentage 50% and table (4-2-3) with figure (4-2-3) the researcher notes that the most answers of the individual study is incorrect by frequency (27) and percentage 90% followed by correct frequency which is (3) and percentage 10%. From table (4-2-4) and figure

(4-2-4) the researcher notes that the most answers of the individual study is incorrect by frequency (14) and percentage 47% followed by correct frequency which is (16) and percentage 53% and From table (4-2-5) and figure (4-2-5) the researcher notes that the most answers of the individual study is incorrect by frequency (16) and percentage 53% followed by correct frequency which is (14) and percentage 47%. Table (4-2-6) and figure (4-2-6) the researcher notes that the most answers of the individual study is incorrect by frequency (12) and percentage 40% followed by correct frequency which is (18) and percentage 60% and table (4-2-2) with figure (4-2-2) the researcher notes that the most answers of the individual study is incorrect by frequency (11) and percentage 37% followed by correct fr equency which is (19) and percentage 63.

Concerning about the research question 80% of the English language spelling system create pronunciation difficulties for sudenese secondary learners of English . And the areas of vowels and some consonants of the spelling system of English language are likely to cause pronunciation difficulties for secondary school EFL learners of English .The sudanese EFL learners can be helped to improve their pronunciation of English words by advising them by using pronunciation in their writings, assignment, exercises and exams. Also using the audio and audiovisual aids, especially language laboratories, should be given special attention in teaching English pronunciation and I think it is also worth looking at the dictionary for checking the correct pronunciation of words.

This research attempted to identify the impact of ma'al students when they pronounce English sounds and words and find the main causes behind this.In addition to the suitable ways which help students to improve their English pronunciation, so at the beginning of this research, the researcher assumed that in

(The English language spelling system creates word prounciation difficulties for Sudanses secondary school EFL learners)

The findings of the research support the hypothesis that the English sounds which find in Arabic langauge are easier ones that means the sound which found in mother tongue is easier to pronounce it.

So if the sound is not found in Arabic this leads students to mispronunciation. We find that the results support the hypotheses because the result show that many students encounter difficulty in pronunciation of some English words from the result of the test we find there are some difficulties encounter the students and also English langauge spelling system has anegative effect on the Sudanses secondary schools EFI learners pronunciation of words.

To conclude, the study achieved the research objectives, answered its questions and matched with its assumptions aspects of this were expressed in the sense that the results succeeded in drawing attention to the significant influence of acquiring phonological knowledge on the ability to master the target pronunciation. This had to do with gaining deep insight into the nature of pronunciation facts, sources and factors to the extent that such an insight might actively function in providing accurate utterances in the target language.

5-2-Conclusions

This study was limited by the observation of some students who mispronounce English vowel and consonant sound because each English vowel and some consonant has more than one way of pronunciation. Many students confuse the different pronunciations of each of the vowels (a,e,i,o,u)such as in a word

private, and also the letter /ɪ/ in words such as "city " or "service" the students tend to pronounce the short vowel /ɪ/ as the diphthong /aɪ/ as it is pronounced in 'invite". So many students fail to identify the exact pronunciation of a particular vowel, which has more than one pronunciation.

If we take the words such as (cut, put, hurt, true, busy). We find that there are different pronunciations for the same vowel/u/, these different ways of pronunciation of this vowel causes difficulty to many students.

The same problem is encountered by the students in pronunciation of the vowel sound in these words such as (Mad and made, sell and seal) and also in these words such as (sock and soak, pill and pile). This inconsistency in the English sound leads many students to mispronunciation. If each English vowel has just one way of pronunciation, then the student will be able to produce the precise pronunciation. Finally, as a conclusion such pronunciation difficulties are related to factors such as the inconsistency of many English sounds on one hand: on the other hand the sound system differences, which have phonological basis (depend on variation in speech organ position or breath control).

5-3 Recommendations:

In according with the results, the researcher makes these recommendations.

1- Secondary school students should be responsible for using pronunciation in their writings, assignment, exercises and exams.
2- The teachers are required to give concentration on pronouncing vowel sounds inside the classroom.
3- The teachers have to be good perfect models in the pronunciation of English vowel sounds.

4- Teachers and learners of English language should pay special attention to pronunciation.

5- Using the audio and audiovisual aids, especially language laboratories, should be given special attention in teaching English pronunciation.

6- I think it is also worth looking at the dictionary for checking the correct pronunciation of words.

7- It is advised that the teachers in pre- university stages to have good knowledge of phonetics and phonology because this will provide a basis for them to pronounce a word correctly and identify the physical reasons for inaccurate approximations of foreign language sounds, enabling them to give precise instructions which help students to correct faulty pronunciation.

5-4- Suggestions for further studies:

Further research on the topic is suggested because of the limitations and delimitations of present study. A larger sample and more rigorous procedures for collecting and analyzing data are recommended.

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Sudan University of Science and Technology

Faculty of Graduate Studies

MA programme in linguistics

Title of the research:

The Impact of the English Spelling System on Secondary School EFL learners' Pronunciation of Words

Student's name :Mohammed Abd-Allah Adam Abd-Allah

RESEARCH HYPOTHESES :

4- The English language spelling system creates word pronunciation difficulties for sudanese secondary schools EFL learners.

5- The English language spelling system has anegative effect on the sudanese secondary schools EFL learners'pronunciation of words .

The test in the pronunciation of English words for secondary school EFL learners .

It has two parts:

- Part one for listening .
- Part two for pronunciation .

<u>DiagnosticTest</u>

School :…………………………………………………………………………….

Date   :…………………………………………..

Time   :…30 minutes .

Part one listening :

Answer all questions in part one and two .

1- **Listen and tick the word that you hear :**

  a– Ship (…..)   a– sheep (…)

  b– Mad (……)   b– made (….)

  c– Sell (……)   c– seal (….)

  d– Sock (…..)   d– soak (…)

  e– Mill   (…..)   f– mile (….)

2- **Listen and circle the word you hear :**

  a– Cart   a– card

  b– Rope   b– robe

  c– Bag   c– back

  d– Think   e– sink

  e– White   f– wide

Part two pronunciation :

1-**Pronounce the following words :**

  a–Character   b– practice   c– clip

d– scheme   e– circumstence c– cactus

g–Crack   h– cycle   i– cell

j– chorus   k– clinic   i– quite

m– kite   n– squere   o– scare

2–Pronounce the following words:

I. a– bridge   b– cage   c– judge

II. a– dutch   b– pinch   c–fetch

3–pronounce the following :

a–knot   b– stalk   c calm

d–rhyme e– bomb   f– design

4–read the words below |:

a–phenomena   b– shelf   c– laugh