CHAPTER ONE

Introduction

1-0 Introduction:

Learning of English is considered very important for all people all over the world. But it has some aspects which represent obstacles for the learners. Among these obstacles are silent letters which represent a real problems to some learner of English Language . silent letters in English are actually diacritic letters. This means that than being pronounced, they change the pronunciation of another syllable. Compare the words ‘fin’ and ‘fine’. The ‘e’ isn’t pronounced but it changes the pronunciation of the vowel by lengthening it.’ Depending on this example we observe that silent letters can influence pronunciation of some words.

One of the major problems that encounter Sudanese learners of English is the silent letters and their Influence on both pronunciation and spelling as part of writing skill. This problem is considered as the chronic one since it confuses both learners of English whether they are native or non-native. This can partly be attributed to what has been stated by Chukwuma O &Tochukwu (2014) (i.e., based on the lack of one-to-one correspondence between the English letters of the alphabet and the phonetic symbols). Writing is the most important aspect of English, so it should be highly regarded in order to master language well. Generally, writing skill is important skill that helps students write and explore the elementary expository writing for more information and resources as stated byTochukwu (2014). On whole a silent letter is a letter that appears in particular word, but does not correspond to any sound in the word’s pronunciation. However, English language has a lot of silent letters, and they create problems for both native and

non-native speakers of English because they make it more difficult to guess the spelling of many spoken words or the pronunciation of many written words “graphics word” .English language learners find some aspects of spelling words to be as a challenge for them. According to what has been mentioned about the impact of silent letters can be represented by: bomb, debt, jump, womb and knot on both pronunciation and spelling. This study attempts to deal with this problem from different points of view and emphasize strongly on this problem. The study tries to highlight the ways that may help both teachers and learners to deal properly with the silent letters and to master language as well.(ibid)

1.2 Statement of the problem:

Silent letters in English language are very important for writing and speaking correctly, so the present study aims to investigate the impact of silent letters in impeding spelling and pronunciation, especially among the pupils in basic schools. It is obvious that the problem of the research according to what has been stated above concerns with silent letters of English and its effects on pronunciation and spelling levels since it commonly faces learners of English in different levels and ages. However students of basic schools are suffering from this problem since they are beginners, who deal with the language and actually their text books full of words that include silent letters.

1.3 Questions of the Study:

This study attempts to provide answers to the following questions;

1- To what extent do students of basic school face problems of pronouncing words with silent letters?
2- To what extent can silent letters in English affect spelling?

1.4 Hypotheses of the Study

This study sets out to test the following hypotheses:

1- Students of basic school do face problems of pronouncing words which contain silent letters.
2- Students' performances in spelling in the basic schools is affected by silent letters.

1.5 Objectives of the Study:

This study aims at:

1- Illustrating how silent letters of English cause pronunciation problems that face the basic school students.
2- Elaborating how silent letters affect the students' spelling performance.

1.6 Significance of the Study:

The significance of the study emerges from the importance of writing and speaking well. Since writing and speaking in the basic schools are greatly affected by silent letters of English Language, the study focuses on investigating their impact on spelling and pronunciation. For these reasons the study is considered significant and it attempts to find the solutions to the problems which are caused by silent letters.

1.7 Limits of the Study:

This study is narrowed down to investigate the impact of English silent letters on impeding learning pronunciation and spelling among basic schools pupils. Due to the domain of the study in terms of time and space the study will take samples of silent letters from spine series of basic school to represent the whole series. The

study will be conducted in the academic year 2016-2017.At Al-Shaheed Musbah Basic School, Jebel Aulia Locality.

CHAPTER TWO

LIREATURE REVIEW AND PERVIOUS STUDIES

2-0 Introduction:

This chapter consists of two parts, part one review literature relevant to the research topic such as background of the silent litters, not all silent litters are completely redundant , cause of silent letters, prevalence and pronunciation, the effect of silent letters on spelling ands pronunciation , the problem of silent letters in English, silent letters in English and rules for silent letters. While part two of this chapter discuss the pervious studies related to the research topic.

2-1 Literature Review:

2-1.1 The Background of Silent Letter Arises:

Pronunciation changes occurring without a spelling change. The <gh> spelling was in Old English pronounced /x/ in such words as light.Sound distinctions from foreign languages may be lost, as with the distinction between smooth rho (?) and roughly aspirated rho (?) in Ancient Greek, represented by <r> and <rh> in Latin, but merged to the same [r] in English. Similarly with <f> / <ph>, the latter from Greek phi.Clusters of consonants may be simplified, producing silent letters e.g. silent <th> in asthma, silent <t> in Christmas. Similarly with alien clusters such as Greek initial <ps> in psychology and <mn> in mnemonic.

Occasionally, spurious letters are inserted in a spelling. The <b> in debt and doubt was inserted to reflect Latin cognates like debit and dubitable (Johnson, J and Hale (1998).

2-2 Not all Silent Letters are Completely Redundant:

Silent letters can distinguish between homophones, e.g. in/inn; be/bee; lent/leant. This is an aid to readers already familiar with both words.Silent letters may give an insight into the meaning or origin of a word, e.g. vineyard suggests vines more than the phonetic 'vinyard' would.The final <fe> in giraffe gives a clue to the second-syllable stress, where 'giraf' might suggest initial-stress.Silent letters help to show long vowels e.g. rid/rideSilent letters help to show 'hard' consonants e.g. guest/gest. They can help to connect different forms of the same word e.g. resign/resignation.Since accent and pronunciation differ, letters may be silent for some speakers but not others. In non-rhotic accents, <r> is silent in such words as hard, feathered; in h-dropping accents, <h> is silent. A speaker may pronounce <t> in "often" or "tsunami" or neither or both (ibid).

2-3 Causes of Silent Letters:

There are a few reasons why we may have words that feature silent letters.

- **Historical Change** – The sound may have dropped out of the word over a certain length of time, but the spelling of that word will have stayed the same: hope, knot, light.
- **New Letter Added** – Silent letters may have been added to make the spelling appear more ‘Latin’ or ‘French’: Island, debt, victual.
- **Borrowing From Another Language** – Some English words originate from other foreign languages, which is why we may see silent letters: (Johnson, J and Hale (1998).

2-5 Prevalence and Causes of Spelling Pronunciation:

Castle and Ziegler (2007) mentioned that large numbers of easily noticeable spelling pronunciations only occur in languages such as English where spelling tends not to indicate the current pronunciation. Spelling pronunciations can arise in any language when the majority of the populace only obtain enough education to learn how to read and write, but not enough to understand when spelling is not indicating modern pronunciation; in other words, many people do not clearly understand the relationship between spelling and pronunciation.On the other hand, spelling pronunciations are also evidence of the reciprocal effects of spoken and written speech on each other. (Castle and Ziegler , 2007) Indeed, there is quite a bit of truth in this in the sense that many spellings represent older forms and corresponding older pronunciations. Some spellings, however, are not etymologically correct.Though many people may believe (to various degrees of accuracy) that the written language is "more correct", this (in turn) can become a self-fulfilling prophecy, with the written language affecting and changing the spoken language if a spelling does not represent an older pronunciation.[5]

2-6 Examples of English Words with Common Spelling Pronunciations

- Often, pronounced with /t/, which is in fact a reversion to the 15th century pronunciation, though the pronunciation without /t/ is still preferred by 73% of British speakers and 78% of American speakers. Older dictionaries do not list the pronunciation with /t/, though the 2nd edition of the OED does (and the first edition notes the pronunciation with the comment that it is prevalent in the south of England and "often used in singing"; see the Dictionary of American Regional English for contemporaneous citations discussing the status of the

competing pronunciations). The sporadic nature of such shifts is apparent upon examination of examples such as whistle, listen and soften, where the t remains largely unpronounced.

- forehead once rhymed with horrid, but is now pronounced with the second syllable as /hɛd/ by 85% of Americans and 65% of people in Britain. This is in fact a reversion to its original pronunciation.
- clothes was historically pronounced the same way as the verb close ("Whenas in silks my Julia goes/.../The liquefaction of her clothes"—Herrick), but many speakers now insert a /ð/, pronouncing a voiced th. This is in fact a reversion to its 15th century pronunciation.
- salmon, occasionally pronounced with /l/./. Bohn. O.S (1995).

2-7 The Effect of Silent Letters on Spelling and Pronunciation:

Spelling pronunciations give rise to varied opinions. Often those who retain the old pronunciation consider the spelling pronunciation to be a mark of ignorance or insecurity. Those who use a spelling pronunciation may not be aware that it is one, and consider the historically authentic version to be slovenly, since it "slurs over" a letter. Conversely, the users of some innovative pronunciations such as "Febuary" (for February) may regard the historically (and phonetically) authentic version as a pedantic spelling pronunciation. Henry Watson Fowler (1858–1933)

There was a conscious movement among schoolteachers and others encouraging people to abandon anomalous traditional pronunciations and "speak as you spell". According to major scholars of early modern English (Dobson, Wyld et al.), already in the 17th century there was beginning an "intellectual" trend in England to "pronounce as you spell". This presupposes a standard spelling system which was beginning to form at that time. Similarly, quite a large number of "corrections"

slowly spread from scholars to the general public in France, starting several centuries ago. Henry Watson Fowler (1933)

Others would argue that this trend, though understandable from a socio-psychological point of view, is, from a strictly linguistic perspective, irrational, since writing was invented to represent the sounds of the language and not vice versa. According to this belief, there is no good reason to "speak as one spells", but there are many good reasons to "spell as one speaks", i.e., to reform the orthography of a language whenever it does not render its pronunciation clearly and unambiguously – which is the task of a writing system. How easy such a reform would be in practice is quite another matter. Henry Watson Fowler (1933)

A different variety of spelling pronunciations are phonetic adaptations, i.e., pronunciations of the written form of foreign words within the frame of the phonemic system of the language that accepts them: an example of this process is garage ([gaʀaːʒ] in French) sometimes pronounced ['gæɹɪd͡ʒ] in English. Such adaptations are quite natural, and often preferred by speech-conscious and careful speakers.Henry Watson Fowler (1858–1933)

2-8 Spelling Pronunciations in Children and Foreigners:

Children who read a great deal often produce spelling pronunciations, since, assuming they do not consult a dictionary, they have only the spelling to indicate how the rare words they encounter are correctly pronounced. Well-read second language learners are likewise vulnerable to producing spelling pronunciations.

In some instances a population in a formerly non-English speaking area may retain such second language markers in the now native-English speaking population. For

example Scottish standard English is replete with spelling pronunciations from when English and Scots were subsumed by English in the 17th century.

However, since there are many words which one reads far more often than one hears, the problem also affects adult native-language speakers. This, in turn, leads to the language evolution mentioned above. What is a spelling pronunciation in one generation often becomes standard in the next. Henry Watson Fowler (1933)

2-9 The Effect of Silent Letter on Writing:

A spelling pronunciation is the pronunciation of a word according to its spelling, at odds with a standard or traditional pronunciation. Words spelled with silent letters (e.g. island, often), or traditionally pronounced with reduced vowels or omitted consonants (e.g. cupboard, Worcester), may be subject to a spelling pronunciation.

If a word's spelling was standardized prior to sound changes that produced its "traditional" pronunciation, a spelling pronunciation may reflect an even older pronunciation. This is often the case with compound words (e.g. waistcoat, cupboard, forehead). It is also the case for many words with silent letters (e.g. often), though not all—silent letters are sometimes added for etymological reasons, to reflect a word's spelling in its language of origin (e.g. victual, rhyming with little but derived from Late Latinvictualia). Some silent letters were added on the basis of erroneous etymologies, as in the case of the Word Island and scythe.

Spelling pronunciations are generally considered incorrect next to the traditionally accepted, and usually more widespread, pronunciation. If a spelling pronunciation persists and becomes more common, it may eventually join the existing form as equally acceptable (for example waistcoat and often), or even become the dominant pronunciation (as with forehead and falcon). If a rare word is more often

encountered in writing than in speech, the spelling pronunciation may be assumed by most, while the traditional pronunciation is maintained only by older or educated individuals. Henry Watson Fowler (1858–1933)

2-10 Problems of Silent Letters in English:

We all know that English is not an easy language to learn. It can even prove to be difficult and confusing for students who have a background of two or more languages! For many students, however, it is the pronunciation that causes most of the problems. It is evident that there are some very common pronunciation issues that people face when learning English as a second language. This isn't such a bad thing, as it means we know exactly which areas to target to make these difficulties easier to overcome.

2-11 Silent letters in English:

Silent letters can't be all that important if they're not pronounced, but as a matter of fact, they make a HUGE difference to the meaning of words, and sometimes, they even have the power to change their pronunciation!

The history of this language shows that about 90% of English used to be phonemic (this means that the words sounded the same as they looked). There were hardly any silent letters at all, but this soon began to change around the 15th century. Many words from other languages were introduced into English, to make it look more Latin or French. This caused problems as the new words didn't follow the same rules of grammar as English! That is why, even though the spelling was already fixed for those words, some letters became silent.

The Latin alphabet was also adapted into the English language, and so there are only 26 letters to represent approximately 41 different significant sounds. For this reason, an attempt to use combinations of letters to represent sounds was introduced, thus ensuring that all the major sounds in English were covered.

This does make silent letters quite interesting, as you can see the history of each word in the way it is spelt, and track its origins! As time passed, pronunciation continued to change, but the old spelling was preserved by the printing press, which came to England around the Middle English period. That's why there are words that end in a silent 'e', or have other silent letters in the middle, such as 'fright'.As I mentioned before, around 60% of English words contain silent letters, so it is important to know how to spot them, when they can be pronounced and when they cannot. It could also cause problems if you are trying to find a word in a dictionary by the 'sound' of it, and not realising that it has a silent letter in it!Let's use the word 'knowledge' as an example, if you didn't know how to spell this word, you might look under the letter 'N' in a dictionary!Don't worry too much, there is (sort of) a 'solution' ….there are some rules that explain which letters are supposed to be silent, before and after certain letters (the only 'minor' issue about this is that, like all English rules – there are usually some exceptions!). Bypracticing these rules and use any new vocabulary that you learn, it will become easier to remember which letters are silent in some words, and in which words they are supposed to be pronounced.Silent letters are not there to confuse you, even though you may think so! Identifying and understanding them will undoubtedly improve your spelling, speaking and writing skills, as well as boost your confidence!– They can be beneficial for readers, when having to distinguish between homophones (these are words that have the same sound, but different definitions and different spelling). Some examples of homophones are **know/no,**

knot/not, their/there/they're, band, banned and to/too/two – Silent letters can change the pronunciation of words, even though they are silent! For example, sin/sign, grim/grime, cop/cope, and rat/rate. So it is very beneficial to know where they are and when they are used, as they'll help you to work out the meaning of the word!. The letter 'H', when pronounced alone, should sound like 'aitch', but when used at the start of most words beginning with H, it uses its pronounced sound (e.g. hotel, house, ham), BUT it is usually silent in words that are of French origin such as hour, honest, heir, and honour. If Etymology (the origin of words) interests you, then you'll find learning silent letters very fascinating, as they provide so much information about the history of words! – The magic 'e' is another one of course! If you add 'e' at the end of words with short vowel sounds, it elongates the sound of the vowel, some examples would be: tap/tape, mat/mate, rid/ride, con/cone and fin/fine. Learners' interest in the language they want to master should be accompanied by more focusing on the individual words that form the vocabulary of English language6. Try to understand the background of the words, think about how and why they're spelt the way they are, and discover the logic behind them! This is a great way of understanding, and in turn, remembering any new vocabulary that you learn, but it is especially helpful with silent letters.(C. T and Tyler, 2005).

2- 12 Origins of Some Silent Letters:

- The origin of silent 'k' and 'g' in words such as gnaw, gnat, knee and knife:

These are examples of Viking words with letters that used to be pronounced, so they are still spelt the same way, but the pronunciation has changed. Although these letters are silent, they remain so that you can see their history and origin. In Sweden, they still pronounce the 'k' in their word for knife (kneefe)! Why the

word island has a silent ‘s’ in it:Apparently the word ‘island’ comes from Middle English, and was always pronounced the way it is today. It used to be spelt in a different way, without a silent letter, but the spelling was modified during the 15th century because of the word ‘isle’ that was borrowed from the French. The origins of the words with silent ‘gh’ like daughter, and why the ‘gh’ in enough and rough is pronounced with a /f/ sound:This is one of the most difficult silent letters, as it is pronounced in more ways than one! This pattern is from the Anglo Saxons, other examples are dough, bright, fight and fright. The ‘gh’ sound used to be spelt with just the letter ‘h’, and was pronounced like the Scottish word ‘loch’ – a hard sound to pronounce! When the French invaded, they modified the spelling of these words and added the ‘g’ to make ‘gh’. This combination then either became silent or pronounced with the /f/ sound.Here is a word that might confuse you – Hiccough is pronounced ‘hiccup’! The earliest English form of this word (in 1544) evolved into what it is in modern English today, in this order: hicket, hickot, hickock, hickop, hiccup and finally hiccough. The last word in the series (hiccough) was apparently invented because someone thought that there should be a link between ‘cough’ and ‘hiccup’! Personally, I can’t see why!(ibid)

2-13 Rules for Silent Letters:

According to (C. T and Tyler, 2005) state a list contains most of the common silent letters and combinations that cause difficulties for English learners. Here are the rules to help you understand when to use some silent letters, but remember there are usually some exceptions!

(Please note that this is not a comprehensive list of all the rules around silent letters, only some of the most common ones that you may come across):

Silent B

Rule 1: B is not pronounced after M at the end of a word.

Examples: limb, crumb, dumb, comb, bomb, thumb, climb, tomb

Rule 2: B is usually not pronounced before T at the end of a root word.

Examples: debt, doubt, debtor, doubtful, subtle, subtleness

A root word is the original word in its root form without any prefixes or suffixes attached e.g. **doubt** is the root word in **doubtful**, and the 'ful' is a suffix. **Subtle** is the root word, and 'ness' is a suffix. For more information on prefixes and suffixes, please click here.

Silent C

Rule 1: C is not pronounced in the combination SC.

Examples: Muscle, scissors, ascent, miscellaneous, fascinate, scenario

Exceptions: Sclera, asclepiad, sclerosis, muscovado, sceptic

Rule 2: C is usually redundant before the letters K or Q.

Examples: Acquaintance, acknowledge, acquiesce, acquit

Silent D

Rule 1: D is not pronounced in the following common words:

Handkerchief, Wednesday, sandwich, handsome

Rule 2: D is also not pronounced in the combination DG.

Examples: Pledge, dodge, grudge, hedge

Silent E

Rule: E is not pronounced at the end of words, but instead elongates the sound of the vowel before it.

Examples: Hope, drive, gave, write, site, grave, bite, hide

Exceptions: Giraffe, brunette, cassette, gazelle (You may be able to spot a pattern in these words; they have similar combinations in the last syllable. This shows that the exceptions are generally words with unusual stress on the final syllable – but not always! One example would be the word ‘minute’ as in the time-measuring unit.)

Silent G

Rule: G is not often not pronounced when it comes before N.

Examples: Champagne, foreign, sign, feign, foreign, design, align, cognac

Exceptions: Magnet, igneous, cognitive, signature

Silent GH

Rule 1: GH is not pronounced when it comes after a vowel.

Examples: Thought, drought, through, thorough, borough, daughter, light, might, sigh, right, fight, weigh, weight

Exceptions: Doghouse, foghorn, bighead (As you can see, the exceptions are generally compound words i.e. words that have been formed by combining two complete words)

Rule 2: GH is sometimes pronounced like F.

Examples: rough, tough, laugh, enough, cough, clough, draught

Exceptions: Examples from rule 1!

Silent H

Rule 1: H is not pronounced when it comes after W (n.b. some speakers whisper the H before the W).

Examples: what, when, where, whether, why

Rule 2: H is not pronounced at the beginning of many words (remember to use the article “an” with unvoiced H).

Examples: hour, honest, honour, heir

Exceptions: hill, history, height, happy, hereditary (Plus most other words beginning with H that are NOT of French origin – and remember to use the article “a” with voiced H)

Rule 3: H is often not pronounced when it comes after C, G or R.

Examples: choir, chorus, ghastly, ghoul, aghast, echo, rhinocerous, rhythm

Silent K

Rule: K is not pronounced when it comes before N at the beginning of a word.

Examples: knife, knee, know, knock, knowledge, knead

Silent L

Rule: L is not pronounced after the vowels A, O and U.

Examples: calm, half, talk, walk, would, should, could, calf, salmon, yolk, chalk, folk, balm

Exceptions: Halo, bulk, sulk, hold, sold, fold, mould

Silent N

Rule: N is not pronounced when it comes after M at the end of a word.

Examples: Autumn, hymn, column, solemn

Silent P

Rule: P is not pronounced at the beginning of many words using the combinations PS, PT and PN.

Psychiatrist, pneumonia, pneumatic, psychotherapy, psychotic, psychologist, pseudonym, Pterodactyl

Silent PH

Rule: PH is sometimes pronounced like F.

Examples: telephone, paragraph, alphabet, epiphany, sophomore

Silent S

Rule: S is not pronounced before L in the following words:

Island, isle, aisle, islet

Silent T

Rule: T is not pronounced in these common words:

Castle, Christmas, fasten, listen, often, whistle, thistle, bustle, hasten, soften, rapport, gourmet, ballet

Silent U

Rule: U is not pronounced when it comes after G and before a vowel.

Examples: guess, guidance, guitar, guest, guild, guard

Silent W

Rule 1: W is not pronounced at the beginning of a word when it is before the letter R.

Examples: wrap, write, wrong, wring, wreck, wrestle, wrap, wrist

Rule 2: W is not pronounced in the following words.

2-14 Difference between Spelling and Pronunciation:

Spelling and Pronunciation are two words that are thought to have the same meaning and usage. Strictly speaking, there are some differences between the two words, spelling and pronunciation. Spelling refers to the arrangement of letters in a word. On the other hand, pronunciation refers to the method of articulation or the method of articulating a particular word. This is the main difference between the two words. Both spelling and pronunciation are importa nt to get a word right. Spelling is important to make the other person understand what you have written. At the same time, pronunciation is important to make the other person understand what you speak. This is another important difference between spelling and pronunciation. In other words, spelling is important in writing, whereas pronunciation is very important while speaking English language. Wrong pronunciation will lead to wrong or at times, unclear understanding of the language. Similarly wrong spelling also leads to wrong understanding of the written language. Spelling is more concerned about the letters used in a word. On the other hand, pronunciation is more to do with the intonation of the letters of a word. In other words, each letter has got a particular intonation by which it should be pronounced. Hence, intonation has to be right if pronunciation has to be right. On the other hand, spelling is more about the order of the letters used in the construction of a word. If the order of the letters used in the construction of a word goes wrong, then the spelling goes wrong. Wrong spellings look awkward. In the same way, wrong pronunciation makes the language very awkward to listen to. Spelling can be practiced by writing, whereas pronunciation can be practiced by reading or speaking. These are the differences between spelling and pronunciation. .(Castle and Ziegler ,2007).

2-16 Previous Studies: –

2-16-1 First Study:

In a study entitled effects of orthographic forms on pronunciation in experienced instructed second language learners conducted by Ali Sami (2010), Omdurman Ahlyia Univerisy stated in his study that little is known about the pronunciation of known words in experienced learners. This study investigated orthographic effects on the pronunciation of L2 English words in second users of the phonologically transparent writing system. This study investigated the pronunciation of 'silent letters' using a word reading task and a word repetition task.The effects of vowel spelling on vowel duration, namely whether L2 speakers produce the same target vowel as longer when it is spelled with a vowel digraph than with a singleton letter explored the effects of the morphemic spelling of the past tense marker <ed> using a verb paradigm production task tested whether L2 speakers produce homophonic words differently when they are spelled differently. Results confirmed that orthographic forms affect experienced instructed learners' pronunciation of known words, albeit less so in immediate word repetition than in reading aloud tasks. Bassentti , Bene and Atkinson, . (2015).

2-16-2 The Second Study:

In another study entitled 'Silent letter are activated in spoken word recognition'. In this study four experiments are reported that investigate processing of mispronounced words for which the phonological form is inconsistent with the graphemic form (words spelled with silent letters). Words produced as mispronunciations that are consistent with their spelling were more confusable with their citation form counterpart than mispronunciations that are inconsistent with their spelling in a same/ different task. Cross-modal repetitions priming for

orthographically supported productions and their citation form counterparts was equivalent; in contrast, orthographically unsupported productions showed reduced priming relative to the citation form. The findings are discussed in light of models of cross- modal interaction between spoken and written lexical representations. We argue that the results support a restructuring model where reading promotes development of a phonological representation used during spoken word recognition. Larrisa. J. Ranbom & Cynthiq (2011).

CHAPTER THREE

METHODOLOGY OF THE STUDY

3-0 Introduction:

This chapter outlines the methodology and research design. It includes the research methodology used in this study and gives information about the population and sample. It also describes the validity and reliability of the instrument and gives information about the data analysis.

3-1 Research Methodology:

This study generally used the descriptive method. The research is mainly designed to obtain pertinent and precise information concerning the current status of the phenomenon and draw conclusions from what is observed. The data collected therefore, represent the participants' opinions (the pupils at AL-Shaheed Musbah Governmental School, grade eight .

3-1 The population of the study:

The word population refers to a collection of specified group of human beings. Thus, the target group of this study consists of the learners at grade eight who study SPINE THREE at Al-Shadeed Musbah Governmental Basic School whom are seen suitable to investigate the problem under study and they were seventy pupils at grade eight who were selected as the population of the current study.

3-2 The Sample of the Study:

The method used is a non-probability sampling method because samples were selected at the discretion of the researcher. However, the selection is arbitrary, there is good evidence that the sample are representative of the total population.

Therefore, samples of the study were randomly chosen out of the target population, because each member of the population has the same opportunity of being selected as study sample .

The number of pupils who were selected as a sample of the study was fifty pupils in grade eight who study SPINE Three.

3-3 The Tool of the Study:

The tool used for data collection comprises of written and oral test which were distributed to randomly- chosen group of learners of English language at the basic school as well as the researcher's own observations and for data processing, statistical analysis is conducted via the application of SPSS.

3-4 The Procedures for the Oral and Written test:

The test contained two parts; oral and written, 50 basic school pupils have performed the oral and written test. The duration of the tests is two hours. After that the researcher collected the pupils scripts, then the scripts were marked by the researcher. Later, the pupils scores were analyzed statistically.

3-4 Reliability of the Study:

Where reliability was calculated using Cranach's alpha equation shown below:

Reliability coefficient =n (1 - Total variations questions)N -1 variation college grades

Cronbach alpha coefficient = (0.73), a reliability coefficient is high and it indicates the stability of the scale and the validity of the study

3-5 Validity of the Study:

Validity coefficient is the square of the islands so reliability coefficient is (0.85), and this shows that there is a high sincerity of the scale and that the benefit of the study.

3-5-1 Face Validity:

The three copies of the oral and written tests were distributed to the three academic staff for verification to ensure their face validity. The tests were slightly modified by the named academic staff (of SUST).

CHAPTER FOUR

DATA ANALYSIS AND THE DISCUSSION OF THE RESULT

4-1. Introduction:

This chapter presents statistical analysis of the data collected via the tool of the study the test which contain two parts; a written test which consists of twenty written words contain silent letters and oral test which includes six groups of different silent letters. The analysis is provided by the SPSS program me then an illustration for every statement of the questionnaire is provided below each table and figure. This chapter is also designed to identify, describe and explain the answers of some students who have expressed their opinions towards the study.

4-2 Analysis of the Written Test:

The following is the statistical analysis for the items of the test that consists of two domains each domain contains ten words and the test was distributed to grade eighth pupils who study SPINE THREE.

Group (A):

1. **Item one: "knock".**

   Table (1): show the frequencies and percentages distribution according to the pupils' responses on the word (knock).

Statement	Frequency	Percentage
Correct	19	38%
Incorrect	31	62%
Total	50	100%

The above table (4.1)illustrates the percentages of the respondents' performance concerning the item above on which they were tested. According to the analysis only (38%) of them have written the word 'knock' correctly, the possible reason is the pupils are familiar with the word "knock". whereas 62% of the respondents have written the word 'knock' incorrectly because they might not come across the word repeatedly or because of their weakness in spelling.

2. **Item two: "know".**

Table (2): show the frequencies and percentages distribution according to the pupils' responses on the word (know).

Statement	Frequency	Percentage
Correct	26	52%
Incorrect	24	48%
Total	50	100%

The above table (4.2)shows the percentages of the respondents' performance concerning the item above on which they were tested. According to the analysis (52%) of them have written the silent letter within the word 'know' correctly since the word is common for them, whereas 48% of the respondents are unable to write the silent letter within the above mentioned word that is because of lack of practicing spelling.

3. **Item three: "Knife":**

Table (3): show the frequencies and percentages distribution according to the pupils' responses on the word (knife).

Statement	Frequency	Percentage
Correct	42	84%
Incorrect	08	16%
Total	50	100%

The above table (4.3)explains the percentages of the respondents' performance concerning the item above on which they were tested. According to the analysis (84%) of them have written the silent letter within the word 'knife' correctly since the word is so familiar to the pupils and they have come across the word 'knife 'repeatedly. In other words, exposing the pupils to words that contain the same silent letter will help further in recognizing the silent letter wherever they come across it. whereas only 16% of the respondents are unable to write the silent letter(s) within the above mentioned word, perhaps the word is unfamiliar to them or due to their weakness in spelling.

1. **Item four: "knee".**

Table (4): show the frequencies and percentages distribution according to the pupils' responses on the word (knee).

Statement	Frequency	Percentage
Correct	41	82%
Incorrect	09	18%
Total	50	100%

The above table (4.4) illustrates the percentages of the respondents' performance concerning the item above on which they were tested. According to the analysis

only (82%) of them have written the silent letter within the word ‘knee’ correctly for their knowledge of the parts of the body. Whereas 18% of the respondents are unable to written the silent letter(s) within the above mentioned word for their weakness in English.

1. **Item five: "knight".**

   Table (5): show the frequencies and percentages distribution according to the pupils’ responses on the word (knight).

Statement	Frequency	Percentage
Correct	20	40%
Incorrect	30	60%
Total	50	100%

The above table (4.5) illustrates the percentages of the respondents’ performance concerning the item above on which they were tested. According to the analysis only (40%) of them have written the silent letter within the word ‘knight’ correctly because the word is confusing to the pupils. Whereas 60% of the respondents are unable to written the silent letter within the above mentioned word.

2. **Item eighteen: "knob".**

   Table (6): show the frequencies and percentages distribution according to the pupils’ responses on the word (knob).

Statement	Frequency	Percentage
Correct	35	70%
Incorrect	15	30%
Total	50	100%

The above table (4.6) illustrates the percentages of the respondents' performance concerning the item above on which they were tested. According to the analysis only (70%) of them have written the silent letter within the word 'knob' correctly. Although the word is not used widely but the pupils are able to write it well, that is because of their excellent standard in English language, whereas30% of the respondents are unable to identify the silent letter within the above mentioned word because they haven't come across the word before or practiced it in spelling task.

Group (B)

1. **Item one: "write".**

   Table (1): show the frequencies and percentages distribution according to the pupils' responses on the word (write).

Statement	Frequency	Percentage
Correct	36	72%
Incorrect	14	28%
Total	50	100%

The above table (4.7) illustrates the percentages of the respondents' performance concerning the item above on which they were tested. According to the analysis (72%) of them have written the word 'write' correctly due to the daily use of the word in the classroom ,whereas only 28% of the respondents are unable to identify the silent letter within the above mentioned word because of their weakness in spelling or in English language in general.

2. I**tem two: "wheel".**

   Table (2): show the frequencies and percentages distribution according to the pupils' responses on the word (wheel).

Statement	Frequency	Percentage
Correct	10	20%
incorrect	40	80%
Total	50	100%

The above table (4.8) illustrates the percentages of the respondents' performance concerning the item above on which they were tested. According to the analysis only (20%) of them have written the word 'wheel' correctly because of the their good level at English, whereas 80% of the respondents are unable to write the above mentioned word incorrectly due to the lack of using the word much.

3. **Item three: "wrong"**.

   Table (3) show the frequencies and percentages distribution according to the pupils' responses on the word (wrong).

Statement	Frequency	Percentage
Correct	34	68%
Incorrect	16	32%
Total	50	100%

The above table (4.9) illustrates the percentages of the respondents' performance concerning the item above on which they were tested. According to the analysis only (68%) of them have written the word 'wrong' correctly because the word is used so much in the classroom and so it has become too familiar to the pupils at all levels ,whereas 32% of the respondents are unable to write the silent letter within the above mentioned word due to the weak level in spelling.

Group (C)

1. **Item one: "guess".**

   Table (1): show the frequencies and percentages distribution according to the pupils' responses on the word (guess).

Statement	Frequency	Percentage
Correct	10	20%
Incorrect	40	80%
Total	50	100%

The above table (4.10) illustrates the percentages of the respondents' performance concerning the item above on which they were tested. According to the analysis only (20%) of them have written the silent letter within the word 'guess' correctly because the pupils do not use this word much ,whereas 80% of the respondents are unable to write the silent letter within the above mentioned word since they do not practice it much or because of their weakness in spelling in general.

1. **Item two. "Guide".**

   Table (2): show the frequencies and percentages distribution according to the pupils' responses on the word (guide).

Statement	Frequency	Percentage
Correct	26	52%
Incorrect	24	48%
Total	50	100%

The above table (4.11) illustrates the percentages of the respondents' performance concerning the item above on which they were tested. According to the analysis only (52%) of them have written the silent letter within the word 'guide' correctly due to the familiarity of the silent letter within the word ,whereas 48% of the respondents are unable to write above mentioned word.

2. **Item three: "guest"**.

   Table (3): show the frequencies and percentages distribution according to the pupils' responses on the word (guest).

Statement	Frequency	Percentage
Correct	27	54%
Incorrect	23	46%
Total	50	100%

The above table (4.12)illustrates the percentages of the respondents' performance concerning the item above on which they were tested. According to the analysis only (54%) of them have written the word 'guest' correctly since the word contains a silent letter that they might come across repeatedly ,whereas 46% of the respondents are unable to write because they haven't expose themselves to such words.

3. **Item four: "tongue".**

   Table (4): show the frequencies and percentages distribution according to the pupils' responses on the word (tongue).

Statement	Frequency	Percentage
Correct	15	30%
Incorrect	35	70%
Total	50	100%

The above table (4.13) illustrates the percentages of the respondents' performance concerning the item above on which they were tested. According to the analysis only (30%) of them have written the silent letter within the word 'tongue' correctly because of the their rare use of the word, so lack of using the word has led to this low percentage ,whereas 70% of the respondents are unable to write the silent letter within the above mentioned word due to their familiarity with the word.

Group (D)

1. **Item one: "dumb".**

   Table (1): show the frequencies and percentages distribution according to the pupils' responses on the word (dumb).

Statement	Frequency	Percentage
Correct	11	22%
Incorrect	39	78%
Total	50	100%

The above table (4.14) illustrates the percentages of the respondents' performance concerning the item above on which they were tested. According to the analysis only (22%) of them have written the silent letter within the word 'dumb' correctly due to their good standard in English, whereas 78% of the respondents are unable to write mentioned word because the word is not common in their book.

2. **Item two. "Debt".**

   Table (2): show the frequencies and percentages distribution according to the pupils' responses on the word (debt).

Statement	Frequency	Percentage
Correct	17	34%
Incorrect	33	66%
Total	50	100%

The above table (4.15) illustrates the percentages of the respondents' performance concerning the item above on which they were tested. According to the analysis only (34%) of them have written the silent letter within the word 'debt' correctly because of their good exposure to such words. whereas 66% of the respondents are unable to written the silent letter within the above mentioned word for the unfamiliarity of the word.

3. **Item three: "doubt".**

   Table (3): show the frequencies and percentages distribution according to the pupils' responses on the word (doubt).

Statement	Frequency	Percentage
Correct	16	32%
Incorrect	34	68%
Total	50	100%

The above table (4.16) illustrates the percentages of the respondents' performance concerning the item above on which they were tested. According to the analysis only (32%) of them have written the silent letter within the word 'doubt correctly, the possible reason for that is their good mastering of such words. whereas 68% of the respondents are unable to written the silent letter within the above mentioned word, since the book doesn't contain such words.

Group (E)

1. **Item one: "hour".**

   Table (1): show the frequencies and percentages distribution according to the pupils' responses on the word (hour).

Statement	Frequency	Percentage
Correct	45	90%
Incorrect	05	10%
Total	50	100%

The above table (4.17) illustrates the percentages of the respondents' performance concerning the item above on which they were tested. According to the analysis only (90%) of them have written the silent letter within the word 'hour' correctly because the word is widely used in the book why they study, whereas10% of the respondents are unable to written the silent letter within the above mentioned word for their weakness in Spelling or in English language in general.

2. **Item two: "honest".**

   Table (2): show the frequencies and percentages distribution according to the pupils' responses on the word (honest).

Statement	Frequency	Percentage
Correct	33	66%
Incorrect	17	34%
Total	50	100%

The above table (4.18)illustrates the percentages of the respondents' performance concerning the item above on which they were tested. According to the analysis (80%) of them have written the silent letter within the word 'honest' correctly to

the familiarity of the word for them ,whereas 20% of the respondents are unable to write the silent letter within the above mentioned word due to their weakness in spelling.

3. **Item three: "listen".**

   Table (3): show the frequencies and percentages distribution according to the pupils' responses on the word (listen).

Statement	Frequency	Percentage
Correct	28	56%
Incorrect	22	44%
Total	50	100%

The above table (4.19) illustrates the percentages of the respondents' performance concerning the item above on which they were tested. According to the analysis only (56%) of them have written the silent letter within the word 'listen' correctly since the word is so common in the book and so it is so familiar to the pupils ,whereas 44% of the respondents are unable to write the silent letter within the above mentioned word because to the their weakness in spelling or English language.

4. **Item four: "calm".**

   Table (4): show the frequencies and percentages distribution according to the pupils' responses on the word (calm).

Statement	Frequency	Percentage
Correct	20	40%
Incorrect	30	60%
Total	50	100%

The above table (4.20)illustrates the percentages of the respondents' performance concerning the item above on which they were tested. According to the analysis only (40%) of them have written the word 'calm' correctly that is because of the pupils' good standard in English ,whereas 60% of the respondents are unable to write the above mentioned word because they don't use the word frequently in their exercises.

1- Students of basic school do face problems of pronouncing words which contain silent letters.

.With reference to the analysis of the written test, it has been found that 48% of the testees show competence of spelling. Therefore, this percentage proves that the first hypothesis has been confirmed.

4-3 Analysis of the Oral Test:

Group (A)

1. **"Knock".**

   Table (4.3.1): show the frequencies and percentages distribution according to the pupils' responses on the word (knock).

The statement	**Frequency**	**Percentage**
Correct pronunciation	45	90%
Incorrect pronunciation	05	10%
Total	50	100%

The above table (4.3.1) explains the percentages of the respondents' performance in pronouncing the word above on which they were tested. According to the

analysis only (90%) of them have pronounced the word ‘knock’ correctly, the possible reason of their ability to pronounce the silent letter within the word is that the word is so familiar to them. Whereas, only10% of the respondents have pronounced word ‘knock’ incorrectly because of their weakness in pronunciation.

2. **"Know":**

   Table (4.3.2): show the frequencies and percentages distribution according to the pupils’ responses on the word (know).

The statement	**Frequency**	**Percentage**
Correct pronunciation	50	100%
Incorrect pronunciation	00	00%
Total	50	100%

The above table (4.3.2) shows the percentages of the respondents’ performance concerning the item above on which they were tested. According to the analysis all the pupils have written the silent letter within the word ‘know’ correctly since the word is common for them ,whereas none of the respondents pronounces the silent letter within the above mentioned word.

3. **"Knife".**

   Table (4.3.3): show the frequencies and percentages distribution according to the pupils’ responses on the word (knife).

The statement	**Frequency**	**Percentage**
Correct pronunciation	50	100%
Incorrect pronunciation	00	00%
Total	50	100%

The above table (4.3.3) explains the percentages of the respondents' performance concerning the item above on which they were tested. According to the analysis all the pupils have pronounced the silent letter within the word 'knife' correctly since the word is so familiar to the pupils and they have come across the word 'knife' repeatedly. In other words, exposing the pupils to words that contain the same silent letter will help further in mastering the pronunciation of the such words.

4. **"Knee":**

Table(4.3.4): show the frequencies and percentages distribution according to the pupils' responses on the word (knee).

The statement	**Frequency**	**Percentage**
Correct pronunciation	35	70%
Incorrect pronunciation	15	30%
Total	50	100.0%

The above table (4.3.4) shows the percentages of the respondents' performance concerning the item above on which they were tested. According to the analysis (70%) of them have pronounced word 'knee' correctly because the silent "**k**" is common ,whereas 30% of the respondents are unable to pronounced the word correctly due to their weakness in pronunciation.

5. **"Knob":**

Table(4.3.5): show the frequencies and percentages distribution according to the pupils' responses on the word (knob).

The statement	**Frequency**	**Percentage**
Correct pronunciation	40	80%
Incorrect pronunciation	10	20%
Total	50	100%

The above table (4.3.5) illustrates the percentages of the respondents' performance concerning the item above on which they were tested. According to the analysis only (80%) of them have pronounced 'knob' correctly because the silent "**k**" is common ,whereas 20% of the respondents are unable to pronounce the silent letter within the above mentioned word that is because they have used the word much in speaking.

6. **"Knight".**

Table(4.3.6): show the frequencies and percentages distribution according to the pupils' responses on the word (knight).

The statement	**Frequency**	**Percentage**
Correct pronunciation	44	88%
Incorrect pronunciation	06	12%
Total	50	100.0%

The above table (4.3.6) illustrates the percentages of the respondents' performance concerning the item above on which they were tested. According to the analysis (88%) of them have pronounced the silent letter within the word 'knight' correctly due to the familiarity of the pupils with words that begin with the

silent letter ‘K’ ,whereas only 12% of the respondents are unable to pronounce the silent letter within the above mentioned word.

Group (B):

1. **"Write":**

   Table(4.3.7): show the frequencies and percentages distribution according to the pupils’ responses on the word (write).

The statement	**Frequency**	**Percentage**
Correct pronunciation	50	100%
Incorrect pronunciation	00	00%
Total	50	100%

The above table (4.3.7) illustrates the percentages of the respondents’ performance concerning the item above on which they were tested. According to the analysis all the pupils have pronounced the word ‘write’ correctly due to the their daily use of the word in the exercises or in the book ,whereas none of the respondents have pronounce d the word incorrectly. This indicates the pupils are so familiar with the word.

2. **"Wheel".**

   Table(4.3.8): show the frequencies and percentages distribution according to the pupils’ responses on the word (wheel).

The statement	**Frequency**	**Percentage**
Correct pronunciation	48	96%
Incorrect pronunciation	02	04%
Total	50	100.0%

The above table (4.3.8) illustrates the percentages of the respondents' performance concerning the item above on which they were tested. According to the analysis almost all of the pupils have pronounced the word 'wheel' correctly because of their mastering of the pronunciation of such common words for them, whereas only 4% of the respondents are unable to pronounce the above mentioned word correctly due to their ill-mastering of such words.

3. **"Wrong".**

   Table(4.3.9): show the frequencies and percentages distribution according to the pupils' responses on the word (wrong).

The statement	**Frequency**	**Percentage**
Correct pronunciation	50	100.0%
Incorrect pronunciation	00	00.0%
Total	50	100.0%

The above table (4..3.9) illustrates the percentages of the respondents' performance concerning the item above on which they were tested. According to the analysis all the pupils have pronounced the word 'wrong' correctly because the is used repeatedly in the classroom also it is so familiar to the pupils at all levels ,whereas none of the respondents is unable to pronounced it.

Group (C)

1. **"Debt".**

   Table(4.3.10): show the frequencies and percentages distribution according to the pupils' responses on the word (debt).

The statement	Frequency	Percentage
Correct pronunciation	18	36%
Incorrect pronunciation	38	64%
Total	50	100.0%

The above table (4.3.10) illustrates the percentages of the respondents' performance concerning the item above on which they were tested. According to the analysis only (34%) of them have pronounced the silent letter(s) within the word 'debt' correctly ,whereas 66% of the respondents are unable to pronounced the silent letter within the above mentioned word.

2. **"Doubt".**

   Table(4.3.11): show the frequencies and percentages distribution according to the pupils' responses on the word (doubt).

The statement	Frequency	Percentage
Correct pronunciation	22	44%
Incorrect pronunciation	28	56%
Total	50	100.0%

The above table (4.3.11) illustrates the percentages of the respondents' performance concerning the item above on which they were tested. According to

the analysis (44%) of them have pronounced the word ‘doubt correctly that is because the word seem to be similar to other words they know ,whereas 56% of the respondents are unable to pronounced the silent letter within the above mentioned word because the word is uncommon in their book.

3. "Dumb":

Table(4.3.12): show the frequencies and percentages distribution according to the pupils’ responses on the word (dumb).

The statement	**Frequency**	**Percentage**
Correct pronunciation	11	22%
Incorrect pronunciation	39	78%
Total	50	100.0%

The above table (4.3.12) illustrates the percentages of the respondents’ performance concerning the item above on which they were tested. According to the analysis only (22%) of them have pronounced the word ‘dumb’ correctly because the word is not used widely ,whereas 78% of the respondents are unable to pronounce the silent letter within the above mentioned word.

Group (D)

1. "Guess":

Table(4.3.13): show the frequencies and percentages distribution according to the pupils' responses on the word (guess).

The statement	Frequency	Percentage
Correct pronunciation	48	96%
Incorrect pronunciation	02	04%
Total	50	100%

The above table (4.3.13) illustrates the percentages of the respondents' performance concerning the item above on which they were tested. According to the analysis (96%) of them have pronounced the word 'guess' correctly because the pupils have previously and repeatedly heard this word ,whereas 4% of the respondents are unable to pronounce the word correctly since they have not listen to this word much or because of their weakness in pronunciation in general.

2. "Guest".

Table(4.3.14): show the frequencies and percentages distribution according to the pupils' responses on the word (guest).

The statement	Frequency	Percentage
Correct pronunciation	49	98%
Incorrect pronunciation	01	02%
Total	50	100.0%

The above table (4.3.14) illustrates the percentages of the respondents' performance concerning the item above on which they were tested. According to the analysis (98%) of them have pronounced the word 'guest' correctly because

they have used it repeatedly ,whereas only 2% of the respondents are unable to pronounce the above mentioned word.

3. "Guide":

Table(4.3.15): show the frequencies and percentages distribution according to the pupils' responses on the word (guide).

The statement	**Frequency**	**Percentage**
Correct pronunciation	43	86%
Incorrect pronunciation	07	14%
Total	50	100.0%

The above table (4.3.15) illustrates the percentages of the respondents' performance concerning the item above on which they were tested. According to the analysis (86%) of them have pronounced the silent letter(s) within the word 'guide' correctly due to their excellent level in pronunciation ,whereas 16% of the respondents are unable to pronounce above mentioned word properly.

4. "Tongue ":

Table(4.3.16): show the frequencies and percentages distribution according to the pupils' responses on the word (tongue).

The statement	**Frequency**	**Percentage**
Correct pronunciation	27	54%
Incorrect pronunciation	23	46%
Total	50	100.0%

The above table (4.3.16) illustrates the percentages of the respondents' performance concerning the item above on which they were tested. According to the analysis (54%) of them have pronounced the word 'guide' correctly since

their seem to be similar to other words which they already know, whereas 46% of the respondents are unable to pronounce the above mentioned word, the possible reason is their weakness in pronunciation.

Group (E)

1. **"Hour":**

   Table(4.3.17): show the frequencies and percentages distribution according to the pupils' responses on the word (hour).

The statement	Frequency	Percentage
Correct pronunciation	50	100.0%
Incorrect pronunciation	00	00.0%
Total	50	100.0%

The above table (4.3.17) illustrates the percentages of the respondents' performance concerning the item above on which they were tested. According to the analysis all the pupils have pronounced the silent letter within the word 'hour' correctly because the word is widely used in the book so it is so common , whereas none of the respondents is unable to pronounce the word.

2. **"Honest":**

   Table(4.3.18) show the frequencies and percentages distribution according to the pupils' responses on the word (honest).

The statement	Frequency	Percentage
Correct pronunciation	15	30%
Incorrect pronunciation	35	70%
Total	50	100.0%

The above table (4.3.18) illustrates the percentages of the respondents' performance concerning the item above on which they were tested. According to the analysis (30%) of them have pronounced the 'honest' correctly to the familiarity of the word for them ,whereas 70% of the respondents are unable to pronounce the word because they have not practiced pronounce the word before.

Group(F)

1. **"Listen":**

   Table(4.3.19): show the frequencies and percentages distribution according to the pupils' responses on the word (listen).

The statement	Frequency	Percentage
Correct pronunciation	50	100.0%
Incorrect pronunciation	00	00.0%
Total	50	100.0%

The above table (4.3.19) illustrates the percentages of the respondents' performance concerning the item above on which they were tested. According to the analysis all the pupils have pronounce the silent letter within the word 'listen' correctly since the word is so common in the book and it is so familiar to the

pupils ,whereas none of the respondents is unable to pronounce the silent letter within the above mentioned word.

2. "Calm":

Table(4.3.20): show the frequencies and percentages distribution according to the pupils' responses on the word (calm).

The statement	**Frequency**	**Percentage**
Correct pronunciation	37	74%
Incorrect pronunciation	13	26%
Total	50	100.0%

The above table (4.3.20) illustrates the percentages of the respondents' performance concerning the item above on which they were tested. According to the analysis 74% of them have pronounced the word 'calm' correctly that is because of the pupils' good standard in English ,whereas 26% of the respondents are unable to pronounce the above mentioned word because they don't use the word frequently.

2.Students' performances in spelling in the basic schools is affected by silent letters.

- According to the analysis of the oral test, it has been found that 74.2% of the testees show competence in pronouncing words which contain silent letters. Therefore, this percentage proves that the second hypothesis has been rejected.

CHAPTER FIVE

5-1 Introduction:

This chapter includes the findings and recommendations built on what has been achieved through this study in addition to suggestions for further studies.

5-2 Findings of the study:

After analyzing the data, the study has revealed the following findings:

1. Students of basic school do face problems of writing silent letters within words which contain silent letters such as ‘u’ as in the word guess, dumb etc.
2. Silent letters in English affect spelling.
3. Silent letters in English do not affect pronunciation to great extent, therefore, they sometimes can pronounce words of silent letters.
4. Students of basic schools sometimes face problems of pronouncing words containing silent letters such as “hour”.
5. Students can recognize the letter ‘w’ when it comes silent as in words of ‘write’, ‘wrong. However, they sometimes can’t identify it. The same applies to the letter ‘b’ when it is silent.

5-3 Recommendations:

1. Teachers should work on grouping words having the same silent letter(s).
2. Students should be made aware of the importance of knowing silent letters.
3. Teachers should explain to their pupils that silent letters affect pronunciation and spelling to great extent so they have to expose themselves to words containing silent letters.

5-4 Suggestions for Further Studies:

After achieving the findings above through the analysis, the study also recommends the followings:

1. Investigating Pronunciation Problems of EFL at University.
2. The Role of F1 Background knowledge on Developing EFL Phonological competence.
3. The Role of Pronunciation Similarities on Developing EFL Pronunciation Competence Learners (Arabic & English).
4. Investigating the Role of Spelling on Reading and Speaking .

Appendixes:

1- written diagnostic test

*Cross out the silent letter in each of the following words :

1. Knock……..
2. Know ……..
3. Knife …….
4. Tongue ……. …
5. Write ……
6. Wheel…….
7. wrong…….
8. Listen……
9. Calm…….
10. Guess ……
11. Guest……
12. Guide……
13. Dumb……
14. Debt……..
15. Doubt……..
16. Knight ……..
17. Knee……..
18. Knob…….
19. Hour ……
20. Honest ……

2- The Oral Diagnostic Test:

Group (A)

1. Knock
2. Know
3. Knife
4. Knee
5. Knight
6. knob

Group (B)

7. write
8. wheel
9. wrong

Group (C)

10. guess
11. guide
12. guest
13. tongue

Group (D)

14. dumb
15. debt
16. doubt

Group (E)

17. hour
18. honest

Group (F)

19. listen
20. calm

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