

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

Language today is necessary in life according to daily life needs such as using it in most activities as sending messages, via internet ,(face book, whatsapp).

Today English is very important all over the world .That is why we have to be more careful about building a strong foundation of this language. All that depends on how to deal with the alphabets, way of writing and pronunciation.

In order to acquire English language a pupil should know the real sound of the Alphabet as well as knowing how to draw the graphic of the letters

This process is essential according to second language theory people acquire language by understanding the linguistic information they hear, in fact learners firstly perceive a certain "phoneme" the sound of each individual letter of the language and discriminate among what they consider to be important linguistic aspect of the language they try to produce the sound of the letter and practice then they try to compare, correspond the sound with its shape of the letter.

The letters learning requires continuous training on their sound through the process of teaching.

The researcher tries to investigate some of difficulties encountered by EFL learners, especially pupils and teachers at basic level in learning the English alphabet. Rosman. M. and Flourance M.(1998)

## **1.2 Statement of the Problem**

The researcher experienced teaching of the English alphabet while teaching at basic school he noticed that pupils, face some difficulties in pronouncing English alphabet.

Moreover school pupils find it difficult to understand the different sounds and relating them to the shape of English Alphabet. The researcher is going to investigate these problems

## **1.3 Significant of the Study**

This study investigates the difficulties facing pupils while learning the English language Alphabet letters. Thus, the study may help learners, teachers as well as course designers to know how to overcome the difficulties of teaching the Alphabet. Also, it is significant because it approaches English language learning from the very beginning.

## **1.4 Objectives of the Study**

This study aims to investigate:

- 1- Different aspects of teaching English language Alphabet
- 2- The difficulties which student face while trying to pronounce and write English alphabet.
- 3-Teaching methods of teaching English Language alphabet.

## **1.5 Questions of the Study**

The study is set to answer the following questions:

- 1-To what extent do pupils at basic level schools face some difficulties in writing English Alphabet within words?

2-To what extent do pupils at basic level schools face some difficulties in pronouncing English Alphabet letters within words?

## **1.6 Hypotheses of the Study**

The researcher hypothesized the following:

1-Pupils at basic level schools face some difficulties in writing English Alphabet letters within words.

2-Pupils at basic level school face some difficulties in pronouncing English Alphabet letters within words.

## **1.7 Methodology of the Study**

In order to achieve the aim of this study, the researcher adopted the descriptive analytical method, because it is a method that suits such kind of research.

## **1.8 Limits of the Study**

This study will be limited to investigation of the difficulties facing pupils while learning the English language alphabet letters and writing, at Salha Basic School both boys and girls in the academic year 2018.

# CHAPTER TWO

## LITERATURE REVIEW AND PREVIOUS STUDIES

### 2.1 Literature Review

This part will concentrate on reviewing the related literature.

#### 2.1.1 The Origin of Human Language

Alphabet (from alphabet set and bet the first two letters of the Greek alphabet) is set of written symbols each representing a give sound or which can be variously combined to form all words of a language

English writing even in its modern form might also be called Latin English is not different from Latin writing of more than 2000 years ago the Latin alphabet is developed from the Greek alphabet the Greek alphabet in turn is an adaptation of writing system which was develop by Semites of Semites of Syria is the century B.C. the principle of the Semitic writing were based on the Egyptian word- syllabic writing. Plantino G. (2003).

The origin of language is quiet unknown it is beginning can be the prehistoric ages. There are varies interesting theories of how language come into being , such as the idea that man first learnt to talk by imitating the sound that another animals made. Another theory is human speech developed from natural cries of the day sorrow, surprise or other emotion, however,

No one can prove these theories and perhaps the most probable language came into being by very slow process in the response to varies stimuli of early man's environment. Plantino. G. (2003).

The ancient thought of language as it is divine origin, has been proved as an attitude toward human speech (Lado. Robert (1964). Language teaching Cambridge) is not natural thing like breathing or walking ,but is something that has to be taught and learnt A child usually speaks his mother tongue, because most child first to speak by imitating the sound produced by their mothers .after words a child en large and extend their knowledge of the language by imitating the speech of the different members of the family play other persons a child meets in daily life. According to the Jespersen (1860-1943) there are new five theories regarding the origins of the language. The first one claims that man has first learned to speak by imitating the sound of his surrounding environment, such as the sound of the animals and birds. This theory is called "bow-wow" theory. The second theory maintains that speech arose through people making in stinctive sound which are caused by pain, joy and another human felling and motions this theory called the "pooh-pooh" theory .the theory say that man has to talk as are naction to stimuli (the different sounds) in the world around him, and naturally he produced oral gestures in harmony with the world around him. This theory is called the "Ding-Dong" theory. The fourth theory says that man has learnt to speak as people worked together in groups, their physical effort produced rhythmical sounds, these sounds more developed into chants and then to language. This theory is called the "yo-he-ho" theory the fifth and the last theory say that human language was developed from the Romantic side of the life. Such as love, play, poetic, fellings and perhaps songs this theory is called the "la –la" theory (Crystal 1997) according to the scholars it seems that all these theories have no evidence and support in human language history.

That all these theories-theories have no evidence and support in human history.

The research find it reasonable to claim that his (la –la) theory which that human language was developed from the romantic side of the life is more realistic if compared with other theory. Because language is means of communication among certain croup of people, a animals insects ect... man needs language to express his what exactly the "la – la" theory is trying to say. (Crystal, 1997)

## **2.2 The Origin of Writing Alphabet**

Alphabet (from alphabet set and bet the first two letters of the Greek alphabet) is set of written symbols each representing a give sound or which can be variously combined to form all words of a language.

English writing even in its modern form might also be called Latin writing of more than 2000 years ago the Latin alphabet is developed by Semites of Semites of Syria in the century B.C. the principle of the Semitic writing were based on the Egyptian word- syllabic writing.

### **(a) Egyptian Word-syllabic Writing**

The ancient Egyptian did not know how to write single sounds, in their writing. Two kinds of signs are found in an ancient Egyptian writing these signs are signs which stand for the words of the language as the language as in English signs for plus: for dollar.

The explain of the syllabic signs is more difficult than word signs however the Egyptian ancient syllabic writing consisted of one or more consonants for example the word to led could be written with three syllabic signs to-Le-door with two signs to le-door to led. (Gardiner, 1957)

**(b) The Semitic Writings :**

Between 1500 and 1000 B. C the Semites of Syria and Palestine created their own systems of the writing patterned after Egyptian system of writing. They refused to be controlled or directed by hundreds of different signs of Egyptian system. They discarded all Egyptian word – signs and all syllabic-signs with more than one consonant ether Semites invented a simple syllabic writing of about 30 signs each consisting of one consonant plus any vowel. (Shaw, 2002)

**(c)North Semitic Alphabet:**

It is first known alphabet developed along the eastern Mediterranean coast between 1700 and 1500 B.C. this alphabet was developed from combination cuneiform and Hieroglyphic symbols. Semitic alphabet consisted of consonants only. The vowel sound of a word had to add by speaker or reader. The day Arabic and Hebrew alphabet consist of consonants only the former having 28 and letter 22 some of this consonants may be used to represent log vowel and vowels are indicate in writing by optional vowel points and dashes placed below, above or to the side of consonant. (Wengrow, 2006)

**(d) Greek and Roman Alphabet:**

The Greek adapted the Semitic alphabet they expanded its 22 consonant symbols to 24, and they set they set some of the original consonant symbols to seven as vowel. After 500 B.C, Greek was regularly written from left to right. The Greek alphabet spread throughout the Mediterranean world ,with different modified from(Etruscan,Oscan, Umbrian and Roman alphabet ) because of the Roman consist the Latin language and the Roman alphabet spread throughout the Europe ,and the Roman alphabet became the basic alphabet of all the languages of western Europe. (Wengrow, 2006)

### **(E) Cyrillic Alphabet:**

Alphabet A d 860 Geek missionaries from Constantinople (present day Istanbul) who converted the slaves to Christianity and devised for them a system of writing known as Cyrillic from the name of one of its inventors. The Cyrillic alphabet like the Roman alphabet Stem from the Greek. The Cyrillic alphabet in various forms the Greek. The Cyrillic alphabet in various forms, is used currently in Russian, Ukrainian, Serbian and Bulgarian. pei/ long( 2003).

### **(f) Arabic Alphabet:**

The Arabic alphabet another driven shape of early Semitic alphabet, probably originate about the 4<sup>th</sup> century AD. it has spread to many language such as Persian and Urdu and generally the Islamic world throughout the Near and the middle East , in parts of Asia and Africa and south Europe. Arabic is written in either of two formal scripts, was devised at the end of the 17<sup>th</sup> century and Naskh, a cursive form, is parent of modern Arabic writing.

### **(g) English Alphabet:**

In Middle Ages the number of letters of Latin alphabet I n creased to 26. This has became the basic alphabet of English language and language of western Europe civilization in English hand writing and print two kinds of letters are used :Capitals (called majuscules) and small letter (called minuscule's). The Greek Romans and oriental people never distinguished Capitals from small letters as is done in English writing Pei./ long (2003)

The following chart shows the origin of English alphabet.



## **2.3 Speech and Writing:**

All the well developed writing systems had given important to speech by cut in or break up at some point on the stream of spoken language. Some of the writing systems takes their primary symbols as distinctive sounds ,and a according are syllabic, still other writing systems take their primary symbols :as words: there are logographic ( word – writing ). Alphabet spread of all form of writing these forms of writing use letter symbols: each letter symbol stands for one and only one distinctive sound. Crystal (1997) defined alphabet as writing system in which a set of symbols (letter) represent phonemes of language. An alphabet is a set of sound symbols represent sound categories (phonemes) of language. English written is alphabetic. To learn or to teach English alphabet means learnt or teach the sound – to- symbol correspondences. (Polinger and Searis, 1981)

## **2.4 A brief Description of the English Alphabet:**

The English alphabet passed through different stages and modification in the course of time from the Greek to Semites. The following are some description of English alphabet.

The Letter 'A': A is first letter of English alphabet. This letter probably started as a picture. Sign of an ox read, as Egyptian hieroglyphic writing. In the Semitic language this sign was called aleph, meaning ox the Greeks changed the Semitic name alpha (A) is one of the English vowel letters. (Marico and Long David, 2003)

The Letter (B): B is the second letter of English alphabet. This letter is out line of house the letter probably stated as picture sign of house as in Egyptian hieroglyphic writing. In the Semitic language this sign was called Beth meaning (house) the Greeks changed the Semitic name "Beth" to beta.

They also turned the letter around to suit the left to right direction of their writing (B) the Roman took the letter almost unchanged into Latin, and from Latin it came into English.

The Letter (c): C is the third letter of English alphabet this letter is the outline of Hollow of the hand, and is called in Hebrew caph (the Hollow of the hand). In Egyptian hieroglyphic writing this letter is a picture sign of a throwing stick.

The Letter " D ": "D" is the fourth letter of the English alphabet this letter is the outline of an arch way or door and is called in Semitic languages da le th (door) in Egyptian hieroglyphic writing this letters.

The Letter (E): "E" is the fifth letter of English alphabet this letter represents a window and is called in Hebrew (a window) E is one of the five vowels. It is the most frequently used of English letters.

The Letter " F": "F" is the six letter of English alphabet. The Greek name of this letter was digamma, which means two gammas from its resemblance two super impasse gammas.

The Letter "G": "G" is the seventh letter of English alphabet. This letter is outline of a camel 's head and neck and is called in Hebrew gimel (camel). The modern lower case " g" developed from that appeared in the 7<sup>th</sup> century. (Polinger and Searis, 1981)

The Letter "H": "H" is eighth letter of English alphabet. This letter represent astyle or hedge.it is called in Hebrew"heth".

The Letter "I": "I" is the nine letter of English alphabet.this letter represents a finger and it is called in Hebrew "yod or jod (finger) in the Semitic language the sign was called yodh or yadh (hand) from it resemblance to hand with thumb held separate. I is one of English vowel letters.

The Letter "J": "J" is tenth letter of English alphabet this letter is associated historically with the letter J is letter addition to English script and has been inserted after (I) from which it was developed.

The Letter "K" : "K" is the eleventh letter of English alphabet. This letter may have started as a picture sign of palm of hand, as in the Egyptian hieroglyphic writing. In the Semitic language the sign was called " kaph" meaning hand the Greeks changed the Semitic name to kappa. They also turned the letter around to suit the left to right direction of their writing. (Peilong, 2003)

The Letter " L": "L" is the twelfth of English alphabet this letter represent an ox – good, and is called in Hebrew " lamed" ( an ox- good )

The Letter " M": "M" is the thirteen letter of English alphabet. This represents the way appearance water, and was called in Semitic language mem (water ).this latter probably started as picture sign of water as in Egyptian hieroglyphic writing.

The Letter (N): (N) is the fourteenth letter of English alphabet this letter represents a writing (snake) and is called in Hebrew nun (afish). The Semitic language the Sign was called haha (snake) or nun (fish).

The Greek changed also the direction of the Sign to Suit the left to right of their writing (N).

The Letter "O": "O" is the fifteen the letter of English alphabet. This letter is an eye and is called Hebrew ain (an eye) in Semitic language this sign was called ayin (an eye) "O" is one of the English vowel letter. (Peimarico and Long David, 2003)

The Letter " P ": "P" is the sixteen letter of English alphabet. This letter is of uncertain origin, the sign was found in Egyptian hieroglyphic writing

was as sign of human mouth. In the Semitic language the sign was called pe (mouth). The Greek changed the Semitic name pe to pi and turned the letter around to suit the left to right direction of their writing.

The Letter (R): "R" is the eighteenth letter of the English alphabet. This letter probably started as picture sign of human head, as in Egyptian hieroglyphic writing. In the Semitic language the sign was called 'resh', (head). The Greeks changed the Semitic name 'Resh' to rho. They also turned the sign around to suit the left –to – right direction of their writing.

The Letter "S": "S" is nineteenth letter of the English alphabet. This letters may have started as a picture sign of a sandy hill land, as in the Egyptian hieroglyphic writing. In the Semitic languages the sign was called "shin" or sin (tooth). The Greeks turned the Semitic sign(S) and they renamed it sigma, then the Romans took the Greek form of the sign into Latin but round it (s).from Latin the letter came to English unchanged.

The Letter "T": "T" is the twentieth letter of the English alphabet. Its Semitic name was tau (mark or sign of ownership). The Greeks changed the name Semitic name to 'tau'. This letter was derived from the Roman character called 'te' which was taken from the Greek 'tau'.

The Letter "U": "U" is the twenty first letter of English alphabet. This letter has a close historical connection with "V" and "W " "U" is one of English vowel letter.

The Letters "V": "V" is the twenty second letter of the English alphabet. This letter responds ahook, and is called in Hebrew " vav" (a hook). The history of the letter is strictly connoted with that of the letter "u " from which it did not differ in writing until the middle ages.

The Letters "W" : "W" is the twenty third letter of English alphabet.

When only appeared in the 11<sup>th</sup> century the sign "v" which at the time had also the value of "U" was doubled into the sign "vv" called doubled "vay" in normal French and double " u" English.

The Letter " X " : "X" is the twenty fourth letter of English alphabet. This letter is probably started as a picture sign of fish. As in Egyptian hieroglyphic writing, and in a very early Semitic writing ,the sign was called samakh, (fish) in the Semitic languages. The Greeks rename the Semitic sign xi {pronounced}, which passed on into Latin in a form almost identical to the modern English letter X.

The Letter "Y" : "Y" is the twenty fifth letter of English alphabet. This letter is derived from the Latin transliteration of the Greek letter upsilon (y) from Latin the letter " y " came changed into English.

The Letter "Z " : "Z" is the twenty sixth and last letter of English a alphabet. This letter is uncertain origin. In a very early Semitic writing the sign was called zay in the modern English letter " z " was taken from Latin alphabet , which developed it from a Greek Letter ultimately based up one of signs of the Semitic writing.(Pei Marico and long David, 2003)

## **2.5 Alphabet Writing**

If you have a set of symbols being used to represent symbols beginning with for example, a, b, sound or an m sound, then you are actually very close to a situation in which the symbols can be use to represent single sound type in language . This is in effect the basics of alphabetic writing. an alphabet is essentially a set of writing symbols which each represent a single type of sound. The situation described above is generally what seems to have occurred in the origins of the writing systems of Semitic language

such as Arabic and Hebrew. The alphabet of this language even in modern versions, largely consist of consonant symbols. This early form of alphabetic script is originating in writing systems. The phoneticians are the general source of most other alphabets to be found in the world. A modified version can be traced the east into Indian and South East Asian writing systems and to the west through Greeks.

Significantly, the early Greeks took the alphabetic process a stage further by also using separate symbols to represent the vowel sound as distinct entities, and so a remodeled alphabet was create to include these. This change produced a distinct symbol for the vowel (alpha) to go with existing symbols for consonants as b (beta) in the fact for some writers on the origins of the modern alphabet, it is the Greeks who should be given credit for talking inherently. Syllabic system from the phoneticians and creating writing system in which the single symbol to single sound correspondence was fully realized.

From the Greeks this revised alphabet passed to the rest of Western Europe via the Romans and, of course it underwent several modifications to fit the requirements of the spoken language encountered. Another line of development took the same Greeks writing system into Eastern Europe where Slavic language was spoken. This modified version called the Cyrillic alphabet.

## **2.6 Writing English**

The origins of the alphabetic writing system were based on a correspondence between single symbol and single sound type. The one might reasonable ask why there is such of frequent mismatch between the form of the written English and sound of the spoken English .the answer to that question must be sought in a number of historical influence on the form

of the written English .the spelling of the written English was very largely fixed in the form that was used when printing was introduced into fifteen century English at that time a number of conventions regarding the written representation of words develop from forms used in the writing other language notable Latin and French .more over many of the early printers were native Dutch speakers and could not make consistently a accurate decisions about English pronunciation .perhaps more important in that fact that since the fifteenth century, the pronunciation of the spoken English undergone substantial change.

The even if there had been a good ,written letter to speech –sound correspondence at that time and printers had got it wight , there would still be major discrepancies for the present day speakers English. If one added in the fact that large number of the old written English were actually recreated by sixteenth century spelling reformers to bring their written forms more into line with what were supposed sometimes erroneously to their Latin origin( e.g. dette became debtil and become clear . How one goes about describing the sounds of the English words in consistent way, when the written forms provide such under liable clause. (George Yule, 1996:14)

## **2.7 The Teaching of Reading English Alphabet**

To teach a language is important a new system of complex habits and habits are acquired slowly. An important sub skill of reading skill is to grasp language pattern from their writing representation the task of teaching. How to read English alphabet can be divided into. Lado Robert (1964)

### **( 1 ) Pre-reading:**

Since the English alphabet is more less the same as that of other European languages (French, Italian, Spanish etc..)

Teaching the English graphemes is of less importance, for speakers of this language. A brief permutation of few symbols that differ to English graphemes when a teacher is teaching English alphabet to learners who are not familiar with it, graphemes should not be presented as if they are completely different. For example o, b, d, g are not completely different that, they are circle a line and combinations of the two in different position to teach other. Circle at the right or left of vertical line and the line reaching above or below the horizontal level of letter. (Pei Marico and Long David, 2003)

### **Fit**

What is meant by "fit" is relation between a writing system and spoken language it represent. When the pupil can speak and can identify the graphemes separately, that mean he can associate the language with graphemes. The fit of English writing is very poor, still there are phoneme always represented by some letter. For example / m/, /m/, /v/v

When letter regularly represents the same sound, there are many other regularities of English spelling. Some letter always represented by other letters e.g ( f/f) also gh,ph /3/j. also some letter represents phoneme e.g / l/h ll , but not walk., calm, the problems of reading and writing English spelling arise from irregularities off it or from interference from source writing system. For example. The fact that English / k/ can be represent by k and ch in turn can represent / / in church and / / in machine is problem of irregularity taking up each word as aspirate problem is not easy task. It is better to teach pattern of representation for example / I / is often represented by / I / between consonant e.g big fill , principle. This pattern can best be taught as in the following example / i / is often represent by the letter I plus one or more consonants big fill principle. Then these words are



to be written on the board. Pupils are to be asked to read them aloud. Other words the pupils know . E.g. him ,his, six , ship could be taught the same way.

### **2.7.1 Teaching How to Read English in Spine Series**

From what was mention about teaching English alphabet in the previous section it is obvious that teaching English alphabet for beginners is not an early task, particularly in countries like Sudan, where English language is only taught in classroom without any support from surrounding environment.

### **2.7.2 Teaching Pupils how to Read English**

Teaching pupils How to read English alphabet is largely base on how the English alphabet is presented in the both the pupils book and teacher's book as well as adequate trained teacher.

At school In Sudan English alphabet spine series. The spine teachers book does not pay and adequate attention to presentation of letters and recognition (identifying the graphemes) and first (associating the grapheme and which is essential in teaching English alphabet become Arabic writing is basically different from Latin alphabet teaching pupils to identify grapheme is slight touched in spin to teacher's book it was mentioned only once through spine without any reflection the pupil's book as in the following way.

Follow the guiding for developing hand writing. The letters a, b , c, d Appear as in different letters. But they all have comment feature the part which look like "c" this part has got the opposite direction in the case of letter "b" (spine teachers book 1)

These guidelines for developing hand writing are not reflected in the spine pupil's book 1 in other word there are not arrows or mechanism to show that there are some similarities between these graphemes. The relation between writing system and spoken language (fit) patterns and the problem in patterns are not taught at all. In such case the spine teacher's book1 assumes that the teacher could full fill all the needs in process of teaching How to read English alphabet. If it is so the training of teacher are major concern. A teacher who is teaching English alphabet for beginners needs to be familiar with special courses of linguistic such as phonetic phonology, writing English language. In order to teach the letters correctly and sound they represent. It through this courses only that a teacher could be able teach regularity of fit, patterns, and the problem in patterns.

The spine {teacher's book, and pupils book} does not pay an adequate attention to teaching fit and regularity of (fit) 'A 'letter could be represent different sounds as ball, apple, cat some letter always represent the some phoneme, but the phoneme could be represented by 'n' also kn this could easily be taught through the pupil's book by given different object having the same letter with different sound as is ball, cat

Apple when a phoneme is represented by other letter it could be handled in same way as in: phone, fall, fit Philip this is not done in spine (pupil's book 1 present the letters as in the following way Ministry of Education Jordan (2001)

Small letters from "a" to "g" listen sing and read a, b, c, d, e, f, g copy each letter 20 times in your Exercise book (spine pupil's book 1)

Fit and regularity of fit , also can be taught from a detail teaching notes from teachers book 1 which is not done in spine teachers book 1 teaching

English alphabet or learning English alphabet does not mean teaching or learning the shape and the name of letter.

What is mean by teaching English alphabet is teaching pupils How to recognize the grapheme and the sound represent which is largely based

On reading practice.

The English alphabet reading practice is not reasonable sufficient in spine (teacher's book 1 and pupil book)

It is just listen sing and read without any detail for example

Smell letter from "o" to "u"

"A" listen sing and read o, p , q, r, s, t, u.

B-writing in your exercise book (spine pupils book unit lesson 6:6)

The teaching notes of lesson 6 (small letters from "o" to " u" are present without any detail as in the following way:

Learning the name and sound of letters o, p, q, r, s, t,u some suggestion revise letter taught before let pupils sing them .

Present new letters get pupil to sign them (spine teacher's book 1 unit

Lesson 6: 23. Ministry of Education Sudan (1992)

These teaching notes are not paying an a adequate attention to English alphabet reading practice although the object of these teaching notes do not show How teach the sound of letters the lack of English alphabet reading practice is clear in spine ( teacher's book 1 and pupil's book1) as in these

instruction notes and other teaching notes. (Ministry of Education Sudan, 1992)

## **2.8 Pre-Writing and Basic Strokes**

In the teaching cursive writing, the pupils has to be shown where to begin each letters which way to move, and How to contact

The Storks and letters (there is a long road between writing the Symbols slowly and carefully with full attention on the strokes and writing English alphabet properly. A pupil must be helped to learn the mechanism and skill involved in writing. From initial traces up to point that strokes are handled automatically. (Lado, 1961)

## **2.9 Previous Studies**

**Study (1):** conducted by: **Nguyen Tien Dung**

**Title: Some Common Pronunciation Problems Facing Vietnam**

**Learners of English.**

The study aimed at; identifying aspects that influence language learners when they learn how to speak English, improving the teaching English Pronunciation, exploring the common difficulties that Vietnamese students encounter when they learn to pronounce English sounds, and finding out the appropriate methods to teach and help students communicate more effectively. The study covered a number of frequent pronunciation difficulties that cause problems for Vietnamese learners of English including tense and lax vowels, consonant endings, stress and tones. The importance of the study lies in that it is considered a useful reference source for both teachers and students, who want to improve their pronunciation of English.

The study came up with the following findings: Vietnamese speakers often come across pronunciation problems when communicating in English; Vietnamese speakers of English meet difficulties with word stress,

Vietnamese speakers come across various difficulties in learning English pronunciation; Vietnamese speakers are not able to vocalize stress by tone in English words due to syllabic tone, the complications of vowels particularly between tense and lax vowels in English can be tough to learn; the differences between consonant positions, consonant clusters, word and tones lead Vietnamese students of English to meet a large number of difficulties.

**Study (2):** Conducted by: **Margaret Gatavi Njeru**

**Title: Dialect and the Learning of English as a Second Language in Kenya**

The study is not based on any empirical research, it is meant to arouse interest in those who wish to do an empirical study as it gives an insight into the situation of English as a second language in Kenya, so the researcher has carried out this study on theoretical work. The study aimed at finding out whether ethnicity or region where one grew up and the first language one uses in social circles has any positive or negative effect on learning English as a second language, because according to UNESCO (2009), many citizens from low-income countries work in the informal sectors that do not expose their children or adults to the dominant official languages thus making it difficult for these children to use the language confidently while at school. The problem of the study was represented in that Kenya is a country composed of 42 different tribes, speaking different languages and each tribe has challenges in as far as acquiring/ learning English as a second language. The study came up with the following findings: In Kenya, most people from the rural areas face dialect problems in speaking English because they grow up in the villages where only one language is used, therefore face difficulties in acquiring the second or third languages. The person's ethno-linguistic heritage, which is the ethnic and

speech of the community where the person is born, plays a significant role in determining the degree of interaction and access to the language used by the dominant group, therefore creating a barrier to acquiring L2.

Mother tongue dialect greatly affects most students in Kenya and brings about many problems in perceiving the L2 languages. People form a habit of using the rules of the first language in the second language and therefore make errors. There are effects of first language which are related to pronunciation, spelling and grammar, on learning second language often experienced in both the written and spoken languages. Pronunciation is a serious problem associated with learning the second language for both teachers and pupils. Pronunciation of English words is affected when pupils turn back to the villages and use their first language as a means of communication. On the other hand, teachers face difficult moments on establishing the systematic way of deciding what to teach, and how to do it. Lack of proper guidance on how to teach L2 makes teachers experience many difficulties in ensuring L1 learners pronounce certain English words correctly.

**Study (3):** Conducted by: **Nneka Umera-Okeke** in (2008)

**Title: Spelling and Phonetic Inconsistencies in English: A Problem for Learners of English as a Foreign/Second Language African**

The problem of the study was represented in that in a perfect alphabet, every letter would be a phonetic symbol representing one sound and one only, and each sound would have its appropriate symbol, but it is not the case in English. English spelling is defective. It is a poor reflection of English pronunciation as the language has not enough symbols to represent all the sounds. So, the problems of these inconsistencies to foreign and second language learners cannot be overemphasized. This study investigated the historical reasons for this problem; areas of these

inconsistencies and made some suggestions to ease the problem of spelling and pronunciation for second and foreign language learners.

The study aimed at not to completely eradicating a foreign accent but helping the teacher to improve his students' pronunciation especially as regards critical errors responsible for incomprehensibility, enabling the students to know aspects of their pronunciation and spelling difficulties that result in other people being unable to understand them, and giving them the opportunity to practice aspects of the English sound system which are crucial for their own improvement. The study recommended to; good use of both pronouncing and ordinary dictionaries and other forms of vocabulary development, the relationship between English spellings and pronunciation can, after all, not be said to be quite crazy.

**Study (4):** Conducted by: **Asgar Ali Ansari, in (2012)**

**Title: Teaching of English to Arab Students: Problems and Remedies**

The problem of the study was represented in that because of the social and cultural backgrounds of his students a teacher of English faces a lot of problems while teaching English to Arab students especially in Saudi Arabia. There are many reasons for this. The first and the most important reason is that the Arab students have no knowledge of even basic English although they are taught English in schools. The study aimed at identifying; the role and qualification of a teacher of English who teaches students with cultural backgrounds, the plans, strategies and methods of teaching English to students with such backgrounds.

The study came up with the following findings; thus there are many different methods to teach the four skills of English language, the most important skill of the four depends on the purpose of the learners, from the technical point of view, reading and writing skills are the most important, so the emphasis should be on reading and writing, a student learns how to

read words or sentences, he would automatically become able to write and speak English, if he does not know how to read, listening words would fall flat on his ears, he will not understand anything because he is not acquainted with words or sentences in English. The study recommended to; first of all, a student of EFL should be trained in reading the English alphabets, words and sentences, to teach EFL a teacher must have patience.



# CHAPTER THREE

## RESEARCH METHODOLOGY

### 3.1 Methodology of the Study

This chapter described and explained the procedure of the research which was used during data collection, it also described the design of the study, sampling techniques and data collection. The study use the descriptive analytical. Method it adopted quantitative numerical data.

### 3.2 Populations of the Study

This study examines basic level pupils' ability in pronouncing and writing of English language alphabet, through analysis of the test distributed to basic level schools of Abu Sead locality, the sample of the study sample is composed of 50 pupils. All of them were Sudanese girls and boys pupils.

### 3.3 Research Tool

In this study the researcher used pupils' tests, which consisted of two tests, the first test is concerning pupil's ability in pronunciation and the second one in writing English language alphabet. These tests contained two questions, in question one pupils were asked to read out some words which were grouped into some vowels and consonants sounds which are thought to be the problematic area which face basic level pupils in reading English alphabet, in question two pupils at basic level schools were asked to write some difficulties in writing English Alphabet.

### 3.4 Statistical Reliability and the Validity

Reliability refers to the reliability of any test, to obtain the some result if the same measurement is used more than one time under the same condition. The reliability means when a certain test was applied on a number of every one were counted, then the same test applied another time same group and same marks were obtain, then we can describe this test as a reliable – moreover, the reliability is defined by Lade (1962) as the degree of the accuracy of the data than the test sinecures.

#### 3.4.1 Statistical Reliability for the Student's Test:

The reliability coefficient was calculated for the measurement, which was used in the test using Alpha-Cronbach coefficient Equation as the following for calculating the validity and the reliability of the test from the above equation, the researcher distributed the test to respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient the results have been showed in the following table:

#### Reliability Statistics

Cronbach's Alpha	Number of questions
.76	20

# CHAPTER FOUR

## DATA ANALYSIS AND DISCUSSION

### 4.1 Analysis of the Study

### 4.2 The Responses to the Written Diagnostic Test

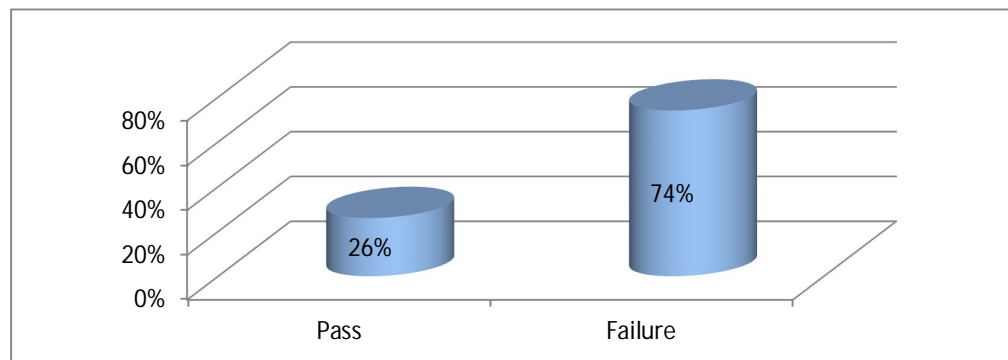
The responses to the written diagnostic test of the 50 students were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

Each statement in the test is analyzed statistically and discussed. The following table will support the discussion.

**Hypothesis One:** *pupils at basic levels school face some difficulties in pronouncing English languages alphabets*

**Question One:** read out the following words

**Figure (4.1) shows the frequency and percentage distribution of the answers according to part (1)**



The above figure illustrate the percentage and frequency of the answers of the study sample that concern with the questions and shows that most of the sample answers were failure which are represented by the percentage (74%). This justifies that students need to be given adequate activities on vocabulary that focus heavily on written academic texts.

**Hypothesis (2): pupils at basic levels school face some difficulties in writing English languages alphabets**

**Question Two:**

**Table (4.1) shows the frequency and percentage distribution of the answers according to part (2)**

<b>Valid</b>	<b>Frequency</b>	<b>Percentage</b>
Pass	11	22
Failure	39	78
Total	50	100

The above table and figure illustrate the percentage and frequency of the answers of the study sample that concern with the questions and shows that most of the sample answers were failure which are represented by the percentage (78%). This justifies that students need to be trained and developed in understanding written academic texts.

**Table No (4.2) The Frequency Distribution and decisions for the Respondent’s Answers of all questions**

<b>Questions</b>	<b>Pass</b>		<b>Failure</b>		<b>Decision</b>
	<i>frequency</i>	<i>Percentage</i>	<i>frequency</i>	<i>Percentage</i>	
<b>Question 1</b>	13	26	37	74	<b>Accept</b>
<b>Question 2</b>	11	22	39	78	<b>Accept</b>

This table No. (4.2) it is shown the summary of the results. For the **question one**, it's clear that the number of students who failed in the question one is greater than the number of students who pass the question (74%) so the hypothesis of the study related to question one is accepted.

This table no. (4.2) it is shown the summary of the results. For the **question two**, it's clear that the number of students who failed in the question two is greater than the number of students who pass the question (78%) so the hypothesis of the study related to question 2 is accepted

**Table (4.3) one sample T-TEST for the questions of the study**

Questions	N	SD	t-value	DF	p-value
<b>1</b>	49	7.2	18	49	0.00
<b>2</b>	49	9.81	17	49	0.00
<b>For all</b>	49	8.03	15	49	0.00

The calculated value of T – TEST for the significance of the differences for the respondent's answers in the question No (1 ) was (18 ) which is greater than the tabulated value of T – TEST at the degree of freedom (49) and the significant value level (0.05%) which was (6.54). This indicates that, there are no statistically significant differences at the level (0.05 %) among the answers of the respondents. this mean that our first hypothesis is accepted

The calculated value of T – TEST for the significance of the differences for the respondent's answers in the question No (2 ) was (17 ) which is greater than the tabulated value of T – TEST at the degree of freedom (49) and the significant value level (0.05%) which was (6.54). This indicates that, there are statistically significant differences at the level (0.05 %) among the answers of the respondents. This means that our second hypothesis is accepted.

# **CHAPTER FIVE**

## **CONCLUSION, FINDINGS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES**

### **5.1 Introduction**

This chapter provides a summary for the whole study, in addition to the conclusion for the results and findings of the study. Moreover some recommendations will be made out of the findings finally suggestion for further studies will be provided.

### **5.2 Findings**

The study concluded the following findings:

1-The majority of the pupils failed to pronounce the following different sounds of the alphabet letters specially (a, e, i, o, u, sh, ch, th, ck, ph).

2- Pupils were not given the perfect sounds or they do not know the way of pronouncing of the letters.

3- The majority of pupils failed when they were asked to write other forms of the letters.

### **5.3 Conclusion**

According to the result of the data analysis the study reveals the following as related to the first hypotheses which states that pupils at basic level school face some difficulties in pronouncing English language Alphabet letters.

This hypothesis was confirmed and showed its percentage of the pronunciation of the alphabet.

Pupils at basic level school face some difficulties in writing English language Alphabet letters. The second hypothesis was confirmed the results show pupils weakness in writing the relevant shape of alphabet letters.

#### **5.4 Recommendations**

Based on the study findings the researcher recommends the following:

1-Pupils at the basic level schools especially on class fifth listening activities letter more and more in order to know the different sounds of the letter.

2- Pupils at the basic level schools need to be taught by patiently to learn.

3- Pupils at the basic level schools must be taught phonetics by qualified teachers at pronunciation.

#### **5.5 Suggestion for Further Studies**

According to the research findings, the researcher suggested for further studies the following:

1- Investigating the role of teacher's qualification on phonetics on pupils' learning English alphabet.

2- Investigating the impact of pupil's book and teacher's book materials of phonetics on teaching English alphabet.

## REFERENCES

- Arbab, S. H. M., (1995). “*An Analytic Evaluation of the Integrated Multi-media Approach in In-service Training for Secondary School English Teacher*”, Ph.D Thesis, University of Khartoum.
- Asghar Ali Ansari, (2012), “*Teaching of English to Arab Students: Problems and Remedies*”, Umm -al Quara University, University College, Makkah, Saudi Arabia , Journal of Educational Research Vol. 3(6) pp. 19-24, June 2012.
- Bosmond M. and Florence M., (1998). “*Second Language Theories*”, Oxford University Press, U.S.A
- Bots (1979). “*The Nile Course for the Sudan Teacher Book*”, Longman Group Ltd. London.
- Brown D., (2007). Action Pack 1 (*Primary English Students' Book Activity Book Knewed*), Egyptian International Publishing Company, London .
- Brown James, (1988). “*Understand Research in Second Language Learning*”, Cambridge University Press, Cambridge.
- Crystal David, (1997). “*The Cambridge Encyclopedia of Language*” (2 th ed).
- D. Don/P. Lina and Iggulden M. (1999). “*Learn English :Activity Books*”, (New Ed.).
- Gardiner, Alan (1957). “*Egyptian Grammar: Being an Introduction to the Study of Hieroglyphs* (Third revised edition), London: Oxford University Press.



Ismail S. A. (1992). *“The Spine Series for The Sudan Teachers Book 1, National Centre for Curriculum Development of Education and Researches*, Bakht er Ruda, Ministry of Education, Sudan, 1992.

J. A. Bright, (1951). *“HANWBITING* (1<sup>st</sup> Edition) Educational Publications Bureau, Kh., Sudan Survey Press.

Lado Robert, (1964). *“Language Teaching”*, Cambridge University Press, New York.

Light Bown M. and Spada N., (1996). *“How Languages are Learned”*, Oxford University Press, London.

London Group Limited, England, Harlow.

Longman Group U.K Limited, Edinburg, Cambridge University Press, London.

Margaret Gatavi Njeru, (2013). *“Dialect and the Learning of English as a Second Language in Kenya”*, Received: April 12, Accepted: May 23, Published: May 28, Journal of English Linguistics Research, Vol. 2, No. 1; P.128, Published by Sciedu Press.

Ministry of Education, Jordan, (1991). *“PETRA (Progress in English through Relevant Activities), Teachers’ book 1*, Fifth Grade, Ministry of Education, Omman.

Ministry of Education, Jordan, (2001). *“Hand Writing Book 1*.

Ministry of Education, Sudan, (1992). *“The Spine Series, Pupils’ Book 1*, Ministry of Education, Sudan, Publications Bureau.

Nguyen Tien Dung, (2015). *“Some Common Pronunciation Problems Facing Vietnam Learners of English”*, Faculty of Foreign Languages, Ba Ria – Vung Tau University.

Nneka Umera-Okeke, (2008), “*Spelling and Phonetic Inconsistencies in English: A Problem for Learners of English as a Foreign/Second Language African*”, Journal of Research Review, Vol. 2 (1), PP.64-83.

Pei Marico and Long David, (2003). “*The Origin of the English Alphabet*” [http://www.Enmmate.Msn.com/Encarta/ref\\_pages/](http://www.Enmmate.Msn.com/Encarta/ref_pages/) Ref Article.As.P/X.?reficl=761565349

Platino G., (2003). “<http://limns.modern.alphabet>.”

Polinger D. and Seaxs A., (1981). “*Aspects of Language* (3<sup>rd</sup> ed) Horcount Brace Jazinovich. INC New York.

Sandell L., (1982). “*English Language in Sudan: A History of its Teaching and Politics*, London, Khaca Press.

Shaw, Ian (2002). “*The Oxford History of Ancient Egypt*, Oxford: University Press, Wei, Julie Lee. 1999. “Correspondences between the Chinese Calendar Signs and the Phoenician Alphabet” Sino-Platonic Papers 94 (March) 1-65.

The Spine Series, Pupils’ Book 1, Khartoum, Sudan, Publications Bureau.

Wengrow, David (2006). “*The archaeology of Early Egypt: Social Transformation in North-east Africa, 10,000 to 2650 BC*. Cambridge: Cambridge University Press.

[www.Adh.Brighten](http://www.Adh.Brighten) Ac. UK/school of design.MA course/Alphabet

Yassin A., (2003). “*English in Tertiary Education Post-Arabization in Sudan*, An Analytic Study Journal of Science and Technology, Vol. 4(1), Jan. 2003, Sudan University of Science and Technology, Khartoum, Sudan.

# APPENDIX

## A Test for Basic School Pupils

Dear pupils,

I will be grateful if you respond to this test. The data taken will be used to answer the research entitle {Investigating Difficulties Facing Basic Level School Pupils in Pronouncing and writing English language alphabet letters}

Name.....age.....

**Question one:** corresponds hypothesis one.

**Hypothesis:** pupils at basic level school face some difficulties in pronouncing English language Alphabets.

**Question two:** pupils at basic level school face some difficulties in writing English language alphabet

Read out the following words.

(a)			
Cat	( )	Fat	( )
Table	( )	Face	( )
Ball	( )	Arm	( )
(e)			
Red	( )	Bed	( )
Near	( )	Ear	( )
(i)			
Live	( )	Give	( )
Mine	( )	Nine	( )

Light	( )	Night	( )
(o)			
Office	( )	Object	( )
Onion	( )	Most	( )
(u)			
Up	( )	Cut	( )
Use	( )	Unit	( )
(b-p)			
Pen	( )	Put	( )
Bag	( )	Book	( )
(c)			
Cat	( )	Car	( )
Circle	( )	Pencil	( )
(f-v)			
Face	( )	Father	( )
Very	( )	Evening	( )
(g-j)			
Girl	( )	Green	( )
Jam	( )	Job	( )
(sh-ch-th-ph-ck)			
Shop	( )	Ship	( )
Chair	( )	Cheese	( )
That	( )	Then	( )
Three	( )	Thank	( )
Elephant	( )	Phone	( )
Black	( )	Jacket	( )