

Chapter one

Introduction

Background 1.1

This study is an attempt to investigate the problematic overlap of the phonological and orthographic aspect in British English. It is of course well-known that English spelling is chaotic as compared to its corresponding pronunciation, which gives rise to difficulties not only to foreign learners but, somehow to native speakers as well.

This study will focus on the different possible sounds that may be produced by the five cardinal vowel letters and how their pronunciation is affected by the consonant letters preceding and following them.

The spelling of consonant sounds, on the other hand, also influences and is influenced by their pronunciation. In this study certain consonant letters will be examined as particularly problematic.

Statement of the Problem 1.2

Grasping English spelling through pronunciation and mastering
pronunciation through spelling

In many languages, and foremost in English, there is often little or no congruency between how a sound is pronounced and how it is spelled. In English for example, one sound can have many spellings. The sound long 'e' can be spelled many ways. Here are a few:

mete, meat, meet, he, believe receive, Caesar, amoeba, key, jolly, police

Or one spelling can have many sounds. Take the letter 'a' for example. In each of the following words, 'a' represents a different sound.

father, apple, bake, want, many, above, woman

English spelling is chaotic as compared to its corresponding pronunciation, which gives rise to difficulties not only to foreign learners but, somehow to native speakers as well.

Objectives of the research 1.3

- .To reduce difficulty of pronouncing English vowel and consonant sounds .1
- .To treat minor problems of different sounds of vowel and consonant letters .2
- . To manifest initial, medial, and final silent letters .3
- To justify and remove difficulty of pronunciation and spelling combined .4
- .together and separately viewed

Questions of the research 1.4

- ?To what extent EFL learners to master pronunciation from spelling .1
- ?How perfect spelling can improve learners, pronunciation of English .2
- What is the benefit of learning the different sounds of vowels and consonants .3
- ?as well as silent letters

Hypotheses 1.5

- It is more convenient to master spelling rules through learning pronunciation. .1
- .2. Perfect spelling is reached through correct pronunciation
- Learning and mastering the Different sounds of vowel and consonant letters .3
- as well as the silent letters enhance the learners speaking and writing skills
- .altogether

Methodology of the research 1.6

The researcher uses the descriptive and analytical approach

Tools

- .The researcher uses a test as the method of quantitative analysis

Significance of the research 1.7

This study will set up a basic concept of initiating, appalling and improving a new instructive strategy of grasping pronunciation and spelling of selected

English vowel and consonant sounds and their corresponding letters for EFL learners.

1.8 Limits

This study comprises the five cardinal vowel letters a, e, i, o, u In addition to the five consonant letters represented by the following phonemic symbols [k], [S], [Z], [ʃ], [J].

.Time In the academic year 2016 at (Omdurman Ahilia University)

Chapter two

Literature review

2.1 Introduction

This chapter links the main topic on speaking and writing. It involves sounds and spellings. It also involves the forty-four phonemes of English. It, furthermore encompasses the orthographical rules governing English spelling.

Previous studies conducted on this topic are very rare as yet. The only study available at is the one suggested by Ustaz Zuheir Maghreb, (2009) where he attempted to incorporate pronunciation the forty-four English phonemes with their relevant spelling, aiming to provide evidence that appropriate enhancing speaking and writing skills can at best realized through integrating and not separating sound and spelling.

2.2 Phonetics

Phonetics can be defined as the systematic and scientific analysis and study of the speech sounds of a language. The pronunciation of the new item of English must be taught properly to prevent the insurgence of a wrong habit of usage which will be difficult to eliminate. Yeddi, in (2003).

The dictionary of Michael West (1977) the word Phonetics /fənetiks/ n study of the sounds of speech. adj phonetic.

The dictionary of oxford by Andrew Delahunty (2002) phonetic /fonetik/ adjective 1 to do with speech sounds. 2 representing speech sounds. Phonetically adverb [from Greek phonein=speak].

2.3 ***Phonology***

According to Yule, (1996) The study of language said **Phonology** is essentially the description of the systems and patterns of speech sounds in language. It is, in effect, based on a theory of what every speaker of language unconsciously knows about the sound patterns of that language. Because of this theoretical status, phonology is concerned with the abstract or mental aspect of the sounds in language rather than with the actual physical articulation of speech sounds. It is about the under-lying design, the blueprint of the sound type, that serves as the consonant basis of all the variation in different physical articulations of that sound type in different context.

2.4 ***Phoneme***

Each one of these meaning-distinguishing sounds in a language is described as phoneme. When we considered the basis of alphabetic

writing, we were actually working with the concept of phoneme as the single sound type which came to be represented by a single symbol. It is in this sense that the phoneme [**t**] is described as a sound type, of which all the different spoken versions of [**t**] are tokens. George, (1996).

In Roach, (2000) English phonetics and phonology said that when we speak, we produce a continuous stream of sound. In studying speech we divide this stream into small pieces that we call segments. Such as the word 'man' is pronounced with a first segment **m**, a second segment **æ** and a third segment **n**.

2.5 *The forty-four sounds in English*

Estrogen, in (2012) The 44 Sounds in English Language twenty vowel sounds including five long vowels, five short vowels, three diphthongs sounds and twenty-four consonant sounds the following lists provides you with sample words to teach the sounds in the English language. The five Short Vowel Sounds short -a- in (and, as, after) short -e- in (pen, hen, lend) short -i- in (it, in) short -o- in (top, hop) short -u- in (under, cup) The 6 Long Vowel Sounds long -a- in (make, take) long -e- in (beet, feet) long -i- in (tie, lie) long -o- in (coat, toe) long -u- (you) in rule long -oo- in (few, blue) The R-Controlled Vowel Sounds -ur- in her, bird, and hurt -ar- in bark, dark -or- in fork, pork, stork The 18 Consonant Sound sc, q and x are missing as they are found in other sounds. (The C sound is found in the k sounds and in the s sound in words like cereal, city and cent. The Q sound is found in kw words like backwards and Kwanza. The X sound is also found in ks words like kicks.)-b- in bed, bad-k- in cat and kick-d- in dog-f- in fat-g- ingot-h- in has-j- in job-l- in lid-m- in mop-n- in not-p- in pan-r- in ran-s- in sit-t- in to-v- in van-w- in went-y- in yellow-z- in zipper

The Blends Blends are 2 or 3 letters combined to form a distinct spelling sound. The blends sounds:-bl- in blue and black-c- in clap and close-fl- in fly and flip-gl- in glue and glove-pl- in play and please-br- in brown and break-cr- in cry and crust-dr- in dry and drag-fr- in fry and freeze-gr- in great and grand-pr- in prize and prank-tr- in tree and try-sk- in skate and sky-sl- in slip and slap-sp- in spot and speed-st- in street and stop-sw- in sweet and sweater-spr- in spray and spring-str- in stripe and strap The 7 Digraph Sounds-ch- in chin and ouch-sh- in ship and push-th- in thing-th- in this-wh- in when-ng- in ring-nk- in rink The Other Special Sounds Including Diphthongs-oi- in foil and toy-ow- in owl and ouchshort -oo- in took and pull-aw- in raw and haul-zh- in vision.

The English phonemes 2.6

English vowel phonemes 2.6.1

According to Yeddi, (2003) A practical Approach The following are the phonetic symbols for the pure vowels (Monophthongs) Of the English :language

.No	Symbol	Ordinary spelling	Phonetic Transcriptions
1	//i:	see, me	//:si:/ /mi
2	//ɪ	hit, it	//hit/ /it
3	//e	get, set	//get/ /set
4	//æ	cat, mat	//cæt/ /mæt
5	//ɑ:	harm, farm	//haɑ:m/ /faɑ:m
6	//ɔ	got, pot	/gɔt/ /pɔt/
7	//ɔ:	call, all	//kɔ:l/ /aɔ:l
8	//ʊ	put, full	/ pʊt fʊl/ / /
9	//u:	fool, food	//fu:l/ /fu:d
10	//ʌ	Cut, but	//kʌt/ /bʌt
11	//ɜ:	girl, learn	//gɜ:l/ /lɜ:n
12	//ə	admit, again	/ədmit/ /əgein/

Diphthongs fall into three group 2.6.2

/Diphthong end in /u .1

/Diphthong end in /i .2

3. Diphthong end in /ə /

Generally, the following are the phonetic symbols for the Diphthongs of :English

.No	Symbol	Ordinary spelling	Phonetic Transcriptions
1	//eɪ	say, may	/seɪ/ /meɪ/
2	//ou	bow, low	/ /bou/ /lou
3	//aɪ	fly, high	/ /flaɪ/ /haɪ
4	//ɔɪ	toy, boy	/ /tɔɪ/ /bɔɪ
5	//ɪə	near, dear	/nɪə/ /dɪə/
6	//eə	fair, hair	/ /feə/ /heə
7	//aʊ	how, now	/ /haʊ/ /naʊ
8	//ʊə	Poor, sure	/ /pʊə/ /ʃʊə

English consonant phoneme 2.6.3

Phonetic Transcriptions	Ordinary spelling	Symbol	No.
/pɪn/ /pen/	pin, pen	/p/	1
/bɔ:l/ /bet/	ball, bet	/b/	2
/teɪbl/ /ti:/	table, tea	/t/	3
/desk/ /did/	desk, did	/d/	4
/kɪl/ /kɪs/	kill, kiss	/k/	5
/gəʊ/ /get/	go, get	/g/	6
/fɪn/ /fel/	fin, fell	/f/	7
/veri/ /veɪn/	very, vain	/v/	8
/θɪnk/ /θɪn/	think, thin	/θ/	9
/ðem/ /ðɪs/	them, this	/ð/	10
/set/ /sel/	set, sell	/s/	11
/zu:/ /zi:l/	zoo, zeal	/z/	12
/ʃi:p/ /ʃɪp/	sheep, ship	/ʃ/	13
/meʒr/ /pleʒr/	measure, pleasure	/ʒ/	14
/mʌtʃ/	Much	/tʃ/	15
/ dʒʌdʒ/ /eɪdʒ/	judge, age	/dʒ/	16
/met/ /men/	met, men	/m/	17
/net/ /nɪl/	net, nil	/n/	18
/sɪŋ/ /kɪŋ/	sing, king	/ŋ/	19
/lɪp/ /lɪv/	lip, live	/l/	20
/red/ /ri:l/	red, reel	/r/	21
/hɪl/ /hel/	hill, hell	/h/	22
/ju:/ /jes/	you, yes	/j/	23
/wi:/ /wi:k/	we, weak	/w/	24

according to Yeddi, (2003) A practical Approach The following are the phonetic symbols for the twenty- four consonants of English:

English sounds 2.7

Vowels as distinct from consonants 2.7.1

A vowel sound 2.7.2

Yeddi, (2003) a practical Approach said that a vowel sound is produced without confronting any partial or complete obstruction in the oral passage. In other words, in the production of sounds, there is no closure or narrowing of the air passage that may create audible friction. It means that the stream of the released air flows freely from the lungs to the lips and beyond without being partially or completely, stopped or deflected. Moreover, in the process of producing the vowel sound there is also no vibration in the supra-glottal organs. In the other words, there is neither closure nor narrowing of the air passage. Therefore, the air from the lungs is released through the mouth in the form of a continuous air stream.

On the other hand, in the production of a consonant sound, the air which is released from the lungs confronts an obstruction, and deflection in the oral passage. This leads to the complete stopping of the air. Consequently, one of the supra-glottal organs vibrates.

The vocal cords vibrate to produce 'voice'. However, the sound produced by the vibration of the vocal cords is modified according to the shapes of the cavities of the pharynx and the mouth. The shapes of these organs, in turn, depend on the position of the tongue and the lips.

embodied in the fact that vowels are unobstructed sounds whereas consonants are obstructed sounds. Nevertheless, there are some vowels that exist within consonant sounds in words like 'he', 'ham', 'hoe', and 'who'. The consonant 'h' in these words is a glottal aspirant.

It can be considered a voiceless vowel because in the process of pronouncing 'h' in the above words, the position of the tongue and the lip is similar or almost the same as that of each vowel which follows it. English has five vowels - A, E, I, O and U. In American English pronunciation, however, those five vowels can be used to produce fifteen different sounds! These examples show how each of the fifteen sounds is pronounced. Repeat each word until you can say all of them perfectly. Then start to use those same vowel sounds when you speak. (2005, *Learn English with Teacher Joe*).

According to Morrow, (1962) Consonants and vowels correspond to distinct parts of a [syllable](#): The most sonorous part of the syllable (that is, the part that's easiest to sing), called the *syllabic peak* or [nucleus](#), is typically a vowel, while the less sonorous margins (called the [onset](#) and [coda](#)) are typically consonants. Such syllables may be abbreviated CV, V, and CVC, where C stands for consonant and V stands for vowel. This can be argued to be the only pattern found in most of the world's languages, and perhaps the primary pattern in all of them. However, the distinction between consonant and vowel is not always clear cut: there are syllabic consonants and non-syllabic vowels in many of the world's languages. One blurry area is in segments variously called [semivowels](#), *semi consonants*, or *glides*. On the one side, there are vowel-like segments that are not in themselves syllabic but that form [diphthongs](#) as part of the syllable nucleus, as the *i* in English *boil* ['bɔɪl]. On the other, there are [approximants](#) that behave like consonants in forming onsets but are articulated very much like vowels, as the *y* in English *yes* ['jɛs]. Some phonologists model these as both being the underlying vowel /i/, so that the English word *bit* would [phonemically](#) be /bit/, *beet* would be /bi:t/, and *yield* would be phonemically /ji:ld/. Likewise, *foot* would be /fut/, *food* would be /fu:ɹd/, *wood* would be /u:ɹd/, and *wooded* would be /u:u:ɹd/. However, there is a (perhaps allophonic) difference in articulation between these segments, with the [j] in ['jɛs] *yes* and ['ji:ld] *yield* and the [w] of ['wuːd] *wooded* having more constriction and a more definite place of articulation than the [ɪ] in ['bɔɪl] *boil* or ['bɪt] *bit* or the [ʊ] of ['fʊt] *foot*.

The dictionary of Oxford by Andrew Delahunty (2002) the word consonant noun (plural consonants) a letter that is not a vowel b, c, d, f, ect. are consonants [from con- Latin sonans = sounding].

The word vowel noun (plural vowels) any of the letter a, e, i, o, u, and sometimes y, which represent sounds in which breath comes out freely. (compare consonant) [from Latin vocalis littera = vocal letter]. And also in The dictionary of Michael West (1977) the word vowel n / vɑʊəl/ speech sound made without any blockage in the mouth; letter, ect., standing for such a sound, e.g. a, e, i, o, u.

The word consonant /konsənənt/ adj pleasant when sounded together. n speech sound of letter, other than a, e, i, o, u.

2.8 English Spelling rules

2.8.1 They are twenty eight English spelling rules

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1. The letter q is always written with u and we say, "kw." The letter u is not a vowel here. (quiet)
2. /c/ before e, i, or y says, "s" (cent, city, cycle).
3. /g/ before e, i, or y may say, "j" (gentle, get).
4. Vowels a, e, o, u usually say, "ā", "ē", "ō", "ū" at the end of a syllable (belong, protect, futile)
5. Vowels i and y may say "ī" at the end of a syllable, but usually say "i" (final and my as opposed to Indian and baby) [for spelling]
6. Vowel y, not i, is used at the end of an English word (for example, my).
7. There are five kinds of silent final e's. The first rule (as in time) is one of the three ways a vowel says its name.
8. o-r may say, "er" when w comes before the o-r (for example, works).
9. We use e-i after c... if we say, "ā"... and in some exceptions.

Exceptions

receive, vein, neither, foreign, sovereign, seize, counterfeit, forfeit, leisure, either, weird, heifer, protein, geiger, height, sleight, feisty, stein, seismograph, poltergeist, kaleidoscope

- 10.s-h is used at the beginning of a word, at the end of a syllable but not at the beginning of any syllable after the first one, except for the ending, "ship." (shut, fish, nation)
- 11.t-i, s-i and c-i are used to say "sh" at the beginning of any syllable after the first one. c-h says, "sh" in a word of French origin. (nation, session, special, chic)
- 12.s-i is used to say, "sh" when the syllable before it ends in s (session) and when the base word has an s where the word changes. (tense/tension)
- 13.Only s-i can say, "zh" except for t-i in "equation." (vision)
- 14.When a one-syllable word ends with one short vowel and one consonant, double the final consonant before adding a vowel suffix. (hop, hopping/hopped)
- 15.When a two-syllable word ends with a vowel and a consonant, double the final consonant when adding a vowel suffix, if the accent is on the last syllable. (admit, admitted, admitting)
- 16.Silent final e words are written without the e when adding an ending beginning with a vowel. (have, having)

17. We often double l, f, s, after a single vowel, at the end of a one-syllable word. (full, puff, pass)
18. Base words do not end with the letter a saying, "ā" except for the article a; a-y is used most often. (may, pay, say)
19. Vowels i and o may say, "ī" and "ō" when followed by two consonants. (find, bold - gift, bond)
20. s never follows x. (box, boxes)
21. All is written with one l when added to another syllable. (almost, also)
22. Till and full added to another syllable are written with one l. (until, fulfill)
23. 3-letter "j" (dge) may be used after a single vowel which says, "ă" - "ē" - "ī" - "ō" - "ū" (badge, edge, ridge, lodge, fudge)
24. When adding an ending to a word that ends with y, that has a sound alone, change the y to i unless the ending is i-n-g. (fry, fried - cry, crying)
25. 2-letter "k" (ck) may be used only after a single vowel which says, "ă" - "ē" - "ī" - "ō" - "ū" (pack, peck, pick, pock, puck)
26. The letter z, never s is used to say, "z" at the beginning of a base word. (zero, zipper)
27. The letters e-d say, "d" and "t" as the past tense ending of any base word which does not end in the sound, "d" or "t." When e-d says "ed" after words ending with "d" or "t," they form another syllable. (loved, wrapped) (word, word ed-part, parted)
28. Double consonants within words of more than one syllable should both be sounded for spelling. (lit tle, but ton)

2.8.2 ***Pronouncing Spelling Rules***

Richland WA Brochure, (Jun 23 - Jul 21, 2015) Pronounce all sounds of letters written with virgules /o/. Pronounce the names of letters written alone (x) or with dashes between (s-i). Pronounce the sound of all letters written with quotations and dictionary markings as shown ("sh" "ã" "er"). Word examples in parentheses are not taught as part of the rule but are shown as illustrations only. The rules are most effectively taught when the phonograms are applied, sound by sound, in written dictated spelling lessons - not by rote memorization. Students learn the process of analysis and thinking.

Previous studies 2.9

This section talks about the previous studies, it also contains sound and spelling by Ustaz Zuheir Maghreb, (2009) phonology, phonetic and phonemics as well as orthography or spelling are so incorporated that they conclude in an integrated process, so to speak pronunciation is to be skilled through spelling, likewise spelling is supposed to be mastered via proper pronunciation.

The ultimate goal of this technique is that the user and learner of it can carry out the procedure of learning and applying pronunciation and spelling on his or her own with very little or even without any help from a teacher. In brief it is meant to be a self-learning strategy.

This section talks about the previous studies, it also contains English spelling improving English spelling by Masha Bell, (2004) The English spelling system is very different from other alphabetic writing systems. It is more complex, because many of its 44 sounds are spelt differently in different positions of words, such as ‘out – now’ or ‘ship – station’. It is also much more irregular. It uses spellings for its forty-four sounds, and many of them are unpredictable and have to be memorized word by word, like those for long /oo/ in ‘blue, shoe, too’ and ‘flew through’. Such unpredictable inconsistencies make learning to write English very time-consuming and much slower than in other languages with comparable writing systems.

Summary

In addition having different spellings for identical sounds, identical English letters and letter strings often also have different pronunciations, such as for [o] in ‘on, only, once, won, woman, women’ or [ough] in ‘though, thought through, rough, cough’. A third of English spellings have variable sounds. This makes learning to read English more difficult too, not just learning to write. Any writing system that uses many more spellings than it has sounds, and often uses them unpredictably and for more than one sound as well, inevitably makes learning to read and write much harder and slower than one that has fewer spellings and uses them consistently. English-speaking children take roughly 10 times longer to learn to read and write than their Finnish peers who enjoy the benefits of having a completely regular spelling system.

Chapter three

Design and method of the study

3.0 Back ground

Any language learning strategy “should of course, peruse modifying enhancing and encouraging the four language skills listening speaking, reading and writing as parallels to the most possible extent.

It is perhaps quite obvious that speaking and writing, in other word pronunciation and spelling are two process of the same end: communication.

Pronunciation and spelling are closely co-related and inter-woven representing to means of communication taking care of both skills leads not only to considerable language awareness, rather it marks the degree of using spoken and written language efficiently.

Methodology is the way which the researcher adopts in his study, it is divided into many kinds but the most common types are quantitative and qualitative analysis.

The researcher used in his study test as a tool of quantitative analysis.

To give brief a count about the pronunciation of the forty four phonemes with their relevant spelling.

The objective of this research is to pay attention to the most important pronunciation of the forty-four phonemes of English and their spelling. that is research methodology.

It will enable the researcher to develop the most appropriate methodology for his research study.

The purpose of this study is to examine the perceptions of selected university participant students regarding the quality and condition to maintenance improvement of existing university participants students.

The four purposes of this chapter are to

1. Describe the research methodology of this study
2. Explained the sample selection
3. Describe the procedure used in designing the instrument and collection of data
4. Provide an explanation of the statistical procedures used to analyze the data.

A descriptive research methodology was used for this study. A survey was administered to a selected sample at random students.

The survey is commonly applied to a research methodology designed to collect data from the selected students.

3.1 Sample

Thirteen participants from among second and third year students at Omdurman Alia University were selected randomly to do a test comprising five questions taking both pronunciation and spelling skills. The full mark of the test is 100.

3.2 Tool

The researcher uses in his study a test as a tool of quantitative analysis. Describe the procedure used in designing the instrument and collection the data, for collected and analyzing the data.

3.3 Reliability

The test is based on depicting participation's ability to cope with pronunciation and spelling of forty-four phonemes of English.

3.4 Procedures

A test of five main questions each with a number of secondary questions was designed to explore participant's awareness and achievement of the areas in questions.

Chapter Four

Data analysis and Discussion of the Results_

This chapter deals with the data analysis and discussion of the results which the test and the researcher used the test as quantitative analysis

Q.1 give the phonemic transcription of the following words?

Table (4.1)

Students	Degree
T	34.5
T	34
T	25
T	20
T	18.5
T	18
F	15
F	17

F	6
F	4
F	4
F	3
F	0

Q 1: Data Analysis

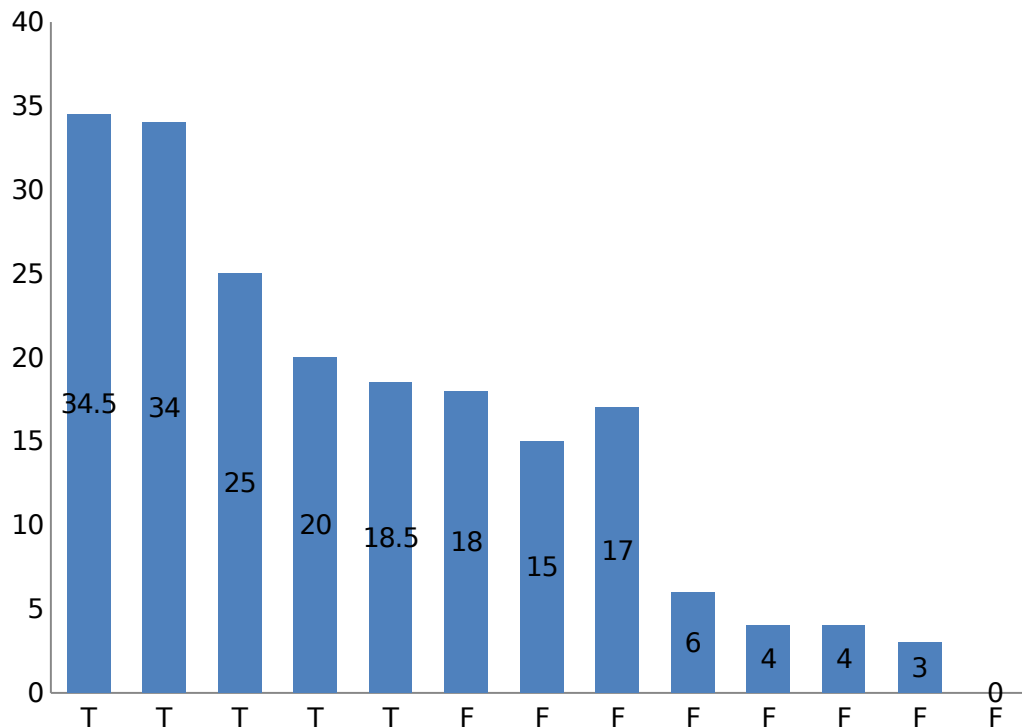


Figure (4.1)

From above table (4.1) and figure (4.1) we note that, the total number of participants are thirteen students **(1)** the total mark is **35**, three students failed to answer the question.

The first student scored three degrees, the second attained eleven degrees the last scored zero.

The top mark attained in question number one is **34.5** out of **35** the lowest mark is scored by those who pass the question is 5- the rest failed in between.

The final result suggests that the majority of participants are well familiar with the earner of this question in spite of its difficulty.

Q.2 Transcribe the following words phonemically ?

Table (4.2)

Students	Degree
T	12.5
T	11
T	10.5
T	10
T	11
F	8
F	7
F	6.5
F	5
F	4
F	4
F	3
F	0

Q2: Data Analysis

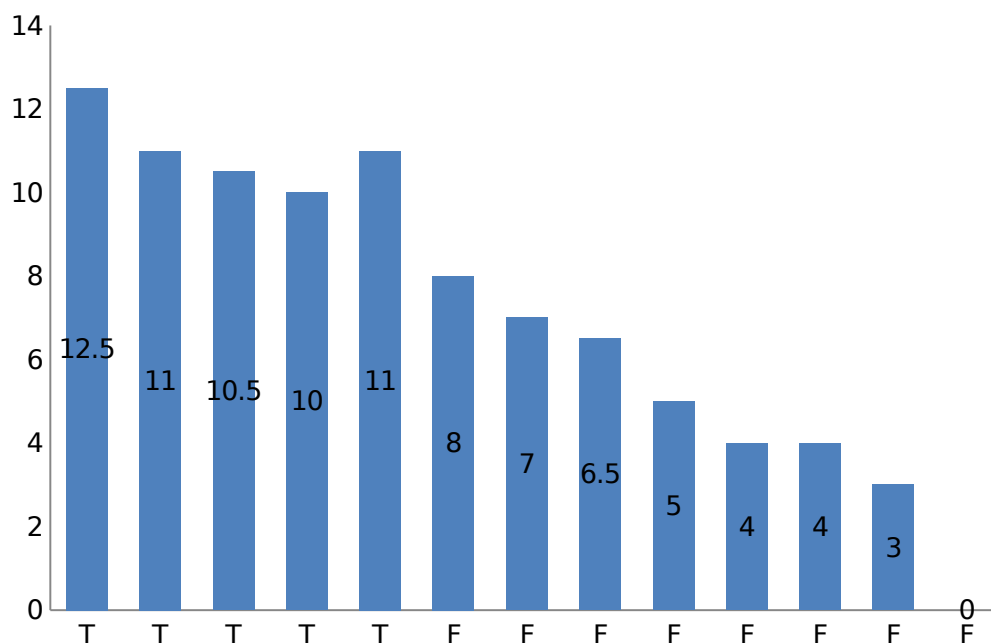


Figure (4.2)

From above table (4.2) and figure (4.2) we note that, the total mark of question number two is **15**; the top mark is **12.5** out of **15**.

The lowest mark is seven, six, participants failed question two. Their score ranges between **7** and **0**.

The minority who pass question are five only. This suggests that phonemic transcription is actually a problematic area for most participants or even for the majority of learner of English.

Q.3 Identify the silent letter of the following words at A,B, and C ?

Table (4.3)

Students	Degree
T	29.5
T	29
T	28
T	28
T	27
T	27
T	20
T	18
F	17
F	15
F	15

F	0
F	0

Q3: Data Analysis

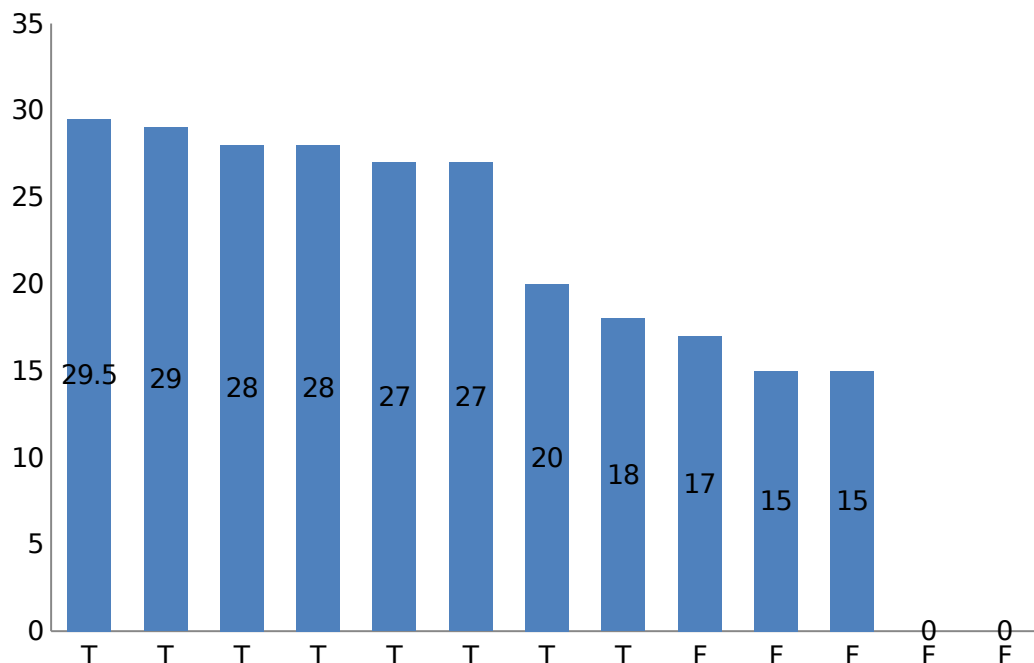


Figure (4.3)

From above table (4.3) and figure (4.3) we note that, question three is based on spelling rules

The top mark is **29.5** out **30**; the lowest mark is **15**, failed participants attained between two marks and zero. The final result denotes that he majority of participants are well acquainted with initial letter, medial silent letters, and final silent letters.

Since this test was given in writing the participants depend on their pronunciation back-ground which presupposes that phonemic awareness of participants is fairly agreeable.

Q.4 Write the present and past participle of the following words?

Table (4.4)

Students	Degree
-----------------	---------------

T	10
T	10
T	10
T	10
T	10
T	10
T	10
T	10
T	10
T	10
F	4
F	0
F	0

Q4: Data Analysis

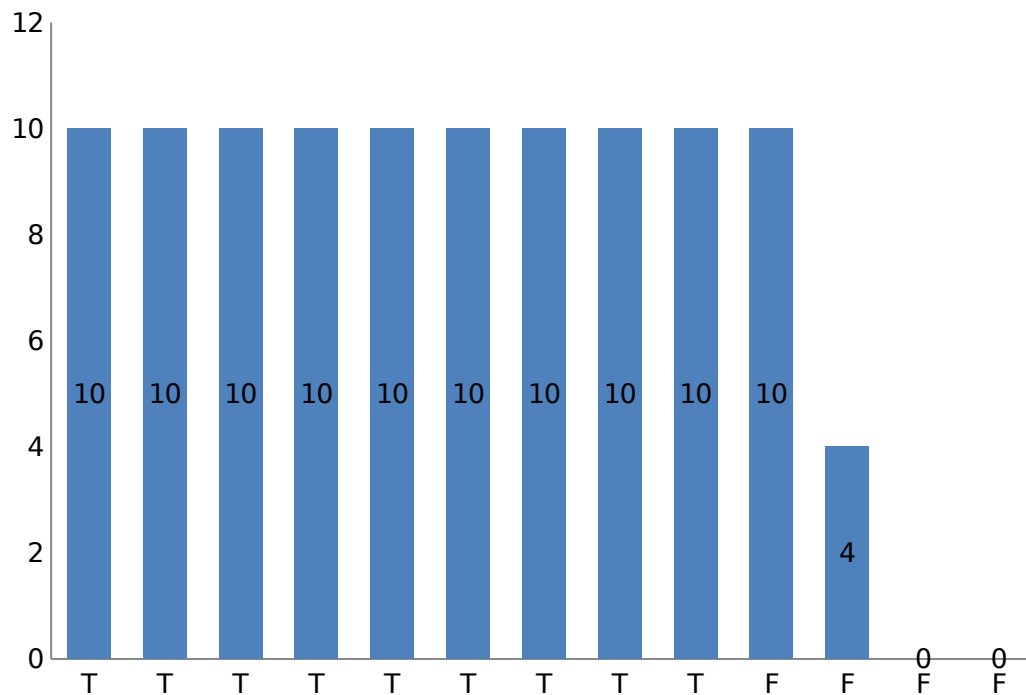


Figure (4.4)

From above table (4.4) and figure (4.4) we note that, the question is based on the final Y rule, ten participants passed the question with full mark the remaining three who failed this question their scored between four and zero.

This shows clearly even that the final Y rule is well known to the majority of participants.

Q.5 Add the ending-ing to the following words?

Table (4.5)

Students	Degree
T	10
T	10
T	10
T	10
T	10
T	10
T	10
T	10
T	10
F	8
F	8
F	0
F	0

Q5: Data Analysis

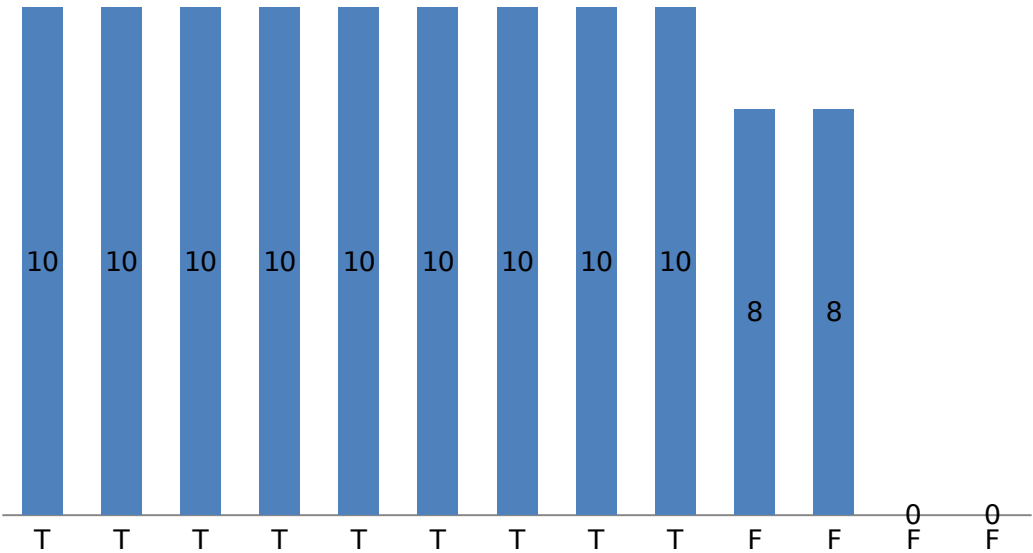


Figure (4.5)

From above table (4.4) and figure (4.4) we note that, question five deals with monosyllabic words consisting of consonant, avowel and a

consonant and focuses doubling the final consonant before adding and ending.

Nine participants scored full mark; two participants scored eight marks out of ten marks. The two failed cases scored zero both.

This result suggests this rule is much more familiar to the majority of participants.

Chapter five

Conclusion, Recommendations and Suggestions for further study

This chapter indicates and speaks about the Conclusion, suggestion and recommendations. It also contains a brief summary of the study. In this chapter the researcher gives a brief accounts about the skills of listening, speaking , reading and writing and also discusses the main topics the forty-four phonemes of English with their relevant spelling and the important of the pronunciation and transcription of the forty-four phonemes of English; twenty vowel sounds and twenty-four consonant sounds.

5.1 Conclusion

It is perhaps apparent that several young people, "specially learners of English as a foreign language" are quite interested in becoming fluent speakers in English. "surprisingly enough" that listening experience and activity of most of them cannot meet the needs of developing proficient speakers.

Moreover, the majority of them have had too little background of the forty-four phonemes of English; twenty vowel sounds and twenty-four consonant sounds, which is a careless observation of the rule that states:-

" nothing should be spoken unless it has already been heard". Said by Zuheir Maghreb It should be taken into consideration to integrate the skills of listening and speaking and link them with the skills of reading and writing bearing in mind that: " nothing should be written unless it has already been read". In terms of transcription it should be notice that half of the twelve vowel sounds are replaced by symbols that do not resemble any of the characters of the English alphabet, which may give rise to some difficulty on the part of learners and consequently transcribing them, not to forget difficulty of pronunciation them as well.

Although the same applies in the case of consonant symbol wherein eight symbol differ from English alphabet characters out of twenty- four symbols. This interprets the learners excel in transcribing consonant phonemes rather than vowel ones.

Regarding spelling rules the situation is comparatively rather more fair, this can be justified on ground of the fact that writing skill goes far more better than speaking skill, as it has always being the case among learners of English as a foreign language.

Nether of writing and speaking balances with the other; this gap leads to weakness at the latter. It is worthy enough to attach more care to the parallel of listing, pronouncing and eventually speaking properly.

5.2 *Suggestion*

Learners of English as foreign language are in a serious need to reestablish their background skill and reconsidered it, or even revive it. It seems certain enough that native-speaking prompt is a top necessity.

Fortunately so advanced equipment are now quite available, through high-technology appliances may be widely and conveniently used.

5.3 *Recommendation*

Considering the rule that reads

" Ideal course, ideal teacher yields ideal learner, if this should be considered the case, then the syllabus of English as back as basic education should be checked reinvestigated and applied with a special emphasis on the perfect pronunciation of English; books and teachers should be reconsidered anew to secure promising outcome.

By the beginning of secondary education the learner should be able to develop adequate awareness of the totality forty-four phonemes. Serious care should be paid at the university level to pronunciation and transcription of the phonemes of English in the whole in addition to advancing the speaking skill to the best possible level.

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Test

Sound

*give the phonemic transcription of .1
:the following words*

the different sounds of letter (A) .1

.A. baggage, luggage

B. many, any

C. arm, gather

D. away, ago

E. mad, sat

F. fall, all

G. able, bare

The different sounds of letter (E) .2

A. he, we

B. become , is

C. every, element

D. dancer , lancer

E. term , verb

F. there , where

G. here , mere

The different sounds of letter (I) .3

A. machine , marine

B. list , sit

C. bird , firm

D. ice , fine

The different sounds of letter (O) .4

A. do , boot

B. other , mother

C. off , got

D. come , some

E. no , so

The different sounds of letter (U) .5

A. busy

- B. blue, true
- C. full, put
- D. cut , utter
- E. burn , turn

.Transcribe the following words phonemically 2

(K)

.scan ,class , cry A

.account , accord B

.cholera , mechanics C

.king ,skin D

.question , queen E

.box , text F

.black , luck G

(S)

.cycle , city A

.sit , ask B

.scene , ascend C

.class , cross D

.fax , mix E

Spelling

Identify the silent letter in the following words at A,B, and

.C : 3

.gnaw , gnome A

.obvious, mussel , design B

ghost , fruit , calm

people , receipt

island , whistle

.complete , through c

autumn , tongue

*Write the present and past participle of the following
.words 4*

multiply - obey -enjoy , modify

*add the ending- ing to the following words and .5
: make any necessary changes*

. bet , bid , get , drop , plot