
Effect of Intersection of English Sounds and Spelling on EFL Learners

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Abstract

This study aimed at investigating the effect of interaction of English sounds and spelling. The method adopted in this study is descriptive method. The only instrument used to conduct this study is a test. The test was assigned to the fourth year students at Nile Valley University- Faculty of Education- English Department for the purpose of collecting data. The sample comprised fifty students, twenty-five males and twenty-five females. The test was consisted of five main questions with forty branches. The result showed weakness in both spelling and pronunciation. Moreover, most of students who were examined failed to identify the interrelation of sounds and spelling as well as phonemic transcription. Teaching policy at early stages behind the essential requirements of pronunciation and spelling mastery. The study recommends to be adopted as an ideal method for teaching spelling and pronunciation.

Keywords: Intersection, English Sounds and Spelling, EFL Learners

1.0 OVERVIEW

Nearly almost the numbers of alphabet in all languages do not correspond with sounds so termed phonemes. This is likely to cause a problem when using spoken and written communication. This study is to examine the interaction between phone and spelling. That is to say, exploring the correlation, overlapping and intervention of English

letters and phonemes that represent a bone of contention because due to inconsistency between the number of letters and sounds which is responsible of causing difficulties to EFL learners that comes into being due to the interchangeability of pronunciation and spelling.

1.1 Statement of the Problem:

This study aims at investigating the inconsistency between English pronunciation and spelling. They are responsible of causing difficulties to EFL learners. There is always interact, t other time, they do not correspond. Thus, may causing problems to learners because there is no one to one correspondence between letters and pronunciation as found in some languages namely Arabic. This study attempts to provide some insights on how to find a workable solution to assist EFL learners how to cope with this problem.

1.2 Questions of the Study:

- 1- To what extent EFL learners are aware of how to pronounce and use English letters and phonemes?
- 2-How to distinguish between spelling and cord vowels?
- 3-How to understand and use spelling rules?
- 4-How can EFL learners master spelling rules despite its irregularity?

1.3 Hypotheses of the Study

- 1-EFL learners are not aware of how to pronounce and use English letters and phonemes.
- 2-Nearly almost of EFL learners cannot distinguish spelling of cardinal vowels namely a, e, i, o and u.
- 3-EFL learners are not aware of the three silent letters based on etymological grounds.
- 4-Very little concern has been given to vowels and doubling consonants.

1.4 The Significance of the Study

- 1-To illustrate English phonemes namely consonants and vowels.
- 2-To identify the correspondence between phonemes and letters and enumerate irregular cases.
- 3-To examine the different sounds of the five cardinal vowels.
- 4-To shed light on the problem of silent letters positions.

1.5 Objectives of the Study

- 1-To devise a new techniques or strategies for pronunciation and spelling.
- 2-To assist EFL learners to master spoken and written language.

1.6 Methodology of the Study

This study has used the descriptive analytical method. A test is to be used in terms of data collection. It has been distributed to fourth year male and female students. The study objective is to know how students deal with English pronunciation and spelling as integrated process. It was carried out at Nile Valley University, Faculty of Education - Department of English Language.

Literature Review

2.0 Overview

This chapter outlines the relevant literature review as far as interaction of English sounds and spelling are concerned. It is divided into two sections the theoretical framework as well as previous studies that examined the same topic.

2.1 Symbols and Transcription

Roach, P. (2007: p. 41) stated that "the most important point to remember is the rather obvious seeming fact that the number of phonemic symbols must be exactly the same as the number of phonemes we decide exist in the language". This shows that correspondence is a real problem found in English phonemic system.

2.2 The Sound of Language

If a manger of a small restaurant had somewhat trouble with spelling of unusual words, a sign was written in front window, advertising he had a new SEAGH. Imagine you were passerby who saw such sign what question would ask as far as this new sign was concerned. When you hear the pronunciation you observe or notice that the word is usually written as chef. How did you infer that spelling? Well, it is quite easy, he says. Take the first sound of the word sure, the middle sound of the word dead, and the final sound of the word laugh, isn't that looks like a seagh? George, Y. (2012: p 25- 26).

2.3 Spelling is a key to effective communication

In the same context, Swami Nathan stated that; if you are a bad speller, you probably think you always will be. Every spelling rule must have exceptions. Spelling rules can be easily forgotten. In the same vein, George, B was being ridiculous as far as spelling rules were concerned. He stated that English pronunciation and spelling had inconsistency because sometimes, there is no logical relationship between the form of a word and its pronunciation.

2.4 Better Spelling

What to do to cope with spelling? Do you want to make it an asset not a liability? How do you succeed in your life without being a competent person who masters English spelling?

According to I. Brown, and E. Pearsall who stated that "a survey was conducted for personnel officers in the five- hundred largest corporations in the United States to select preferences in Job application letters and personnel resumes. Of the 51 items were under considerations, good grammar and spelling are significant requirements in a letter of application" was considered to be important. Did you ever think that a single misspelling can keep you from being employed or promoted? It can indeed - spelling is significant because it tells about you care in terms of being a good language user. Moreover, spelling errors are common for everyone to see. Many people consider misspelling is a mark of carelessness, poor education as well as lack of etiquette. If you hate that, you have to work spelling. Work harder, it pays (James, I. Brown 8 Thomas, E. Pearsall.P. vii 1996).

Therefore, prospect spelling is not only important in the classroom or a merit of a syllabus throughout an academic career but it even goes beyond this. It can be an asset that helps you in your future position. It is paid more attention when you apply for jobs. It is considered a label of quality education and social privilege. It is worth mentioning that spelling is a little confusing. Thus, perfect spelling is considered by elites a clear cut that marks competence or falling behind when success and competition are called. It is worth noting that orthography is nearly almost inseparable from pronunciation due to the fact they have something to do with spoken and written communication that take place on daily basis. However, formal communication is highly considered in official an situation that

necessitates having a distance between speakers and the concerned institutions. That is to say, where formality is needed.

He stated that the spelling rules are irregular namely “f” sounds in enough, “i” in women and the “sh” as it sounds in fiction.

With such rule to follow, being a bad speller is not to be barred yet, there are methods to improve such issue concerning the irregularity of English spelling. English has borrowed from other languages so it is influenced by their spelling and pronunciation. (Meenakshi Swami Nathan 2016: p1).

George, Y (2012: pp 25- 26) stated that “sounds of spoken English do not match up written letters. If we cannot use the letters of the alphabets in a consistent method in order to represent the sounds we make, how do we go about describing the sounds of a language such as English? One solution is to produce a separate alphabet with symbols that represent sounds. Such a set of symbols does exist and is termed the phonetic alphabet. In the same context, Jerome, K. pointed out that “English spelling would seem to have been designed mainly as a disguise for pronunciation. He confirmed that English pronunciation and spelling do not correspond. Yet they are more or less act contradictory confusing and even troublesome. However, such linguistic feature is found in most of languages including Arabic. The writer pointed to creation of a new system where written and spoken medium are more consistent. Such a suggestion may seem unreasonable and illogical at the present time. Yet it can be of great value in the time to come. Nonetheless, linguistic examine spoken and written forms. The former is concerned with the sounds of language, their organization into a sound system, whereas, the, latter examines the alphabets and the way how to be organized into written forms or more specifically how to reduce speech into writing” Zaki Majeed Hassan.

Zaki, M. states that there a dichotomy between spoken and written system. That is to say, pronunciation and spelling for exist on the part of language users who are natives, non-natives. Putting into account the function of language is both spoken and written communication- yet, the inconsistency between pronunciation and spelling remains a bone of contention as well as a source of difficulty. Language users are to be adapted to cope with difficulties stems out of pronunciation and spelling through farther practice and contact with the concerned language.

2.5 Learning based on Your Strategies

It is considered significant to have a time to learn how spell words and devise your own method on how to do so. For instance, you can make use of noticing technique such as words that contain ei or ie. A single rule enables you to spell 600 words immediately, exceptions can be learnt later” Better spelling (James, 1- Brown * Thomas, E. Pearsall. P viii 1996). In the same vein, the author points out that spelling rules has priority despite the fact that English spelling rules are inconsistent and irregular and do not correspond with letters. This causes chaos in English but a regular revision to spelling is held to be significant.

If learners have mastered spelling rules it can more useful and of great advantage as a foreign learner, for example the letters (ei) produce the long sound [i:] when preceded by the letters (s) seize and (c) receive, however, when (ie) form is used it produces the same sound [i:] when they are found after some letters such as in believe, field, yield. However, irregular words may be marked such as the word siere in which the two letters (ie) are pronounced [i]. In fact, there are so many instances that draw attention to spelling irregularity where pronunciation and spelling do not correspond to sum up pronunciation and spelling should be studied regularly to improve such skills.

2.7 English Orthography:

“English orthography refers to the alphabetic spelling system. It uses the rules which generally govern how speech sounds are to be represented in writing system. English has a rather complicated spelling system when compared to other languages as far as alphabetic orthographies are concerned. This is due to the complexity of English language historical development, almost every can be spelled in more than one method. Moreover, many spellings may be pronounced in different ways” correct English spelling, (Meenakshi Swami Nathan, p. 17, 2016). The only reference of English spelling rules based on English alphabet. English spelling is governed by a group of rules so that it can be manifested in written representation of the language.

On the one hand, English spelling when compared with other languages, is not only complicated but also it is to some extent misleading. It is in other cases troublesome irregular and

inconsistent. The main cause of such a phenomenon is that English has borrowed from different languages namely French, Latin, Anglo-saxon, Norse, Norman, Greek and Arabic as well. What is more, the transition of English from old English into Middle English and current English create changes in English spelling system, particularly, decisive spelling and pronunciation that represent writing and speaking which based on mutual interchangeable integrate and interactive processes. A spelling may have a number of pronunciations- pronunciations may take a number of different spelling. This can be clearly explained in homophones and homographs.

2.8 Functions of Letters:

In English orthography, letters can be represented based alphabetic systems. The word cat for example is composed of three letters namely c, a and t, in which (c) represents the sound \k\, (a) the sound \æ\, and (t) the sound \t\.

This function may be provided by a single letters or sequences of letters, put it simply, the single letters (c) in the form cat represent the single sound \k\. What is more, a single letter can represent the sound \k\ or \kz\. However, different sounds may have different positions, for example, the diagraph 'gh' represents the sound \f\ at the end of single-syllable words, like cough, whereas the word ghost the diagraph 'gh' represent the sound \g\ at the beginning of the syllables. In addition, the sound value which is represented by a particular letter or letters is often restricted by its position within the word. Consequently, the diagraph "gh" never represents the sound \f\ in syllable onsets or even represents the sound \g\ in the syllable codas.

2.9 Word Origin:

It is worth noting that the etymology of English is responsible of determining the characteristics of English spelling which is highly a complicated process and exposed to modifications in spelling and pronunciation too. However, borrowing could not retain pronunciation and spelling of loan words for example "th" which represents \t\, "ph" representing \f\, ch which represents \k\ "e" which stands for \k\. The use of such spellings mark words that have been borrowed from Greek. There are several examples to represent a vowel, the letter "y"

in some positions may represent sounds of forms borrowed from Greek namely myth whereas pith is a Germanic word”.

2.10 Silent Letters:

As a matter of fact, a silent letter is a letter that does not correspond to any sound in the word's pronunciation based on alphabetic writing system. Phonetic transcriptions which describe pronunciation and explain changes that come into being due to grammar and proximity of other words require a symbol to denote that the letter is silent. <https://wikipedia.org/wiki/word>.

2.11 Correct Spelling of Words with Silent Letters

It is worth mentioning that Swami Nathan states that "in an alphabetic writing system, a silent letter is a letter which does not correspond to any sound in the pronunciation of such word. Silent letters are responsible of causing problems for native or non-native altogether. It is more difficult to guess the spellings of spoken words or the pronunciation of written words. Unwritten languages have to adopt a new method which has no silent letters. For instance, intralingua and Esperanto tend to avoid silent letters phonetic transcriptions that describe pronunciation and examine changes attributed to grammar and proximity of other words require symbols to show that the letter is silent. Hand written notes draw a circle with a line along with the sound. The sound is termed "zero", it resembles the symbol for the so-called "empty set" yet, must not be confused with the Danish. The symbol is used in print or even computer graphic presentation in the International Phonetic Alphabet "IPA" is a diamond with a slash through it.

2.12 Silent (e)

Silent (e) in English writing convention system has different realizations. However, at the end of word, it indicates a specific pronunciation of the preceding vowel letter. This orthographic pattern has been affected by the phonological changes due to vowel shift in the late Middle English. Educators have mistakenly describe such phenomena with the terms "short vowel" and "long vowel", where both were borrowed from studies of the so-called the Great Vowel Shift, when vowel length was still a meaningful distinction. Analysis of

common spellings and pronunciation indicates that 'mute' 'e' often represents a different phoneme.

2.13 Effect of Silent (e) on Simple Vowels

A characteristic of silent (e) in an English word converts a vowel to its "long" equivalent. If English spelled with traditional Romance language vowels of Latin alphabet, these vowels are written with totally another letter. Additionally, there are alternative spelling in English as far as silent (e) is concerned.

One method of using English spelling is that the use of Latin five vowels sounds can represent vowels in bait beet bite boat beauty mark long vowels compared with vowels as in bat bet bit bot but) which are short. This indicates that historical development of pronunciation and vowels as well. As far as phonetic description is concerned such values are inaccurate. These vowels are similar to those letters found in French and Italian.

2.14 The Forty- four sounds and their common spelling and Spelling Alternatives:

The scope of investigating sound and spelling is an important since it has something to do with phonological and phonetic features too. English sound system and orthographical rules of Standard English are to be consistent. Therefore, English letters and their corresponding sounds must function in harmony; forty- four phonemes are to be illustrated by demonstrating sounds and their possible spellings.

2.15 Silent Letters: Initial, Medial and Final:

As a matter of fact, silent letters may either be initially, medially or final position. Silent letters effect solely on spelling as well as pronunciation too. The influence of silent letters is likely based on etymology since English is known to draw from several languages through borrowing processes. Sound change is to paid more stress and emphasis. Moreover, it results in variation due to the influence of silent letters.

Silent letters are not pronounced when people speak. The table below will through light on such phenomena

silent letters

number	initial	medial	final
1- (a)		artistically	
2-(b)		debt	comb
3-(c)	czar	acquire	
4-(d)		Wednesday	
5-(e)		vegetable	bridge
6-(f)		halfpenny	
7-(g)	gnat	sign	
8-(h)	hour	rhyme	
9-(i)		business, parliament	
10-(k)		blackguard	know
11-(l)		talk	
12-(m)	mnemonic		
13-(n)		chimney	autumn
14-(o)			
15-(p)	pneumonia	receipt	coup
16- (r)		surprise	finger
17- (s)		isle	debris
18- (t)		whistle	beret
19- (w)	who	answer	
20- (x)			faux
21-(z)		rendezvous	
22- (ch)		yacht	
23- (gh)		right	weigh

It is worth noting that pronunciation has something to do with spoken language, whereas orthography imparts its importance to the written language. Since both speaking and writing are the most remarkable elements of communication. It is worth noticing that nothing should be spoken unless it has already been heard- writing draw from reading resources.

Pronunciation and spelling function in complementary scale. They are interchangeable and integrated components of language - when a person has mastered pronunciation, he is likely to be competent in spelling. Pronunciation and spelling function as twin skills, they have a strong correlation and integration as long as language can be expressed either orally or written by the user of language.

It is probably that no previous source meant to combine pronunciation and spelling despite the fact that the apparent interrelation of these domains, so the present study would like to examine this correlation. Therefore, there is need to investigate the relationship between pronunciation and spelling as relevant disciplines. Since the method of study aimed at integrating pronunciation and spelling. There is a special emphasis has been paid

to some consonant letters, for example these sounds represented by the symbol [f] which is known to a number of students or pupils as represented by (sh). [k] is often spelt by so many learners young or old who neglect the subsequent consonant letter for example h, l, r, as in these words namely chrome, class, cry while learners stress the vowels a, o, u only. Some sounds are mispronounced due to mother tongue interference under the influence of colloquial Arabic on classic Arabic for instance (th) pronounced [θ] as in think, themes, thank, thorn, thumb which are commonly mispronounced as sank, sermon, sink, soon, sumb. The same error can be noticed in [ð] as in that, then, this, thus, those mispronounced as zat, zen, zis, suzose.

This show dialect affects English pronunciation. There are many examples which are to taken into account, what is more, , EFL students cannot make difference when they produce bilabial consonants namely [p and b]. Still there a great number of learners and even learned persons who have some difficulties in producing the two bilabials above-mentioned. No doubt errors often occur by learners, yet it is not the purpose of this research to enlist them. How far is this research complete? Is it rewording?

What I might add is that, this study is held to be significant since it depicts and examines the problem pertinent to pronunciation and spelling. Moreover, it discusses the correlational, interaction that does exist between pronunciation and spelling. It requires a careful expansion in order to cover every hook and canny of spelling rules that has something to do with English Alphabets by stressing the difficulties faced by learners of English who either be second or foreign language. Therefore, there is need to expand this study to realize the objective of second language learning which is perfect mastery of language. There is still much time and efforts are to be pooled in uncovered areas. There should be farther studies in the area concerned to revise and enrich this study in order to meet the requirements of English learners for whom spelling and pronunciation represents a bottleneck than merely some sort of a difficulty.

It is hoped that one day, this study would be considering a base for a constructive useful teaching method. This area needs more efforts to be paid by other researchers who are interested in the field under study by providing their comments and advice to this study. There are of coarse ample references to be checked and counseled in order to achieve farther studies.

METHODOLOGY

3.0 Introduction:

This section will examine the validity and reliability of the study. The study has used test as a tool of data collection. It is composed of five-questions and forty sub-questions. The study has used the descriptive analytical method. This study has used descriptive analytical method. English sounds are examined and analyzed to explore their linguistic features based on quantitative or qualitative approach. Vowel sounds are being classified based on length and how they effect on spelling along with consonants with their spellings particularly the ones which are missed by most learners. Silent letters are significant and they are likely responsible of causing pronunciation problems to EFL learners. A test has been prepared for the selected random sample concerned. Test composed of two areas namely pronunciation and orthography to find out the real causes of EFL mispronunciation which is likely may be manifested in poor spelling. The research has used diagnostic test in order to collect data. It was administered to Fourth Class year students at Nile Valley University- Faculty of Education- English Department. The test composed of five questions which correspond to the questions of the study. The test was given to fourth year students at Nile Valley University- Faculty of Education- English Department. The objectives of the test are to find out how learners deal with English pronunciation and spelling as an integrated process. The study has randomly selected 50 students (25 males) and (25 females) to take at Nile Valley University- Faculty of Education- English Department. The test consists of five questions relevant to the study. This test was developed prior data collection so that the research will be able to test the wording of questions, determining the effectiveness of testing techniques to be used.

Validity and Reliability of the Test:

The test was checked by arbitrators who were PhD. holders. They recommended that some corrections were to be made. The researcher accordingly examined and corrected the concerned questions. On the other hand, the reliability of the test was confirmed by the consist results that given by the test. The tool has been piloted to assess the reliability of the test. The test composed of five major questions. There were sub-questions that examined pronunciation, stress and vowel

sounds- other examined spelling of consonant sounds. Some questions examined silent letters. The sub-questions are forty. This section discussed the research methodology and tools used to collect data, validity and reliability of the study. Moreover, it threw light on the population and sample of the study too.

DATA ANALYSIS RESULTS AND DISCUSSION

4.0 Introduction:

This chapter is devoted to analysis, evaluation and interpretation of the data collected through the test which was distributed to fifty students who represent fourth year students male and female at Nile Valley University- Faculty of Education- English Department.

4.1 Data Analysis and Results:

4.1.1 Question One:

Which two words in each group contain the same vowel sound?

Table (4.1)

The phrase	Frequency	Percentage
A	10	16.9%
B	21	35.6%
C	5	8.5%
D	13	22%
E	10	16.9%
Total	59	100%

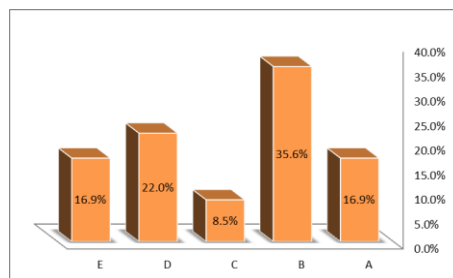


Figure (4.1)

From the table and figure, the correct answer to the first question was 16.9% for Question A, 35.6% for Question B, 8.5% for Question C, 22% for Question D, and 16.9% for Question E.

4.1.2 Question Two:

Which two words in each group contain the same final consonant sound?

Table (4.2)

The phrase	Frequency	Percentage
A	3	4.9%
B	16	26.2%
C	23	37.7%
D	7	11.5%
E	12	19.7%
Total	61	100%

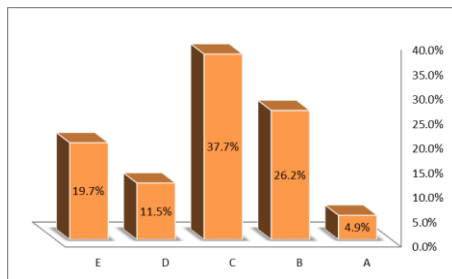


Figure (4.2)

From the table and figure, the correct answer rate for the second question was 4.9% for Question A, 26.2% for Question B, 37.7% for Question C, 11.5% for Question D and 19.7% for Question E.

4.1.3 Question Three:

In this group of words which letter or letters produce/s?

Table (4.3)

The phrase	Frequency	Percentage
A	292	86.4%
B	46	13.6%
Total	388	100%

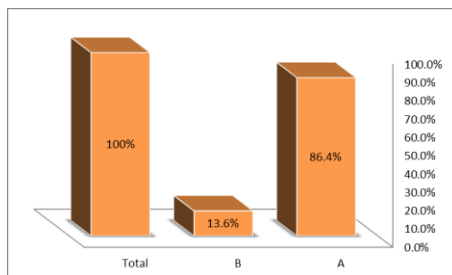


Figure (4.3)

From the table and figure, the correct answer rate for the third question was 86.4% for Question A and 13.6% for Question B.

4.1.4 Question Four:

Transcribe the following words phonetically to show their correct pronunciation:

Table (4.4)

The phrase	Frequency	Percentage
Center	16	19%
Bus	25	29.8%
Muscles	5	6%
Class	14	16.7%
mix	24	28.5%
Total	84	100%

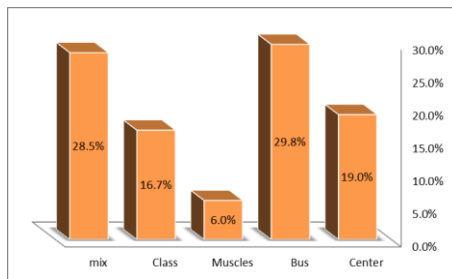


Figure (4.4)

From the table and figure it is noted that the correct answer rate for the fourth question was 19% for the question center, 29.8% for the Bus question, 6% for the Muscles question, 16.7% for the Class question, and 28.5% for the mix question

4.1.5 Question Five:

Copy down the following words alphabetically to show their correct spelling

Table (4.5)

The phrase	Frequency	Percentage
A	1	5%
B	0	0%
C	0	0%
D	5	25%
E	5	25%
F	0	0%
G	0	0%
H	9	45%
I	0	0%
J	0	0%
Total	20	100%

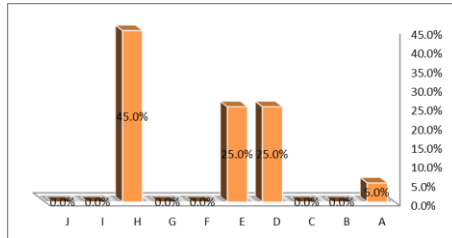


Figure (4.5)

From the table and figure, the correct answer rate for the fifth question was 5% for Question A, 0% for Question B, 0% for Question C, 25% for Question D, 25% for Question E and 45% for Question H.

4.1.6 Comparison between male and female students in the percentage of success

Table (4.6)

The phrase	Frequency	Percentage
Male	1	2%
Female	1	2%
Total	50	100%

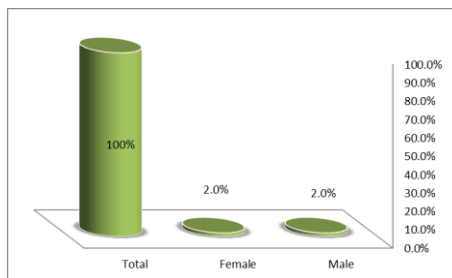


Figure (4.6)

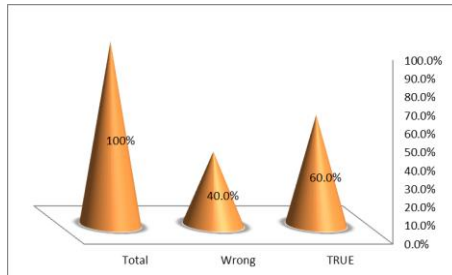
From the table and figure it is noted that the male success rate was only 2% and the same percentage for females which shows a significant decline in knowledge in English by gender.

4.1.7 Question One:

Which two words in each group contain the same vowel sound?

Table (7):

The phrase	Frequency	Percentage
True	12	60%
Wrong	8	40%
Total	20	100%

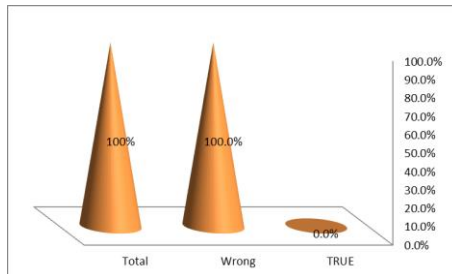


4.1.8 Question two:

Which two words in each group contain the same final consonant sound?

Table (8):

The phrase	Frequency	Percentage
True	0	0%
Wrong	20	100%
Total	20	100%

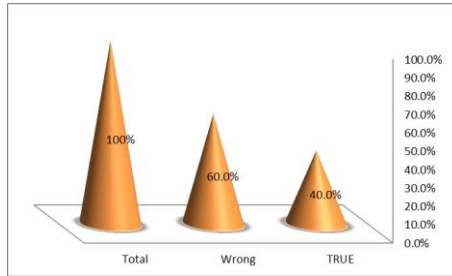


4.1.9 Question three:

In this group of words which letter or letters produce/s?

Table (9):

The phrase	Frequency	Percentage
True	8	40%
Wrong	12	60%
Total	20	100%

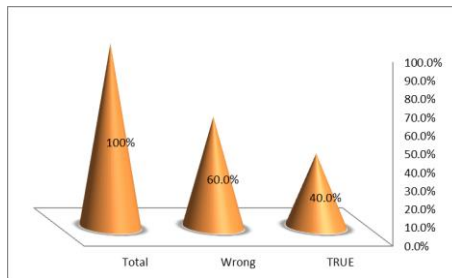


4.1.10 Question four:

Transcribe the following words phonetically to show their correct pronunciation:

Table (10):

The phrase	Frequency	Percentage
True	8	40%
Wrong	12	60%
Total	20	100%

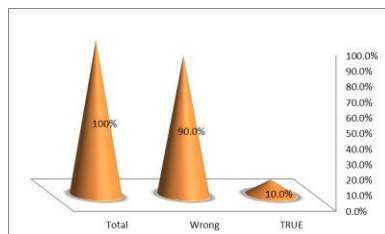


4.1.11 Question five:

Copy down the following words alphabetically to show their correct spelling

Table (11):

The phrase	Frequency	Percentage
True	2	10%
Wrong	18	90%
Total	20	100%



4.2 Discussion/s:

With reference to final result, participants' performance will be determined on the scale: poor, agreeable and good. Accordingly, question one consists of five minor questions based on vowel sound pronunciation. From tables and figures 1 and 7 passed participants from both sexes scored 60%. Accordingly it shows good performance. Question two based on consonant sounds, majored poor average. Question three majored good on the scale of half correct answers as in tables and figures 3 and 9, it deals with pronunciation of consonant sounds, 60% achievement on the rest of the questions was majored below half of correct answers thus reported to be poor, they comprised the spelling of consonant sounds along with transcription and spelling of vowel sounds in addition to poor recognition of silent letters. Question four was answered correctly by 40% of participants as in tables and figures 4 and 10; therefore it majored poor according to the scale.

Finally, only 10% from the participants succeeded to answer question five correctly shown in tables and figures 5 and 11. It majored poor according to the scale.

From table six and figure it is noted that the males' success rate was only 2% and the same percentage for females; and this is shows a significant decline in knowledge in English by gender.

4.3 Summary:

This chapter has covered the data analysis of the study which is about investigating the effect of interaction of English sound and spelling. This is done through the test to the fourth year male and female students. Moreover, it showed the data tabulated in figures and tables. Finally, the researcher has discussed the results of the study.

5.1 Main Findings:

On the bases of the test result the hypotheses corresponding to the questions proved to be identical, typical and matchable.

1- Failed cases are attributed directly to ignorance of the forty-four English phonemes in detail in addition to their phonemic transcription.

2- The majority of participants proved to be unaware of the pronunciation resulting from the sounds of the five cardinal letters: a, e, i, o and u. In fact each one of these letters may be pronounced in

many different ways thus affecting the spelling in each individual case.

3- Initial, medial and final silent letters occur very much in any English average piece of writing, however, so many learners fail to get familiar with them, their reading and writing is usually affected by negligence of occurrence and frequency of such silent letters particularly medial ones.

4- Diphthong' awareness and use are both distorted in the minds of many participants to a large extent; subsequently the same applies to triphthongs. Besides, a bad need still exists to learn and manipulate spelling rules specially areas of specific difficulty.

5.2 Conclusion/s:

On the contrary to what most interested and concerned circles belief, and may even be at the first mention of the idea be surprised or even perplexed pronunciation that immediately appeals to speaking skill while spelling imparts all its emphasis to the skill of best writing seeking in both cases to reach the optimum extent at hearing to the principles that nothing should be spoken, unless it has already been heard and that nothing should be written, unless it has already been read.

Since speaking and writing put the same communication process into practice and since speaking is an abstract representation of this process or ultimately of writing, hence writing itself become but at concrete reflection of speaking.

The urgent question peeping out every noun then, here and there, by him or her still remains: are speaking and writing detachable?

As a factual fact manifested throughout this study and on the basis of the test conducted along with its findings it is quite apparent that what we pronounce nearly corresponds to what we write and vice versa save minor exceptions pertaining to both pronunciation and spelling, however, so trivial these exceptions might give rise to considerable difficulties which was the goal of this study to tackle and attempt to eliminate.

Reading through this study, if it will become widely published one day by learners with whatsoever care and attention will not help the learners to master pronunciation and spelling. It is practice and persistent and patient practice only that can secure advancement and

progress. It is continuous and prolonged contact with the language that can pave the way to an excellent grasp of both of these two skills. A learner can only reach this ultimate goal via speaking practice, preferably with native speakers of English and through constant listening. Writing skill can be prospering and flourishing through intensive reading solely.

5.3 Recommendations:

In the light of the results of the present study, the researcher recommends the following points:

- 1- EFL students at Nile Valley University- Faculty of Education- English Department should be recommended to be aware of the forty-four English phonemes along with their different spellings.
- 2- EFL students should give more attention to pronunciation of English vowel phonemes.
- 3- Understanding and awareness of the three cases of silent letters; initial, medial, and final is highly recommended especially silent (e).
- 4- English pronunciation and spelling as an integrated topic is recommended to be integrated in the English curriculum in Sudan.

5.4 Suggestions for further researches:

On revising and updating this work in the context both its form and content as it is hoped that would become the bases of an independent teaching course as a part and parcel of phonology and orthography at departments of English at our universities.

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