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#### **ORIGINAL ARTICLE**



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## **Spelling and Pronunciation Errors in English Language**

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ARTICLE HISTORY	ABSTRACT	
Received:	Pronunciation is the way a word or a language is spoken, or the manner which	
11.01.2017	someone letters a word. A way of speaking a word, especially a way that is accepted	
Revised	or generally understood. Pronunciation is a graphic representation of the way a	
01.03.2017	word is spoken, using phonetic symbols. It is generally recognized that	
Accepted	pronunciation is the first and most important thing native speakers notice during a	
03.03.2017	conversation. Knowing grammar and vocabulary is important but useless if the	
	speaker is unable to pronounce those structures or words correctly. Additionally,	
	native speakers are more likely to understand someone, even in spite of	
	Grammatical errors, if this person uses correct pronunciation.	
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#### **INTRODUCTION**

Pronunciation is the way a word or a language is spoken, or the manner which someone letters a word. A way of speaking a word, especially a way that is accepted or generally understood. Pronunciation is a graphic representation of the way a word is spoken, using phonetic symbols.

Unfortunately, numerous teachers are not aware of the importance of pronunciation and spellings. In the first place, they emphasize the role of grammar and vocabulary learning in the acquisition of a foreign language. The overwhelming majority of English language teachers help students become competent above all in listening and reading. Secondly, many of them think that pronunciation study is too difficult and worse, boring for young learners. Besides, teachers complain about the lack of high quality and suitable teaching and learning materials and about the lack of time to practice pronunciation. According to Harmer (2001), 'they feel they have too much to do already and pronunciation teaching will only make things worse.' Moreover, Harmer adds (2001) that there are teachers who claim that students acquire quite good pronunciation in the course of their studies without specific pronunciation teaching.

However, the acquisition of reasonable pronunciation by some students without any effort from the side of the teacher depends on a number of factors. Ken worthy (1987) specifies some of them, in particular the phonetic abilities of learners, integrative motivation and 'achievement motivation.' Equally, it appears that the number of students who appreciate the importance of good pronunciation is limited. Taking these facts into account, teachers ought to convince their students of the need to study pronunciation rigorously and help them to learn how to pronounce English sounds correctly. What is more, it is tempting to suggest that the very first English lesson should deal with pronunciation. If students do not have an opportunity to practice good pronunciation at the beginning of their learning, they may build their habits in the wrong way. For this reason, learning words without pronunciation during beginning lessons is potentially damaging to their overall success.

It is generally recognized that pronunciation is the first and most important thing native speakers notice during a conversation. Knowing grammar and vocabulary is important but useless if the speaker is unable to pronounce those structures or words correctly. Additionally, native speakers are more likely to understand someone, even in spite of Grammatical errors, if this person uses correct pronunciation. When mispronounced, the simplest words will prevent the speaker from communicating effectively in English.

#### CAUSES OF DEFECTIVE SPELLING AND PRONUNCIATION

**Influence of mother tongue:** A Child develops the speech habit of his mother tongue. When he learns a foreign language, his mother tongue speech habits come in the way. He thinks in his mother tongue and then translates his thoughts in English. Thinking and speaking should be in one language. Our English teacher and their pupils speaks English as it were English as it were Hindi, Bengali, Marathi, Punjabi, Haryanvi etc. our regional speech habits have influenced our spoken English and regionalized it.

**Dearth of books on phonetics:** The books on phonetics can help the English teachers and their students. But today there is death of books on phonetics written in a simple language.

**Lack of Phonetics Knowledge:** Most of our English teachers do not know about phonetics or phonology. Therefore they do not impart good training of speech to their students. They have got their defective pronunciation. The students learn the defective pronunciation from their teachers. This process goes on when the students become teacher they also impart the training of defective speech habit. This vicious circle of speech habit is developed and it is rather impossible to break it.

**Reflection of Regional Area:** A sound of Indian Language differs from English Language. In India, English Pronunciation is different from region to region and it is marked by regionalism.

**Pronunciation and spellings defects in teachers and students:** Many teachers are not able to pronounce correctly. This effects the pronunciation of their students. They have not sufficient knowledge of phonetics and phonology. The physical disability of a child sometimes causes poor pronunciation. It is cause of retardation in pronunciation as well as spellings.

**Lack of Congenial Environment:** Sometimes speaking opportunity is not provided by the English teacher in the classroom. Oral practice is not done during teaching learning process. Oral aspect of the language is totally neglected which leads to wrong pronunciation. Proper attention is not paid to English Pronunciation. Most of the teachers have got their poor pronunciation and that is why they are unable to improve the pronunciation of their students. Proper congenial environment is not provided in school to improve pronunciation skills.

Language learners often produce errors of syntax, vocabulary, pronunciation thought to result from the influence of their mother tongue, such as mapping its grammatical patterns inappropriately into the second language, confusing items of vocabulary like homophones and homonyms and pronouncing certain sounds incorrectly or with difficulty. This is known as "language interference". However, these transfer effects are typically stronger for beginner's language production, and Second Language Acquisition research has highlighted many errors which cannot be attributed to the LI, as they are attested in learners of many language backgrounds

Indian Learners of English encounter a lot of problems at primary ,secondary and at the undergraduate level. The reasons being most of them come to the universities after studying in the local vernacular. The areas where they feel utmost difficulties are pronunciation, grammar, vocabulary and meaning. Their difficulty in pronunciation springs from the fact that their articulator system gets tuned with sounds of their mother tongue the time they start learning English. So it is quite natural that when they speak English, there will be mother tongue interference. What we aim is to develop in them a form of Standard English i.e. they should be able to listen to native speakers and to understand the English language and to speak the type of English which is intelligible to native speakers. This is essential in the changing global scenario where communication is the key to success. We can achieve this objective by exposing them to Standard English.

#### **OBJECTIVES**

- To observe and analyze, reading and speaking of class 9 government schools students of Jaipur, in order to identify types of spelling and pronunciation errors.
- To categorize and classify the types of spelling and pronunciation errors in English language.
- Diagnosing errors and preparing remedial exercises .

#### **HYPOTHESIS**

SSThere will be significant effect of remedial exercises on English pronunciation.

#### **TOOLS**

The diagnostic tests for assessing pronunciation errors of class nine students were prepared for pretryout-test. The types of pronunciation and spelling errors were identified and a test consists of 240 words were selected. The words were categorized and classified on the basis of different types of pronunciation errors.

The final form of diagnostic test was consist of 60 words in alphabetical order and an oral test for diagnosing pronunciation and spelling errors were administered on 40 students of class ninth. Conclusion and analysis of wrongly spelled and mispronounced words were done alphabetically.

These words were again categorized on the basis of types of pronunciation and spelling errors committed by students.

#### **Construction of a Diagnostic Test:**

A list of words for diagnostic test was prepared to diagnose the pronunciation and spelling errors . The diagnostic test is normally graded under achievement test however it is different from the proficiency test in the sense that diagnostic achievement tests are those which indicate unambiguously the student's mastery of each of the language aspect tested (Clark 1972). Such diagnostic tests therefore have to focus on a single aspect of language competency at a time. Therefore a diagnostic test will be prepared to know the nature of different types of pronunciation and spelling errors. It will be divided into two parts. The oral tests based on different categories of errors will be tried out on 40 students as the investigator will also try to identify the words which are wrongly spelt due to wrong pronunciation.

On the basis of which final forms of diagnostic test consist of 60 words was developed. The next step will be administration, scoring, tabulation, interpretation and analysis of data. On the basis of oral responses given by these students categorizes of different types of pronunciation and spelling errors were prepared in the tabular form. Frequencies were noted down and difference in between the pre and post test was calculated. Separate tables were prepared to analyze the different errors related to English pronunciation.

#### Administration of the test:

The test was administered to 40 Students of class 9 in government schools of Jaipur. The pronunciation related responses were noted down. On the basis of which a table was prepared depicting types of pronunciation errors committed by students.

Practice exercise and teaching sessions were conducted for individual students and students in group. After completion of these sessions a post-test was administered by the researcher to see the achievement level of the same group of students after teaching through remedial exercises.

#### Sources of data collection:

The data is collected from the primary sources.

#### Nature of data collection:

The nature of data is quantitative.

#### **Collection of Data:**

After the construction of diagnostic tests, the next step was to collect data from class 9 students.

#### **Scoring of tests:**

Scores of the mispronounced words been noted down and with the help of these scores a battery of remedial exercises were constructed by the researcher .In order to conduct the remedial exercises on students. The scores of pre-test and post test were depicted in tabular form .

#### **REMEDIAL EXERCISES:**

#### 1. Exercise related pronouncing with silent letters:

These are those letters in words which are not pronounced when we speak the word. In other words, these letters or alphabets are written when spelling the word but not said out loud verbally. This is mainly because of the changes in pronunciation that the English language has seen over the centuries. Hindi the mother tongue is a phonetic language, the word is pronounced in the same way as it is written. As English is not a phonetic language their is no set rules but practice of listening – speaking helps an individual to develop skills of correct pronunciation.

Exercises - 1

S.No.	Words	Silent letter
1.	Abjure	J
2.	Awful	W
3.	Buffet	T
4.	Baroque	Е
5.	Beryl	Y
6.	Brusque	Е
7.	Column	N
8.	Hookah	Н
9.	Hyarena	Y
10.	Injure	U
11.	Island	S
12.	Kasbah	Н
13.	Knuckle	K
14.	Knowledge	K
15.	Laconic	0

16.	Mawkish	W
17.	Nascent	С
18.	Receipt	P
19.	Tongue	Е
20.	Through	GH
21.	Whistle	T
22.	Wistful	T
23.	Yucca	Y
24.	Yolk	L
25.	Zenith	Е

#### 2. be careful not to drop the ending of words:

Many speakers drop the last sound in a word, or the ending of a word. This can have a significant impact on listeners being able to clearly understand your speech or meaning. When speaking English, be sure to clearly pronounce the final P, B, T and D sounds in words.

#### Exercise 2

S.No.	Words
1.	Boon > not boo
2.	Cursory > not cursoree
3.	Arrogate > not arroga
4.	Languid > not Langui
5.	Florid > not floree
6.	Limpid > not limpi
7.	Myriad > not myriae
8.	Neophyte > not neophy
9.	Surfeit > not surfee
10.	Usurb > not usur
11.	Staid > not stai
12.	Abrogate > not Abrogae
13.	Salient > not salien
14.	Tacit > not taci
15.	Hope > not Hoe
16.	Tube > not tue
17.	Cat > not ca
18.	Would > not wou
19.	Could > not cou
20.	Bulb > not bul

#### 3. Properly pronounce the Invisible 'Y' Sound:

The invisible 'Y' sound is found throughout English. However, typically foreign speakers of English do not know about or use this very important element of pronunciation. Although you will never see the letter 'Y' in these words, this subtle sound must be included in pronunciation or it will be very hard for listeners to understand what you are saying. When you are able to learn when to pronounce the invisible 'Y', you will be amazed at how much better your English will sound.

#### Exercise 3

S.No.	Words with invisible 'Y' Sound
1.	Abrogate > Abro - g - y - ate
2.	Acerbic > Acer - b - y - ic
3.	Contrite > Con - tri - y - te
4.	Create > cree - y - ate
5.	Dither > Di - y - ther
6.	Deprecate > Dep - re - c- y - ate
7.	Defile > De - f - y - ile
8.	Distribute > Dis – tri – b – y – ute
9.	Inure > In - y - ure
10.	Interview > In - ter - v - y - ue
11.	Jubilant > Jubi - y - lant

12.	Regular > Re - g - yu - lar
13.	Reunion > Re - y - union
14.	Languid > Lan – gu – y – id
15.	Vacillate > vaci – ll – y – ate

# 4. Learning the unique words with Rhymes: Exercise 4

S.No.	Words	Rhyming Words
1.	Abrogate	abate, aerate, airfreight
2.	Acerbic	airsic, artic, aspic
3.	Acrimony	mutiny, phony, penney
4.	Acumen	almsmen, ammon, aspen
5.	Approbation	action, auction, aspersion
6.	Ascetic	aseptic, asthmatic, asphaltic
7.	Aspersion	diversion, excursion, inversion
8.	Assiduous	deciduous, insiduous, capricious
9.	Blandish	prankish, brandish, Standish
10.	Boon	koon, moon, noon
11.	Brusque	musk, tusk, husk
12.	Burnish	furnish, tarnish, varnish
13.	Cacophony	colony, mahogony, monotony
14.	Cjole	bole, bohl, boal
15.	Cupidity	supidity, humidity, validity
16.	Cursory	nursery, ursery, anniversary
17.	Convocation	corporation, operation, sensation
18.	Contrite	brite, site, sprite
19.	Decry	fry, brye, drye
20.	Deleterious	serious, mysterious, imperious
21.	Deprecate	extricate, educate, dedicate
22.	Discursive	subversive, dispersive, coercive
23.	Dither	bither, wither, slither
24.	Effrontery	buttery, blustery, cutlery
25.	Evince	vince, wince, prince
26.	Fallacious	gracious, specious, salacious
27.	Fastidious	hideous, insidious, invidious
28.	Florid	horrid, torrid, gorrid
29.	Fractions	anxious, fatuous, supercilious
30.	Garrulous	carolous, perilous, querulous
31.	Gregarious	various, hilarious, nefarious
32.	Imperious	serious, delirious, mysterious
33.	Impinge	fringe, hinge, klinge
34.	Inure	sure, pure, cure
35.	Jubilant	plesant, lubricant, triumphant
36.	Laconic	chronic, phonic, tonic
37.	Maudlin	codlin, goblin, modlin
38.	Nadir	fader, trader, grader
39.	Nascent	adjacent, complacent, complaisant
40.	Neophyte	geophyte, dynamite, bite
41.	Obdurate	accurate, doctarate, moderate
42.	Oblique	boutique, critique, monique
43.	Odious	melodious, commodious
44.	Plethora	flora, mora, hora
45.	Prosaic	passaic, mosaic, archaic
46.	Puerile	neile, cecile, emile
47.	Quixotic	erotic, exotic, robotic
48.	Replete	prete, swete, grete
49.	Restive	festive, digestive, suggestive

50.	Salient	brilliant, lenient, gradient	
51.	Spurious	curious, furious, injurious	
52.	Staid	paid, laid, waid	
53.	Surmise	demise, chastise, despise	
54.	Temerity	disparity, prosperity, sincerity	
55.	Transcient	ancient, ambient	
56.	Tractable	intractable, retractable	
57.	Undulate	modulate, correlate, suffocate	
58.	Usurb	slurp, burp, erop.	
59.	Venerate	cogenerate, degenerate, regenerate	
60.	Vacillate	recalculate, tabulate, extrapolate	
61.	Vilify	dignify, justify, signify	
62.	Verdant	mordant, discordant, retardant	
63.	Whistle	thistle, enturistle, gristle	
65.	Wistful	Fistful	
65.	Zenith	beneath, Kenneth	
66.	Zephyr	heifer, peffer, keffer	

#### 5. The Letter Combination *Ch* has three distinct sounds:

This is basically that letter which commonly generates confusion in the learners while pronouncing words, in writing, reading and even listening. It needs to be remembered this in order to spell the words properly but it can help to learn the same pattern of words together.

#### Exercise 5

I	S.No.	Ch pronounced Chuh
	1.	Chips
	2.	Chair
	3.	Church
	4.	Choose
	5.	Such
	6.	Cheek
	7.	Chicken
	8.	Charlie
	9.	Rich
	10.	Much
	11.	Change
	12.	Chocolate

II	S.No.	Words of Ch saying K or cho
	1.	Chemist
	2.	Character
	3.	Chaos
	4.	Chord
	5.	Chorus
	6.	Headache
	7.	Mechanic
	8.	Architect
	9.	Echo
	10.	Schemes
	11.	Anchor
	12.	Stomach

III	S.No.	Ch pronounced differently for different words
	1.	Champagne
	2.	Chassis
	3.	Chef
	4.	Chauffeur
	5.	Monstache
	6.	Brochure
	7.	Parachute
	8.	Chivalry

#### **6. Pronouncing Contractions**

Contractions are the most commonly used words in our today's life. People use this in order to speed up their work. Many people who speak English as a second language feel uncomfortable making contractions while speaking. But to really sound natural in English, its important to say these words correctly and appropriately.

#### Exercise 6

S.No.	Words	Contractions
1.	I am	I'm / aim
2.	You are	You're / You
3.	He is	He's / Heez
4.	She is	She's / Sheez
5.	We are	We're / Wear
6.	They are	They're / Ther
7.	I will	I'll / ail / aisle
8.	You will	You'll / yul
9.	He will	He'll / hil / heel
10.	She will	She'll / shil / sheel
11.	We will	We'll / will / weel / wheel
12.	They will	they'll / thel

#### INTERPRETATION OF DATA

To see the impact of six remedial exercises on students. Special classes were arranged for students and practical importance of each exercise and component of practice was explained to students. Student participated with full enthusiasm, a new list of an increased difficulty was again administered on students to see the impact of these remedial exercises. The words in this list were arranged alphabetically .The result is tabulated below which shows that although that even after raising the difficulty level students have shown signs of improvement. Out of these forty students some pronounced this list of words correctly whereas another few still needs more practice.