The Correlation Between English

Spelling and Pronunciation

An Independent Study
Presented to the Faculty of Beirut College
for Women in partial fulfillment of
the requirements for the degree
of Bachelor of Arts

Evelyn Hobeika
June, 1963
Acknowledgement

I would like to express my gratitude and indebtedness to my adviser Dr. Raja Nasr who inspired my interest in linguistics in general, and aided me all the way through to fulfill my aim in writing this study.
Table of Contents

Chapter                                      Page

Introduction                                1

The purpose of the study

1. A historical account of the evolution of English spelling and pronunciation
2. The nature of Modern English spelling and pronunciation.
3. The existing correlation between spelling and pronunciation of Present-Day English.
4. The principles and methods of teaching English pronunciation and spelling in the light of their limited correlation.

I A Historical Background of English Spelling and Pronunciation.

A. Old English (O.E.)

1. The origin of the English language.
2. The three dialects of O.E.
3. The main characteristics of O.E.
4. O.E. sounds and their spellings.
a. changes in vowels.
b. changes in consonants.

B. Middle English (M.E.)
1. The dialects of M.E.
2. M.E. sounds and their spellings.
   a. changes in vowels.
   b. changes in consonants.

C. Modern English (Mod.Eng.)
1. The main characteristics of Mod. Eng.
2. Changes in consonants.
3. Changes in vowels.
4. Standardising of spelling and pronunciation.

II Modern English Pronunciation and Spelling. 25

A. Phonology.
1. Segmental features. 26
   a. Consonants.
   b. Vowels.
   c. Diphthongs.
   d. Length.
2. Supra-Segmental features. 30
   a. Stress.
   b. Intonation.
   c. Pause.
d. Juncture.
e. Rhythm.

B. English Spelling

1. Definition.
2. The alphabet.
3. Capitalization.
4. Affixes.
   a. Changes in verbs.
   b. Formation of plural nouns.
   c. Prefixes.
   d. Suffixes.

55. The apostrophe.

6. The hyphen.

III The Correlation Between Spelling and Pronunciation.

   A. How sounds are spelled.
   B. How letters are pronounced.

IV Teaching Pronunciation and Spelling.

   A. Teaching Pronunciation.
      1. Recognition.
      2. Production.
   B. Teaching Reading.
      1. Three major acts in reading.
      2. Some methods of teaching reading.
         a. Alphabetic method.
         b. Phonic method.
c. Syllabic method.

3. Relation between spelling and reading

C. Teaching spelling.

1. Phonics in relation to spelling.
2. Steps in learning to spell.
3. Some techniques for teaching spelling.
4. Spelling lists.
5. Using the dictionary.

Conclusion

Bibliography
The Correlation Between English
Spelling and Pronunciation

Introduction

“Speech is a human activity that varies without assignable limit as we pass from social group to social group, because it is a purely historical heritage of the group, the product of long-continued social usage.”¹

This definition of speech makes us conclude that language is a means of communication characteristic to a specific social group.

“Language is a purely human and non-instinctive method of communicating ideas, emotions and desire.”² Ideas, emotions and desires change with time and are influenced by social and cultural environments. Ideas are always developed and becoming complex. Due to this complexity language grows and becomes vast.

A language is influenced by other languages with which it comes in contact. Languages borrow words from other languages. The borrowed words are associated with cultural borrowing. “The borrowing of foreign words entails always their

² Sapir, p. 6.
phonetic modification. There are foreign sounds or accented peculiarities that do not fit the native phonetic habits. Frequently we have phonetic compromises."³

In the light of these linguistic facts, Chapter One of this study discusses the historical background of the English language. The given historical study is mainly on pronunciation and spelling because the aim of the chapter is to introduce historical facts on the correlation between pronunciation and spelling, especially the influence of foreign languages, mainly the French.

Professor Edgar H. Sturtevant of Yale says, "A language is a system of arbitrary vocal symbols by which members of a social group cooperate and interact."⁴

This definition makes clear that language is a means of speech. The ultimate units of language are vocal sounds. Ideas, desires and emotions are communicated by means of voluntarily produced symbols.

It is the purpose of Chapter Two of this study to discuss the symbols of the English language. The first part discusses the pronunciation of these symbols and part two discusses the writing of these symbols. Phonology in its two features, the segmental and the supra-segmental, is to be studied first, because the chief factor in the mastery

of a language is the mastery of sound. "The mastery of language must mean something more than knowing all the words of the language, which is always limited and never complete."5

The lexical meaning results from the different phonemes that make sound. When a word is correctly pronounced and is associated with the right meaning, it is easily spelled correctly.

Part two of Chapter Two discusses some of the common helpful grammatical facts that concern spelling, such as capitalization and pluralization.

Chapter Three of this Study shows what correlation exists between American spelling and American pronunciation in Present-Day American English. The chapter is based on Dr. Raja Nasr's recent unpublished study: Spelling and Pronunciation in English: Correlation and Recommendation. I believe that this Study is the best source because it is the most recent study on the correlation between spelling and pronunciation, because of its accuracy and clearness, and because of its wide scope and the appropriate examples it provides.

The conclusion that there is little correlation between spelling and pronunciation makes teachers of English aware of the significance of teaching pronunciation and spelling.

Chapter Four includes some suggestions in teaching spelling and pronunciation.

It is the aim of this Study to give a historical account of the evolution of English spelling and pronunciation, to discuss the nature of Modern English pronunciation and spelling, to show what correlation exists between spelling and pronunciation in Present-Day English, and to discuss the principles of teaching English pronunciation and spelling in the light of their limited correlation.
Chapter I

Historical Background of English

Pronunciation and Spelling

Languages grew with the growth of countries. The English language has a long history. The growth of the English language has been subdivided into three main periods:

Old English (O.E.) 450–1200
Middle English (M.E.) 1200–1500
Modern English (Mod.Eng.) 1500–to the present time.¹

These are not sharply marked periods, O.E. passes gradually into M.E., and this into Mod.Eng.

Old English has been called the period of full endings, Middle English of levelled endings because a, e, and u are levelled to e, and Modern English of lost endings.

For example:

<table>
<thead>
<tr>
<th>O.E.</th>
<th>M.E.</th>
<th>Mod.Eng.</th>
</tr>
</thead>
<tbody>
<tr>
<td>sun-ne</td>
<td>sun-ne</td>
<td>sun</td>
</tr>
<tr>
<td>sun-u</td>
<td>sun-e</td>
<td>son</td>
</tr>
<tr>
<td>learn-ian</td>
<td>lern-en</td>
<td>learn</td>
</tr>
<tr>
<td>stan-as</td>
<td>sten-es</td>
<td>stone</td>
</tr>
</tbody>
</table>


² Nesfield, p. 7.
The English language is Germanic in origin. It was almost a Germanic language from the fifth century A.D. until the eleventh century, when William the Conqueror, from Normandy invaded England and became the ruler. Germanic elements are shown in the words of silent letters, such as knife, through, and wrought.³

O.E. is a general name for the three main dialects spoken by the English tribes, which included Angles, Saxons, and Jutes. The three dialects are:

(1) The Northumbrian dialect.

(2) The Mercian dialect.

(3) The Wessex dialect imported by Saxon tribes. Anglo-Saxon is another name for the Wessex dialect.⁴

From the ninth century onwards the West Saxon government and the West Saxon dialect won and maintained supremacy over the others.⁵

We can understand the main characteristics of O.E. by comparing it with Mod. Eng. O.E. is a synthetical language; it expresses the grammatical relations of words by adding some flexional suffixes to the stems of nouns, adjectives, pronouns, and verbs. Mod. Eng. is in an analytical stage;

---


⁴ Nesfield, p. 8.

it discards such endings to a very large extent, and in their place makes a freer use of prepositions and other auxiliary words. These are some examples: 6

Mod. Eng. : The good man wrote—The good men wrote.

O.E. : sē goda mann wrat—2a godan menn writen.

O.E. was in the main a pure language; it contained very few words that were not of Teutonic origin; whereas Mod. Eng. is extremely composite, much more than half its vocabulary being non-Teutonic. 7

The second characteristic will be more clear after discussing the development of the English language and the influence of foreign languages on it. It is obvious that Mod. Eng. reflects the language of all the different migrations and invasions which swept into the islands.

This is a list of O.E. vowels taken from the Mercian dialect with examples on how they are pronounced and spelled, and with Mod. Eng. equivalents. 8

---


7 Nesfield, p. 11.

<table>
<thead>
<tr>
<th>Spelling</th>
<th>Pronunciation</th>
<th>Mod. Eng.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ã stán</td>
<td>[æː] [staːn]</td>
<td>stone [stən]</td>
</tr>
<tr>
<td>a crabba</td>
<td>[aː] [kræbba]</td>
<td>crab [kræb]</td>
</tr>
<tr>
<td>æθ</td>
<td>[æθ] [θæθ]</td>
<td>that [θæθ]</td>
</tr>
<tr>
<td>ð hæð</td>
<td>[θː] [hæːθ]</td>
<td>heath [hæːθ]</td>
</tr>
<tr>
<td>œ svête</td>
<td>[œː] [swiːtə]</td>
<td>sweet [swiːt]</td>
</tr>
<tr>
<td>e helpan</td>
<td>[eː] [helpən]</td>
<td>help [help]</td>
</tr>
<tr>
<td>i ridan</td>
<td>[iː] [raidən]</td>
<td>ride [raid]</td>
</tr>
<tr>
<td>iːdrímcen</td>
<td>[iː] [dríŋkən]</td>
<td>drink [dríŋk]</td>
</tr>
<tr>
<td>ð fōda</td>
<td>[oː] [fəda]</td>
<td>food [fəd]</td>
</tr>
<tr>
<td>o oxa</td>
<td>[oː] [oksə]</td>
<td>axe [aks]</td>
</tr>
<tr>
<td>õ hūs</td>
<td>[uː] [haus]</td>
<td>house [haus]</td>
</tr>
<tr>
<td>o sumu</td>
<td>[uː] [sumu]</td>
<td>sun [sən]</td>
</tr>
<tr>
<td>ţ yɛs</td>
<td>[yː] [myːs]</td>
<td>mice [maɪs]</td>
</tr>
<tr>
<td>y fyllan</td>
<td>[yː] [fyllən]</td>
<td>file [fil]</td>
</tr>
<tr>
<td>ða stream</td>
<td>[θː] [strim]</td>
<td>stream [strim]</td>
</tr>
<tr>
<td>ea earm</td>
<td>[æː] [ærəm]</td>
<td>arm [arm]</td>
</tr>
<tr>
<td>õë döop</td>
<td>[œː] [dœiop]</td>
<td>deep [diːp]</td>
</tr>
<tr>
<td>eo heorte</td>
<td>[œː] [heorte]</td>
<td>heart [hart]</td>
</tr>
</tbody>
</table>

The O.E. vowels underwent many changes. The process of mutation took place in the sixth century. "It is the process of changing the back vowels i.e. pronounced with the back of the tongue, to vowels pronounced with the front of the tongue." For example, in primitive O.E., the vowel "i" (pronounced like 'ee') or the consonant sound j (pronounced like the "y"
in you) follow ū, ō, in the same word, these vowels become respectively ņ (pronounced like French "u" in 'lune') and ō (pronounced like French o).

mūs  mŷs  mice
fôt  fet  feet

The reason for this change was that the sounds "i" and "j" were front sounds, and had the effect of changing the vowels which preceded them in a word into front vowels, and therefore more like themselves.9

Not all O.E. consonants developed many changes as the vowels did. Some were pronounced as in Mod.Eng. But double consonants were pronounced double e.g. sunne, sittan.10

This is a list of O.E. consonants with examples on how they are pronounced and written.11

---

9 Wyld, pp. 129-130.
10 Moore, p. 20.
<table>
<thead>
<tr>
<th>O.E. Spelling</th>
<th>O.E. Pronunciation</th>
<th>Mod. Eng. Spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>e</td>
<td>cešpan</td>
<td>[k] [kešpan]</td>
</tr>
<tr>
<td>c</td>
<td>cidan</td>
<td>[tʃ] [tʃiːdan]</td>
</tr>
<tr>
<td>eg</td>
<td>brycg</td>
<td>[dʒ] [brydʒ]</td>
</tr>
<tr>
<td>g</td>
<td>boga</td>
<td>[ŋ] [bʊɡa]</td>
</tr>
<tr>
<td>ġ</td>
<td>ġiefan</td>
<td>[i] [iʃeːvan]</td>
</tr>
<tr>
<td>ng</td>
<td>singan</td>
<td>[ŋ] [sɪŋɡan]</td>
</tr>
<tr>
<td>sc</td>
<td>scip</td>
<td>[ʃ] [ʃip]</td>
</tr>
<tr>
<td>h</td>
<td>niht</td>
<td>[ŋ] [niʃt]</td>
</tr>
<tr>
<td>f</td>
<td>ġiefan</td>
<td>[v] [iʃeːvan]</td>
</tr>
<tr>
<td>s</td>
<td>risan</td>
<td>[s] [riːsan]</td>
</tr>
<tr>
<td>Ĩ</td>
<td>Ĩot</td>
<td>[θ] [θot]</td>
</tr>
<tr>
<td>ū</td>
<td>cuðe</td>
<td>[ʊ] [cuðe]</td>
</tr>
</tbody>
</table>

The last five letters and sounds are written and pronounced in that manner under certain conditions.

When h is after a vowel.

When f is between voiced sounds.

When s is between voiced sounds.

When , Ĩ are initial or final they are pronounced [θ].

When , ū are between voiced sounds they are pronounced [ʊ].

"r" was strongly trilled with the tip of the tongue.

In O.E. "k" was retained before back vowels such as "o", but was 'fronted' — that is, shifted to a sound very
like the present 'ch-sound' - before front vowels. This is why we now have such differences as the k-sound in 'cock' compared with the 'ch-sound' of 'chicken'.

When "c" occurred in the middle of a word in O.E., it remained as a k-sound before back vowels and some consonants, but became 'ch' before "i" or "j"; thus we have 'drink', O.E. (Infinitive) 'drincan', but 'drench', from primitive O.E. 'dranči'.

The invasion of England by the Normans in 1066 resulted in fundamental changes in all fields. The Conqueror and his Knights were French. The Normans ruled England. O.E. continued to be written but the writers of this period wrote much more as they spoke. Norman French became the official language for the Court, the Law, and the government generally. The influence of Norman French on English was direct and living.

During the period after the Norman Conquest England had two languages: Norman French, the aristocratic language, and Anglo-Saxon English, still flourishing in the country-side and among illiterates.

The three main dialects were the same as in the O.E.

---

12 Wyld, p. 131.
13 Wyld, p. 132.
14 Wyld, pp. 116-118.
15 McEwen, p. 87.
period; but they were now called Northern, Midland, and Southern. The Midland dialect became predominant; many of the vowel sounds were changed; they were levelled and a large number of French words filtrated into the native speech, and became fixed as part of English.  

The sound system of M.E. is different from that of O.E. due to foreign influences, especially the influence of the Norman Conquest.

This is a list which shows the modifications of the pronunciation of the vowels and their spellings from O.E. to M.E., with their Mod.Eng. spellings.

<table>
<thead>
<tr>
<th>O.E.</th>
<th>Pronunciation</th>
<th>M.E.</th>
<th>Pronunciation</th>
<th>Mod.Eng.</th>
</tr>
</thead>
<tbody>
<tr>
<td>æ stan</td>
<td>[a:] [stam]</td>
<td>e stom</td>
<td>[ei] [stein]</td>
<td>stone</td>
</tr>
<tr>
<td>œ bêt</td>
<td>[œ] [bêt]</td>
<td>a that</td>
<td>[a] [bat]</td>
<td>that</td>
</tr>
<tr>
<td>ŭ myś</td>
<td>[yi] [myis]</td>
<td>i mis</td>
<td>[ii] [miis]</td>
<td>mice</td>
</tr>
<tr>
<td>y fyllan</td>
<td>[y] [fyllan]</td>
<td>i fillen</td>
<td>[i] [fillen]</td>
<td>fall</td>
</tr>
<tr>
<td>ða stream</td>
<td>[tio] [stræm]</td>
<td>ee streem</td>
<td>[ei] [stræm]</td>
<td>stream</td>
</tr>
<tr>
<td>ea earn</td>
<td>[æa] [æarm]</td>
<td>a arm</td>
<td>[a] [arm]</td>
<td>arm</td>
</tr>
<tr>
<td>ëo deóp</td>
<td>[sie] [deiop]</td>
<td>ee deep</td>
<td>[ei] [deiop]</td>
<td>deep</td>
</tr>
<tr>
<td>ëo heorto</td>
<td>[po] [hört]</td>
<td>e herte</td>
<td>[p] [hört]</td>
<td>heart</td>
</tr>
</tbody>
</table>

16 Nesfield, p. 12.
17 Moore, p. 22.
The length of the vowels of M.E. was different from that of O.E. In some cases it was shortened; in others it was lengthened.

The long vowels of O.E. were shortened in M.E. before more than two consonants. Hence the plural of O.E. 'cild', was 'cildru', it became in M.E. childre - the vowel became short. Shortening took place, further, before "l" followed by an open consonant - 'fîlthe'. Short vowels of O.E. were lengthened in the thirteenth century.\(^{18}\)

\[
\begin{array}{lcl}
\text{O.E.} & \text{M.E.} & \text{Med.Eng.} \\
\text{nā-mā} & \text{nāmē} & \text{name} \\
\text{hō-pū} & \text{hōpē} & \text{hope} \\
\text{lātē} & \text{lātē} & \text{late}
\end{array}
\]

The gap between pronunciation and spelling began to widen in the M.E. period, because the scribes working in England in the middle ages were not in reality French. They continued the French way of spelling, in spite of the fact that French pronunciation was not always followed.\(^{19}\)

Studying Samuel Moore's list of O.E. and M.E. vowel sounds and their spellings, we can conclude that most of the sounds were spelled differently:

\[
\text{ee} \ [\varepsilon:\ ] ; \ \text{o} \ [\text{o}\i] ; \ \text{ou} \ [\text{u}\i] ; \ \text{o} \ [\text{y}] \text{ etc.}
\]

\(^{18}\) Wyld, pp. 132-134.

\(^{19}\) McEwen, p. 87.
French had a direct influence on spelling M.E. vowels.

(1) "ou", or "ow", was the French symbol, for the ū-sound.

(2) The sound of modern French 'u' in 'lune' existed in and survived in M.E. But now the letter "u" survives in spelling with change in pronunciation:

- bury, nature, brute.20

The M.E. consonants had undergone many changes too in pronunciation and spelling.

1- O.E. final "m" in unstressed syllables became "n" in M.E. endum O.E., enden M.E. Final "n" sometimes was reduced to -e O.E. singan, M.E. singe.

2- O.E. initial hn, wl, hl, and hr became M.E. n, l, l, and r; O.E. hnecca, M.E. necke; O.E. wlsqian, M.E. lispen; O.E. hláf M.E. lef; O.E. hring, M.E. ring.

3- Final ə [tʃ] was lost in unstressed syllables e.g. O.E. ānliō; M.E. only [ænli].

4-(a) O.E. [ʒ] became M.E. [g], O.E. gōd [ʒoːd], M.E. good [goːd].

(b) When preceded by a vowel O.E. [ʒ] became M.E. [j] or [w].

(c) When preceded by a consonant O.E. [ʒ] became M.E. [w] e.g., O.E. folgian, M.E. folwie(n).21

Norman French had direct influence on the spelling of M.E. consonants.

20 Wyld, pp. 142-143.

21 Moore, pp. 34-35.
(1) The letter $\rho$ was replaced by a French w.
(2) The symbol $\delta$ disappeared before 1300.
(3) $\rho$ was identified with that of y in the fifteenth century.
(4) The Anglo-Saxon c was replaced by k. cyn = kin.
(5) The Anglo-French c had the sound of s before e and i; and was therefore used with this power in words of Anglo-French origin, such as certain, city.
(6) cu was turned into qu, cwic quick.
(7) Introducing the new diphthongs ai or ay, au or aw, ei or ey, eu or ev, ei or oy, and ou or ev, together with the clusters ch, th, and sh.
(8) 'gu' was never followed by a vowel in Anglo-Saxon; all such words as guard, guise, guile, guide are either new words introduced from French or new spellings of old words as guest for Angle-Saxon gest.
(9) 'Hw', which gave and still gives correctly the sound of the first letters in 'which' and similar words, was changed to 'wh'.
(10) v was used for f in some words. This was a convenient French device to distinguish the voiced from the voiceless sound. O.E. wrote f for both.
(11) j (initially) for the 'dge'-sound. Its occurrence is a sure test of Norman-French origin - e.g. judge, jest, joy.

22 Nesfield, p. 72.
23 Wyld, p. 142.
There are some developments which widened the gap between the correlation of spelling and pronunciation other than those caused by the influence of foreign languages—mainly the Norman-French. One is caused by the scribes and another is caused by the poets.

Before the development of paper making in the West, the scribes used to get papyrus from the East. But trade with the Orient broke in the fourteenth century and scribes were forced to use parchment which was very expensive. Thus they started to use many abbreviations and squeezed words together. Because of this crowding, u was often mistakenly read as o when it came before m or n. A mistake of this sort became established as correct practice while pronunciation did not change.24

The earlier poets did not care about spelling in connection with rhyme. The essential element of rhyme as poets in all ages feel, is sound. Puttenham, who wrote an elaborate Arts of English Poesie in the sixteenth century, thinks that unless words are spelt alike they cannot rhyme. So earlier poets wrote 'despight' to rhyme with 'fright', 'spright' to rhyme with 'night', and even quight (quite) to rhyme with light. 'gh' was introduced purely for the sake of the eye. We have retained now the 'gh' in delight (delite in Chaucer), and spright is sometimes so written instead of the more historically correct sprite, but we never write quight.25

24 McKwen, p. 88.
25 McKwen, p. 88.
The modern period is marked by a large number of new borrowings, and these are from a great variety of sources. This might make Mod. Eng. more complex than M.E. But, being analytical, Mod. Eng. is free from M.E. inflections. Thus it is easier in this aspect.

There are many changes in the consonant sounds as well as in the vowel sounds. Some of the changes in the consonants are the following: 26

1. Initial [θ] changed to [z], e.g. the [zæ], they [zey].

2. Final [ʃ], [s] and [θ] became [v], [z] and [θ] if they were preceded by a vowel that was without stress or if they occurred in words that were commonly pronounced without stress in the sentence.

<table>
<thead>
<tr>
<th>M.E.</th>
<th>Mod. Eng.</th>
</tr>
</thead>
<tbody>
<tr>
<td>[θʃ]</td>
<td>[vʃ]</td>
</tr>
<tr>
<td>[θis]</td>
<td>[his]</td>
</tr>
<tr>
<td>[wθθ]</td>
<td>[wʃθ]</td>
</tr>
</tbody>
</table>

3. Initial 'gn' and 'kn' have become 'n', and initial 'wr' has become 'r'; e.g. M.E. gnave (n) [gnauən]. Mod. Eng. [nɔi]; M.E. knight [knijt], Mod. Eng. [nait]; M.E. write (n) [rəitən], M.E. [rait].

4. Final mb has been reduced to m. e.g. M.E. damb [dʌmb], Mod. Eng. [dʌm].

5. Final [ŋθ] has been reduced to [ŋ]; e.g. M.E. thing

---

26 Moore, pp. 35-36.
\[\theta \text{ng}\], Mod.Eng. \[\theta \text{n}\].

(6) \text{I has been lost before k, m, and f when the vowel that proceeded it was M.E. [a] or [\theta].}

\begin{align*}
\text{M.E.} & \quad \text{Mod.Eng.} \\
\text{talke(m)} & \quad \text{[talkən]} \quad \text{[teik]} \\
\text{fəlk} & \quad \text{[folk]} \quad \text{[foik]} \\
\text{pəlm} & \quad \text{[palm]} \quad \text{[pəim]} \\
\text{half} & \quad \text{[half]} \quad \text{[haif]}
\end{align*}

(7) \text{[x] and [e] have been lost in Mod.Eng. e.g. M.E. saugh [saʊx]. Mod.Eng. [seɪ].}

(8) \text{M.E. double consonants became single in Mod.Eng. sonne [sʌnə] [sʌn].}

(9) \text{[s] and [z] have become [ʃ] and [ʒ].}

\begin{align*}
\text{M.E.} & \quad \text{Mod.Eng.} \\
\text{[speʃjal]} & \quad \text{[spæʃl] special} \\
\text{[vɪʒən]} & \quad \text{[vɪʒən] vision}
\end{align*}

(10) \text{[tʃ] and [dʒ] have become [tʃ] and [dʒ]. e.g.}

\begin{align*}
\text{M.E.} & \quad \text{Mod.Eng.} \\
\text{[fərtʃən]} & \quad \text{[fɔːrtʃən] fortune.} \\
\text{[kərdʒəl]} & \quad \text{[kɔːrdʒəl] cordial.}
\end{align*}

(11) \text{\textquoteleft r\textquoteright in M.E. has lost its trilled sound, in some varieties of English is pronounced only before vowels.}

\text{Following are the principal vowel changes since the Middle English Period.\textsuperscript{27}}

\textsuperscript{27} \text{Wyld, pp. 135-137.}
(1) M.E. ā has become 'long 'a' sound', nāme - name; gāte - gate; blāme - blame. No change has taken place in spelling.

(2) M.E. ō has become 'ee'. Mod.Eng. feet, deem, and sheet. Another sound in M.E., often written e, but also ea, which was different from the above and more like French è in tâte, has also developed in most dialects of English into the 'ee'-sound. Words of this origin are generally spelt with ea in Mod.Eng. e.g. stream, dean and clean.

(3) M.E. i (pronounced like modern 'ee') has been diphthongized to ai (the long i-sound)=wif - wife; lif - life; nín - nine.

(4) (a) M.E. ō (the sound in French 'bean') has become ū (the 'oo'-sound, as in moon): M.E. sōne - soon; cōl - cool; stōl - stool. Words like book, hook, good, and others spelt with 'oo' but pronounced with ū-sound of 'put' also had this ō originally, and developed ū, but underwent shortening comparatively recently, in the eighteenth century.

(b) the other M.E. ō which had the sound of Mod.Eng. 'aw' has become 'long o' which is really a diphthong: hōm - home; bōn - bone; thrōte - throat.

(5) M.E. ū, often written ou, has been diphthongized to au: M.E. cū or cou - cow, nú or nou - now; hūs or hous - house.
(6) M.E. 'u' became in the sixteenth century ū and it acquired the same sound as in but, blood, among, flood.

(7) M.E. ā acquired in the seventeenth century the 'short a-sound' as in eat, bad, can, sat etc.

Diphthongs underwent some changes in the Modern English Period. Following are two of these changes.28

(1) M.E. an (pronounced like diphthong in house) developed during the seventeenth century into a sound approaching the Mod.Eng. 'aw'-sound. The spellings au, aw, are retained in words where the new sound now stands. The diphthong occurred in English words like draw, saw, dawn, daughter, etc, and in French words such as fault, cause, vaunt, etc.

(2) M.E. ai, ei (pronounced like the Mod. 'long i' sound), lost their diphthonged character during the seventeenth century and developed to M.E. ā and Mod.Eng. 'long a'-sound. These words still retain their diphthonged spelling, ai, or ay. Examples of English words are: rain, pail, way, day, and examples of French words are: faith, gay and pay.

The written language emerged toward the end of the fourteenth century. It was recognized in the fifteenth century and had become the recognized standard in both speech and writing.

28 Wyld, p. 138.
The East Midland type of English, particularly the dialect of London, was the basis of Standard English. This was for four reasons. First, because Midland English occupied a middle position between the extreme divergences of the north and south. Second, because the East Midland district was the largest and most populous. Third, because of the presence of the universities, Oxford and Cambridge in this region. The fourth and the last is because of the importance of London as the capital of England. 

The formative period of Mod. Eng. spelling was from the time of first printers in the late fifteenth century to the seventeenth century. Caxton (1422–1491) who introduced printing to England from the continent, printed from manuscripts as he found them, modifying spelling, sometimes influenced from his long service in Belgium. The (gh) in ghost, for instance, is an inheritance in English spelling from the Flemish in its initial letters.

There were many attempts in the sixteenth century to reform spelling. Sir John Cheke made a practice of doubling long vowels and other changes. But the present day spelling practices are in accord with reforms that Mulcaster urged. Mulcaster recommended the use of final silent [e] after a single consonant


to indicate a preceding long vowel: made, as distinguished from mad; trip (trip), stripe (strip). Mulcaster wanted similar spelling for similar sounds, as we have with (fear, hear, and dear). 31

The attempts at etymological spelling widened the gap between spelling and pronunciation. For example, in Norman French the words 'debt', and 'doubt' were spelt 'dette', 'doute', respectively, and they retained this spelling in English. At a later date 'b' was introduced into each, to show that they were derived from Latin debitum, dubitum. 32

The fixing of spelling by the printers proceeded rather slowly at first up to the seventeenth century. During the seventeenth century, spelling became more fixed, but the conventions established lack uniformity among themselves and agreement with present pronunciation. 33

The main authorities on regulations of spelling were law courts, legislative bodies, and churches. The immense influence of dictionaries brought the definite acceptance of a permanent fixed spelling in English, and the beginning of a consciously standardized 'received pronunciation'. Dr. Johnson's dictionary of 1755 was the first to receive universal acceptance as the arbiter of usage and spelling. 34

---

32 Wyld, p. 147.
33 McEwen, p. 93.
34 Wrenn, p. 97.
In 1837 Isaac Pitman who published a system of shorthand, proposed several plans of phonetic spelling for general use. By 1870 the English Philological Society had taken up the question. America became interested in the question in 1883. In 1906, a Simplified Spelling Board was organized in America. Their first practical step was to publish a list of 300 words for which different spellings were in use (judgement—judgment—), and to recommend the simpler form. It was met by opposition, and the publishers continued to use the traditional orthography. In 1919, Henry Bradley in his paper "On the Relation of Spoken and Written Language" opposed any radical change in English spelling.\(^{35}\)

English pronunciation is constantly changing because of foreign borrowings, and because of changes introduced by American scholars. Thus today American English differs from British English. Some characteristics of American English are:

1. Greater clearness in pronunciation unaccented syllables.
2. Retention of the flat a.
3. Different treatment of the 'r'.
4. 'O' losing its rounding in (not, lot) and becoming a sound identical with 'a' in 'father', only short.\(^{36}\)

Some of the characteristics of American pronunciation are attributed to Webster who aimed at introducing uniformity

---

\(^{35}\) Baugh, pp. 398-400.

\(^{36}\) Baugh, pp. 242-445.
and accuracy of pronunciation.\textsuperscript{37}

Out of this study of the history of English pronunciation and spelling, we can conclude why there is little correlation between them. Chapter III of this study will discuss the correlation between spelling and pronunciation.

\textsuperscript{37} Baugh, p. 242.
Chapter II

Modern English Pronunciation and Spelling

"The mastery of language must mean something more than knowing all the words of the language. The chief problem is the mastery of the sounds."¹

To master the essential features of English pronunciation one must study the English sound system.

Phonology is the study of sounds. It is divided into two main features:²

A. Segmental features.
B. Supra-segmental features.

In the study of segmental features there are the following items:

1. Consonants.
2. Vowels.
3. Diphthongs.
4. Length.

In the study of supra-segmental features we have the following items:

1. Stress.
2. Intonation.
3. Pause.
5. Rhythm.

In any one language, there are thousands of sounds. Phonemes are the significant sound features; they have meaningful distinctions when compared with other significant sound features. Phonemes have submembers called allophones. For example [t] and [tʰ] are allophones of the same phoneme /t/ in English.⁴

Studying the English consonants in this part of the chapter is studying the consonantal phonemes of English—that is, not the consonants found in the English alphabet, but the consonants as they sound orally.⁴

A. Segmental feature

1. Consonants.

The following chart shows the consonants in tabular form with examples.⁵

---
⁴ Nasr, p. 11.
⁵ Nasr, p. 11.
<table>
<thead>
<tr>
<th>Type of Articulation</th>
<th>Bilabial</th>
<th>Labiodental</th>
<th>Interdental</th>
<th>Alveolar</th>
<th>Retroflex</th>
<th>Alveopalatal</th>
<th>Palatal</th>
<th>Velar</th>
<th>Glottal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stops VI.</td>
<td>p(pen)</td>
<td>t(tell)</td>
<td></td>
<td></td>
<td></td>
<td>k(cook)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vd.</td>
<td>b(hell)</td>
<td>d(ger)</td>
<td></td>
<td></td>
<td></td>
<td>g(girl)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Affricates VI.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>c(chair)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vd.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>j(jam)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fricatives VI.</td>
<td>t(fair)</td>
<td>o(throw)</td>
<td>s(gilly)</td>
<td></td>
<td>s(shallow)</td>
<td>h(hotel)</td>
<td></td>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Vd.</td>
<td>v(violet)</td>
<td>t(there)</td>
<td>z(zoo)</td>
<td></td>
<td></td>
<td>s(vision)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nasals Vd.</td>
<td>m(milk)</td>
<td></td>
<td>n(neck)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(sing)</td>
</tr>
<tr>
<td>Lateral Vd.</td>
<td></td>
<td></td>
<td>l(low)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vibrant Vd.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>r(run)</td>
<td></td>
<td></td>
<td>y(yes)</td>
</tr>
<tr>
<td>Semi Vowels Vd.</td>
<td>w(yet)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

VI : voiceless: vocal cords do not vibrate.

Vd : voiced: vocal cords vibrate.
Consonant clusters are many. They may occur initially, medially or finally. Here are some examples: bl- blue, gr-ground, vy- view, lk- milk, sd- raised. They may also be of three or four segments: spy- spew, spr- spring, dst- midst, mpt- camped, fts- lifts, rldz- worlds, ksts- texts.  

2. Vowels.

"The English vowels are eleven in number, including four glides; a glide is a combination of two vowels not too far apart from each other in their points of articulation."  

The following chart shows the description of vowels and their pronunciation forms with examples.

<table>
<thead>
<tr>
<th>Position of the Tongue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Front</td>
</tr>
<tr>
<td>High</td>
</tr>
<tr>
<td>iy (eat)</td>
</tr>
<tr>
<td>i (hit)</td>
</tr>
<tr>
<td>Mid</td>
</tr>
<tr>
<td>ey (mate)</td>
</tr>
<tr>
<td>o (cut)</td>
</tr>
<tr>
<td>e (mat)</td>
</tr>
<tr>
<td>Low</td>
</tr>
<tr>
<td>æ (rat)</td>
</tr>
<tr>
<td>a (cot)</td>
</tr>
<tr>
<td>o (call)</td>
</tr>
</tbody>
</table>

6 Nasr, pp. 20-22.
8 Nasr, p. 25.
3. Diphthongs.

"Diphthongs are sequences of two vocoid sounds during which the air escapes from the mouth over the center of the tongue without friction in the mouth."\(^9\)

Examples:\(^10\)

\begin{align*}
\text{[ai]} & \quad \text{file} \\
\text{[au]} & \quad \text{feul} \\
\text{[oi]} & \quad \text{foil} \\
\text{[iu]} & \quad \text{fuel}
\end{align*}

4. Length.

"The length or quantity of a sound is the length of time during which it is held on continuously in a given word or phrase."\(^11\) Length has three levels: long, short and half long.\(^12\)

Length in English is not phonemic. This does not mean that there is no phonetic length in consonants and vowels. One phoneme may differ in its phonetic length depending upon its phonetic environment.\(^13\)

---

\(^9\) Pike, p. 235.


\(^12\) Pike, p. 6.

\(^13\) Nasr, p. 23.
The meaning changes with the quality of the vowel and not by its quantity, e.g. the word "best" produced either with a long vowel or short (beat, beet) gives the same meaning in spite of different length.\textsuperscript{14}

"Only when length results from the blending of identical consonants in compound words, as in book-case, red dress, penknife does the added length become significant. Diphthongs are long, not because of the prolongation of either element, but because of the time consumed in making the glide."\textsuperscript{15}

B. Supra-Segmental features.

1. Stress.

"Stress is defined as the degree of force with which a sound or syllable is uttered."\textsuperscript{16} Stress in English is unpredictable. It varies from syllable to syllable. It is essentially a subjective action. The three stresses of English are: (in order of loudness)\textsuperscript{17}


\textsuperscript{16} Jones, p. 237.

\textsuperscript{17} Nasr, p. 32.
a. Primary stress. ///
b. Secondary stress. ///
c. Weak stress. (no mark)

Examples of word stress: yes, perfect, opportunity.

Examples of sentence stress:

a. The girl took the book.

The sentence stress falls on "girl", which has the only primary stress in the sentence.

b. This is a useful book.

The sentence stress falls on "is" for special emphasis.

2. Intonation.

"Intonation is the pitch of the musical note produced by the vocal chords."\textsuperscript{18} "There are no pitchless sentences."\textsuperscript{19}

The pitches of intonation vary from individual to individual and from time to time. There are four levels of intonation in English.\textsuperscript{20}

a. Extra-high, numbered 4
b. High , numbered 3
c. Mid , numbered 2

\textsuperscript{18} Jones, p. 59.


\textsuperscript{20} Nasr, pp. 35-36.
d. Low, numbered 1

It is the combination of different pitches or levels of intonation and their formation as glides or contours that gives rise to meanings beyond the content meaning of words.²¹

Examples: I met Leila. Who? Leila

\[
\begin{align*}
\text{2-} & \quad \text{3-1} & \quad \text{2-3} & \quad \text{3-1} \\
\text{The girl bought a dress.} \\
\text{2-} & \quad \text{3-1}
\end{align*}
\]

3. Pause.

"Pauses occur at frequent intervals in speaking. They are made for the purpose (a) of taking breath, (b) making the meaning of the words clearer."²² In English "there are two significant types of pause, a tentative one and a final one; these may be symbolized by a single and double bar, [/] and [//], respectively, and have the meanings indicated by their labels."²³

Example: That / however / is / acceptable //.


"Juncture is a place at which either grammatical or phonological units come together, or begin or end."²⁴

---

²² Jones, p. 58.
Examples: He has a name /ə neɪm/
He has an aim /ənʌɪm/

5. Rhythm.

"Rhythm is the characteristic sequence of utterance, pauses and syllable types in any language."²⁵

Spelling is defined by Webster as the process of naming, writing, or printing in order the letters of (a word), especially the proper letter.

The English alphabet contains 26 letters. They are: a b c d e f g h i j k l m n o p q r s t u v w x y and z.

Spelling also involves the use of capital letters. The following are some of the rules of capitalization.²⁶

1. In beginning a sentence.
2. In writing proper names or their abbreviations.
3. In writing important words in titles of books, articles, magazines, and chapters.
4. In the beginning of each line of poetry.
5. In the beginning of a direct quotation.
6. After periods, question marks, and exclamation marks.

English spelling is characterized as one of the most perplexing and confusing systems of putting letters together.

The system may deserve these characteristics because it is composed of so many language blends, as it was discussed in Chapter One of this Study. English spelling deserves uncomplementary epithets also because of the system of pronunciation. Correlation between spelling and pronunciation is discussed in Chapter Three of this Study.

Spelling changes all the time, although more slowly than the spoken language. Many words are in the process of change right now. The word "co-operate" is written with a hyphen in any good dictionary. However, nowadays it appears in many good publications spelled without a hyphen.²⁷

Many words have a secondary spelling, often British. Although secondary spellings are not wrong, most American writers avoid them. These are some examples of primary and secondary spellings:²⁸

<table>
<thead>
<tr>
<th>American</th>
<th>British</th>
</tr>
</thead>
<tbody>
<tr>
<td>adviser</td>
<td>advisor</td>
</tr>
<tr>
<td>color</td>
<td>colour</td>
</tr>
<tr>
<td>theater</td>
<td>theatre</td>
</tr>
</tbody>
</table>

Learning the meaning and function of various affixes will help in spelling correctly. There are four kinds of affixes.²⁹

---


²⁸ Pollock, p. 114.


Some verbs change radically to show differences in the time of action and number of persons acting. The verbs which are most difficult to spell are those which change one or two basic letters to show a change in time. e.g. I write everyday; I wrote yesterday; I have written often. The verb that changes the most is "be". The commonest error with a form of "be" is confusion between 'its' (belonging to it) and its (it is).

2. Formation of Plural Nouns.

Following are some rules of forming plural nouns.

a. Most plurals are formed by adding s: size, sizes; birth, births. Words ending in s, z, x, sh, or ch form their plurals by adding es.

loss es= losses
buzz es= buzzes
box es= boxes
bush es= bushes
watch es= watches

b. Nouns ending in 'y'.

1. Nouns whose singular ends in -y preceded by

---

31 McEwen, pp. 100-102.
a consonant change y to : and add -es: lady-ladies; copy-copies.

2. Nouns ending in y preceded by a vowel simply add -s to form the plural. e.g. boys, keys.

c. When a word ends in e or ee, the plural is usually formed by adding s. e.g. radio-radios; folio-folios. Add s to all musical terms ending in o. e.g. alto-altos; piano-pianos. When o is preceded by a consonant add es. e.g. hero-heroes; negro-negroes.

d. When a word ends in f, fe or ff, the plural is usually formed by adding s. e.g. belief-beliefs; sheriff-sheriffs. Occasionally words ending in f, fe, or ff form their plurals with ves, e.g. life-lives; half-halves.

e. Some foreign words have foreign plurals. e.g. basis-bases; alumna-alumnae; alumnus-alumni.(men).

Other foreign words may form their plurals in two ways. e.g. index-indexes, indices. 32

3. Prefixes.

"A prefix is a syllable or a word added to the beginning of a word. When added to words it changes the meaning of such words." 33 e.g. con-serve, de-serve,

32 Pellock, pp. 52-53.

33 Makbary, p. 1.
preserve, reserve.
Prefixes are of different kinds. Some prefixes show number and amount, some show position or direction of movement, and some show negation.
Following are some that show number and amount:

1. one: uni-, uniform.
2. two: du-, duet.
3. seven: spt-, September.
4. eight: octo-, octagon.
5. one hundred: cent-, century.

Other prefixes showing amount may be definite, as semi-, hemi-, demi-, for half, e.g. semicircle, hemisphere; or indefinite, as in semi- modern.

Prefixes that show position or direction of movement are very many. Most of them come from Latin, Greek and French.
Many of these prefixes begin with 'a': address, anew, avert, affect, arrest, approve.

The prefixes co-, cog-, col-, com-, con-, and cor-, all mean (with). e.g. cooperate, coincide, cognate, colleague, combine, confer, and correct.

Some of the Negative prefixes are:
un-, meaning not, and also used to emphasize an action. e.g. unreasoning, unloose.

34 McEwen, pp. 107-108.
35 McEwen, pp. 110-111.
In-, is closely related to un-. It may change to ir- before a stem beginning with r: irreligious. It may be in- before a stem beginning with m: immaterial. It becomes il- before l: illogical. It becomes ig- before n: ignore.

Non-, is used to mean not. It is written connected with the word: nonresident; or it is written with a hyphen between it and the following word: non-Christian, non-British.

4. Suffixes.

"A suffix is a syllable or a word added to the end of a word, to change the meanings of such words".36 e.g. 'capable' (adj) becomes 'capability' (noun); 'red' (noun or adj.) becomes redder (verb).

Here is a list of some frequently used suffixes.37

- able, - ible, - uble, capable of doing or being. (adj) e.g. horrible, capable.
- er, - or, that which does something. e.g. driver, doctor.
- ion, - ation, - sion, - tion, action, process, condition, persons: negation, union, procession.
- y characterized by, full of (adj.): cloudy, sunny.

Spelling also involves the use of the apostrophe which is the sign of the possessive form. This mark (') signals to the reader that some form of ownership is involved or that two words are being used in contracted form. A contraction exists

36 Malsbary, p. 1.
37 McEwen, pp. 120-127.
when two words are combined into one, as in 'cannot' – 'can't'. Such words as its, his hers, ours, and theirs take no apostrophe. 38

There are many ways to state the general principles for showing possession. In summary they are: 39

1. To indicate possession by a singular noun, merely add 's to that noun: girl's, mother's, witness's.

2. To form possessive of a plural noun that does not end in s, add 's: men's, children's.

3. To form the possessive of a plural noun that ends in s, add an apostrophe only: chickens', ladies', losses'.

A hyphen is a short line (-) usually used to connect the two parts of a compound word. A hyphen in a compound both unites and separates the words, and thus aids understanding, improves reading, and correct pronunciation, as in re-elect and -re-echo. A hyphen is used between a prefix and a root to avoid doubling a vowel. It is used between a suffix and a root to avoid tripling a consonant. e.g. re-enter, pre-existent, shell-like. It is used to avoid confusion. For example, 'remark' does not mean the same thing as 're-mark', 're-cover' means to cover a second time, and 'recover' means to win or gain back. 40

38 Malsbary, p. 47.
39 Malsbary, p. 48.
40 Malsbary, pp. 45-46.
Chapter III

The Correlation Between Spelling and Pronunciation

Remarks are always heard from students as well as teachers of English about English spelling and its correlation to English pronunciation.

The problem is that the symbol which in one word represents one sound turns out to represent a different sound in another word. Any student learning English might pronounce the words (honest, hour, honor) with an initial /h/ sound, when of course there is no /h/ in their pronunciation. The student may generalize on the basis of the many words in which an initial letter h does represent an initial sound /h/, like in (hat, house, head).\footnote{Robert Lado, \textit{Linguistics Across Cultures} (Michigan: Ann Arbor - The University of Michigan Press, 1957), p. 20.}

It is interesting to mention here what George Bernard Shaw pointed out about the writing of the word (fish). He said that (fish) could be spelled (ghoti), with (gh) as in tough, (o) as in women, and (ti) as in ration.\footnote{Thomas Clark Pellock, \textit{The University Spelling Book} (Englewood Cliffs: Prentice-Hall, Inc, 1955), p. 19.}

The purpose of this chapter is to show what correlation exists between spelling and pronunciation in Present-Day...
English, first by showing how English sounds are spelled; second by showing how different letters or sequences of letters are pronounced.

The phonemic symbols in Part I are going to be used according to their horizontal order in the charts found in Chapter II of this study.

The different spellings of the sounds, and the different sounds for the letters with the examples are directly taken from Dr. Raja Nasr's study, *Spelling and Pronunciation In English: Correlation and Recommendation*.

I. The Spelling of English Sounds

/ŋ/: bp(sabpoena), gh(hicough), p(cup), ph(shepherd), pp(supper).
/t/: bt(doubt), ct(indictment), ed(issued), t(tea),
th(thomas), tt(letter).
/k/: c(geek), cc(accord), ch(cheir), ch(knock), q(quick),
    cq(acquire), que(unique).
/b/: b(boat), bb(robbing).
/d/: d(do), dd(add), ed(rebbed).
/s/: g(ge), gg(begging), gh(ghost), gue(vague).
/t/: c(gello), ch(much), t(future), tch(match).
/z/: ch(sandwich), d(procedure), dg(judge), g(cage),
    gg(suggest), j(jam).
/f/: f(fan), ff(suffer), gh(laugh), ph(phone).
/θ/: th(thin), tth(Matthew).
/a/: c(ceiling), cc(bracelet), ps(psalm), s(sea),
sc(scissors), ss(mass), st(fasten), s(swore), s(waltz).
/h/: c(appropriate), ch(bench), s(ure), sch(schiller), sh(shoe), ss(mission), t(nation).
/h/: h(home), j(Navajo), wh(whole).
/v/: f(og), v(voice).
/th/: th(then), the(breathe).
/z/: s(bug), ss(scissors), x(xylophone), s(oo), zz(jazz).
/j/: j(conjure), s(measure), s(azure).
/n/: m(jam), mb(lamb), mm(summer), mn(seeman), mp(tempted).
/n/: n(mo), kn(knew), nn(inn).
/q/: u(sink), ng(sing), ague(tongue).
/l/: l(low), ll(smaller).
/r/: l(colonel), r(um), rh(rhythm), rr(current), rrh(myrrh), wr(write).
/w/: e(one), u(acquire), w(yet), wh(while).
/y/: e(arga), i(gaiety), j(fjord), y(yes).
/i/: a(subpoena), ae(ae), o(even), ea(eat), eCe
(concrete), ee(meet), ei(either), eo(people), ey
(key), eye(keyed), i(machinery), iCe(machine),
ie(believe), oe(Pheobe), y(silly).
/u/: ault(sault), eu(maneuver), ew(chewing), ieu(lieu),
e(whom), eCe(whose), oe(shoe), oo(pool), ou(group),

1 "C" means "consonant".
ough (through), u (truth), uCe (ruddy), u (Sue), u (juice), wo (two).

/i:/ o (English), oo (been), i (lit), ie (sieve), o (women), u (business), ui (building), y (symbol).

/u/: o (jewel), ieu (lieutenant), oo (look), ould (could), u (pull).

/ei/: a (April), aCe (shameful), ae (Aegan), ai (aim), aig (campaign), ay (saying), aye (prayer), a (wear), ei (hair), eigh (weigh), ey (prey), eeh (Messhman).

/e/(stressed): a (want), o (onion), oCe (above), oo (blood), eu (rough), u (fun).

/e/(unstressed): a (above), aa (Isaac), ai (villain), ay (always), Ce (table), o (under), eCe (college), eigh (foreigner), eeu (righteous), i (cousin), ia (special), ie (patient), ieu (precious), o (symbol), oCe (purpose), eu (zealous), ough (thorough), u (difficult), uCe (pleasure).

/e/(r-colored): o (certain), eau (bureau), eau (wear), i (irk), o (world), eu (journey), u (fur), y (myrrh).

/ou/: eau (bureau), ow (sew), o (open), eau (coal), eCe (ode), ee (too), oh (oh), e1 (folk), ou (soul), ough (dough), ow (owing), e (owe), u (quote).

/e/: a (any), ai (said), ay (says), o (end), ea (bread), oo (leopard), ie (friend), u (guest).

/æ/: a (eat), ai (plaid), au (laugh).

/ɔ/: a (all), agh (Cavanaugh), ah (Wahlquist), al (talk),
as(Arkansas), au(fault), augh(naught), av(law),
awe(awe), ee( George), e(order), ea(ear), ee(doer),
eu(pour), ough(bought).
/a/: a(are), al(psalms), ea(heart), e(top), ow(knowledge).
/ai/: ais(aisle), ei(eikoneology), eigh(height), eye(eye),
i(climb), iCe(nice), ie(pies), ig(sign), igh(high),
is(island), ui(guide), uy(buy), y(my), yCe(type),
ye(bye).
/au/: hou(hour), ou(out), ough(bough), ow(now).
/oi/: ei(eil), ey(boy).

There are 102 spellings for the twenty-four consonant
sounds and 143 spellings for the eleven vowel sounds, and
the three diphthongs. Thus the grand total of spellings for
the 38 sounds is 245.

It may be useful to summarise. Most consonant sounds
are spelled regularly at the beginning of a word. The most
important exceptions are the sounds of f (fed, physical),
k (cat, keep), j (gem, jump), and s (city, sit). The difficul-
ty in spelling is more with consonant sounds within and at the
end of words.

The spelling of vowel sounds is much less regular. The
short vowel sounds are mostly consistently spelled; yet, the
short sound of 'i' as in 'pin' is spelled with 'i' only a
little more than half the time. Excluding long vowels influ-
enced by silent 'e', there is no long vowel sound in which
the most frequent spelling is found in 50 percent of common words.\(^3\)

II. The Pronunciation of English Letters

**ae** letter: /æ/ (table).

- /i:/ (subpoena), /ei/ (basic), /e/ (any), /æ/ (cat),
  /e/ (a)(want), /e/ (u)\(^2\)(banana), /a/ (are), /ʊ/ (ball).

**aa** letter: /ʊ/ (u) (Isaac).

**au** letter: /ei/ (pace).

**ae** letter: /i:/ (formulae), /ei/ (Aggcan).

**agh** letter: /ɔ/ (Cavanagh).

**ah** letter: /ɔ/ (Wahlquist).

**ai** letter: /ei/ (aim), /e/ (said), /x/ (plaid), /o/(u) (villain).

**ai** letter: /ɛi/ (campaign).

**ais** letter: /ai/ (aisle).

**al** letter: /æ/ (psalm), /ɔ/ (talk).

**as** letter: /ɔ/ (Arkansas).

**au** letter: /ʌ/ (aunt), /ɔ/ (fault).

**auth** letter: /ɔ/ (naugh).

**ault** letter: /u:/ (sault).

**aw** letter: /ɔ/ (awful).

---


(s) means "stressed".

(ə) means "unstressed".
awe: /ɔ/ (awe).
ay: /ei/ (may), /ə/ (says), /ə/(u) (always).
aye: /ei/ (aye).
b: /b/ (beat).
bb: /b/ (robbing).
bp: /p/ (subpoena).
bpt: /t/ (doubt).
c: /k/ (cock), /s/ (icy), /θ/ (appreciate), /θ/ (cello).
cc: /k/ (accord).
ce: /s/ (ice).
ch: /k/ (chair), /θ/ (machine), /θ/ (much), /j/ (sandwich).
ck: /k/ (knocking).
cq: /k/ (acquire).
cst: /t/ (indictment).
d: /d/ (de), /j/ (procedure).
dd: /d/ (adding).
dg: /i/ (judge).
e: /ə/ (arga), /i:/ (even), /i/ (English), /ə/ (end),
   /ə/(u) (under), /ə/(r)  (err), /u/ (jewel).
eat: /i:/ (eat), /ei/ (wear), /ə/ (bread), /ə/(r) (earn),
   /ə/ (heart).
eau: /əu/ (bureau).
eCe: /i:/ (concrete), /ə/(u) (college), /ə/(r) (were).

1 (r) means "r-colored".
ed: /t/ (missed), /d/ (robbed).
ee: /i:/ (see), /i/ (been).
ei: /i:/ (either), /ei/ (heir), /ai/ (biology).
eig: /u/(u) (foreigner).
eigh: /ei/ (eight), /ai/ (height).
eo: /i:/ (people), /e/ (leopard), /o/ (George).
ou: /o/(u) (righteous).
u: /u:/ (maneuver).
vw: /u:/ (show), /ou/ (soy).
vw: /i:/ (key), /ei/ (prey).
eye: /i:/ (keyed), /ai/ (eye).
f: /f/(fan), /v/ (of).
ff: /f/ (suffer).
g: /g/ (go), /j/ (cage).
ggg: /g/ (begging), /j/ (suggest).
gh: /gh/ (hiccough), /g/ (ghost), /f/ (laugh).
gue: /g/ (vague).
h: /h/ (home).
how: /au/ (hour).
i: /i:/ (gaiety), /i:/ (stimuli), /i/ (lit), /o/(u)
(cousin), /o/(r) (firm), /ai/ (climb).
i: /o/(u) (special).
iloc: /i:/ (machine), /ai/ (ice).
loc: /i:/ (Marie), /i/ (sieve), /o/ (friend), /o/(u)
(patient), /ai/ (pie).
lieu: /u:/ (liou), /u/ (lieutenant).
ig: /ai/ (sign).
igh: /ai/ (high).
ieu: /œ/ (precious).
is: /ai/ (island).
j: /ɛ/ (conjure), /ɛ/ (jam), /h/ (Navajo), /y/ (fiord).
k: /ɛ/ (kettle).
kn: /n/ (know).
l: /l/ (low), /r/ (colonel).
ll: /l/ (swell).
m: /ɛ/ (jam).
mb: /ɛ/ (lamb).
mm: /ɛ/ (summer).
mm: /ɛ/ (solemn).
mp: /ɛ/ (tempted).
n: /ɛ/ (mam).
ng: /ŋ/ (sing).
ngue: /ŋ/ (tongue).
nn: /n/ (inn).
o: /ɛ/ (one), /ɛ/ (women), /ɛ/ (form), /ɛ/ (from) (symbol), /ɛ/ (world), /ɛ/ (top), /ɛ/ (de), /ɔ/ (go), /ɔ/ (order).
one: /ɛ/ (oak), /ɔ/ (ear).
onge: /ɛ/ (above), /ɛ/ (purpose), /ɛ/ (whose).
ou: /ɛ/ (ode).
ose: /ɛ/ (Phoebe), /ɛ/ (shoe), /ɔ/ (toe).
ose: /ɛ/ (oak).
ose: /ɛ/ (oak).
oh: /ou/ (oh).
ei: /ei/ (eil).
el: /el/ (folk).
ee: /e/(s) (blood), /ui/ (peel), /u/ (book), /o/ (door).
ou: /o/(s) (rough), /o/(u) (zealous), /o/(r) (journey),
     /ui/ (group), /ou/ (soul), /o/ (pour), /au/ (loud).
ough: /o/(u) (thorough), /u:/ (through), /o/ (ought),
      /au/ (bough).
oul: /u/ (could).
ow: /a/ (knowledge), /eu/ (low), /au/ (owl).
owe: /ou/ (owe).
oy: /oi/ (boy).
p: /p/ (cup).
ph: /p/ (shepherd), /f/ (nymph).
pp: /p/ (supper).
ps: /s/ (psalm).
q: /k/ (quick).
que: /k/ (unique).
r: /r/ (run).
rh: /r/ (rhythm).
rr: /r/ (current).
rhr: /r/ (myrrh).
s: /s/ (sea), /z/ (bus), /ı/ (sure), /ı/ (measure).
sce: /s/ (fascinate).
sch: /ʃ/ (Schiller).
sh: /ʃ/ (clash).
ss: /s/ (mass), /z/ (scissors), /θ/ (mission).
st: /s/ (fasten).
sw: /s/ (sword).
t: /t/ (tea), /ð/ (nation), /θ/ (future).
tch: /ð/ (match).
th: /θ/ (thin), /ð/ (then), /t/ (Thomas).
the: /θ/ (breathe).
tt: /t/ (letter).
tth: /θ/ (Matthew).
u: /w/ (acquire), /i/ (business), /o/(s) (under),
   /o/(u) (difficult), /e/(r) (fur), /u:/ (truth),
   /u/ (pull).
uGe: /e/(u) (pleasure), /u:/ (rudder).
ue: /e/ (guest), /u:/ (Sue).
uui: /i/ (building), /u:/ (juice), /ai/ (guide).
ue: /ou/ (quote).
uy: /ai/ (buy).
v: /v/ (seven).
w: /w/ (row).
wh: /h/ (whole), /w/ (where).
we: /u:/ (two).
wr: /r/ (write).
x: /s/ (phono).y: /y/ (yes), /i:/ (silly), /i/ (symbol), /e/(r)
   (myrrh), /ai/ (my).
yGe: /ai/ (type).
ye: /a/ (bye).

z: /s/ (waltz), /s/ (zero), /z/ (azure).

ss: /z/ (jazz).

There are 255 sounds for 134 spellings. Besides there are twenty letters which are not pronounced in certain words:
a (politically), b (lambs), c (Connecticut), ch (yacht), e (state), g (sign), gh (weight), h (hour), i (business), k (knee), l (psalm), n (solemn), o (reasonable), p (psalm), s (isle), t (listen), th (asthma), u (quote), ue (tongue), w (write).

This is a list of sequences of two or more sounds.
cc/ks/vaccine), ea/iya/(realise), eau/yu:/beautiful), eo/iya/(geometry), eou/iy/(courteous), ew/yu:/few), io/yu/(ionic), oi/ovi/(soleist), th/th/(parenthood), u/yu/(units), uewe/yu:/queued), ui/uwi/(ruin), x/gz/ (exaggerate), x/ks/(ax), x/kh/(anxious), xh/gz/ (exhibit), you/yu:/you).

This study of the spelling of English sounds and the pronunciation of English letters brings us to the conclusion that there is little correlation between spelling and pronunciation. The historical account on English spelling and pronunciation found in Chapter I of this study prepares us to understand why this correlation is so low. Because of
this low correlation English spelling is characterized as one of the most perplexing and confusing systems of putting letters together among different languages. Some linguists are after reforms in spelling; they offer recommendations based on the assumption that language is primarily oral. These recommendations may be valuable in time, but the immediate concern of linguists and teachers should be finding the best practical applications in teaching spelling and pronunciation to native speakers of English as well as to foreign learners.
Chapter IV

Teaching Pronunciation and Spelling

"The scientifically valid procedure in language learning involves listening first, to be followed by speaking. Then comes reading, and finally the writing of the language."¹

It is the aim of this chapter to discuss the principle and some methods of teaching pronunciation, reading, and spelling. Reading is included because it is considered the main transition between pronunciation and spelling which are the main concern of the study.

Linguists suggest that "speech is the language".² It is generally agreed by linguists that, fundamentally, language is speech and that writing is a substitute for speech.³

It is obvious then to start by teaching the pronunciation of the phonological features of English. The oral approach is recommended in teaching. Fries defines the oral approach as it applies to teaching:

---


"Oral approach" is a name primarily for the end to be attained in the first stage of language learning rather than a descriptive limitation of the permissible devices to attain that end. The end is the building up of a set of habits for the oral production of a language and for the receptive understanding of the language when it is spoken.

It should be the aim of the teacher of English pronunciation to train the students in oral production. But pronunciation is a two-way process; it involves aural receptivity or the recognition of the sounds in a language as well as the actual production of sounds.

Exercises for the recognition of sounds are a regular part of pronunciation lessons. These exercises consist of pairs of words with minimally different sound segments. Such minimal pairs as eat, it; beat, bit can be used to enable the student to hear the two significant sounds in English which are phonetically symbolised as [ɪ] and [ɪ]. For practicing recognition and production, minimal pairs of words are used. The teacher pronounces all the words in the first column and then those from the second to emphasise each sound individually. Then she pronounces the pair to make the student aware of the distinction in sounds. To test

---

4 Fries, p. 8.
recognition, the student is asked to call the column number when the teacher pronounces a word from the minimal pairs. The same type of exercise can be set up with sentences as well as words. 5

Commencing with aural perception the students are then ready for oral production. The same exercises that were used for recognition can be used to teach production. The students are asked to repeat the words of the first column after their teacher, then the words of the second column, and then the words of the two columns contrasted as cat, it. 6 Teaching and testing production should not only be limited to producing minimal pairs. The words should be used in sentences in different contexts.

The teacher should draw the attention of the students to the significance and importance of observing and imitating her. The very best aid to the observation of these points is a large mirror, where the faces of teacher and pupil are reflected side by side. 7

Since the correlation between spelling and pronunciation is little, it would be of great help to a teacher of pronunciation to have an alphabet in which a sound in a particular language is always represented by the same symbol and each


symbol represents only one significant sound in that language. Such an alphabet is introduced in Chapter Two of this study. The students should be familiarized with this special alphabet, so that the teacher may use it when necessary.

Reading is a language art; it is a bridge between pronunciation and spelling. Listening is a main factor that leads to good reading. Listening is a skill to be developed. Growth in reading and spelling depends upon the ability to listen carefully and identify sounds with words.\textsuperscript{8} In order to read a given sentence with adequate understanding, most people must mentally change the printed form to the spoken form which will enable them to "hear" or "think" the voice intonations they would hear if the sentence were spoken or read to them meaningfully.\textsuperscript{9}

There are three major acts in reading: Identifying and recognizing printed words quickly and accurately; arriving at an adequate understanding of the meaning intended by the writer, and making use of the meaning arrived at.\textsuperscript{10}

To become acquainted with the form of the word the student has to observe closely its length, its height, its extensions above and below the line, its larger parts, and


\textsuperscript{10} McKee, p. 12.
perhaps even some of the letters which compose that form. He has to recall or learn the pronunciation of the word and associate that pronunciation with the form. Reading is taught merely by having the student associate the pronunciation and the meaning with the form as a unit.

There are two major categories of methods of teaching reading, methods which by initial emphasis on elements of words and their sounds, and methods which lay emphasis on meaning from the beginning. The first category is our concern now to discuss and evaluate since it is related to letters and sounds, and thus to spelling and pronunciation.

There are three methods under the first category. The alphabetic method has often been called a spelling method. It assumed that familiarity with the forms and names of letters helped the pupil to recognize and pronounce words. It persisted well into the nineteenth century in many countries, and even longer in others. The chief objection to the alphabetic method is that the sounds of the names of the letters do not always indicate the pronunciation of words. The method is rarely used today.

The second method is the phonic method. It was adopted owing to the fact that the sounds of the letters, not their

11McKee, pp. 16–17.


13 Gray, pp. 76–82.
names, when uttered rapidly, produce the word. The method is not as effective for teaching English reading as for languages in which forms and sounds of letters invariably correspond. The vowels are introduced first and then the consonants with their sounds combined with each of the vowels. Finally syllables were combined into words, and words into phrases and sentences. One of the chief advantages of the phonic method is its use of the sounds of letters, or phonegrams, in word recognition. But this method fails to develop the activity to understand what is read.

The key units used in the syllabic method of teaching reading are syllabic units. As syllables are introduced and learned, they are combined to form words and sentences. The method is not suitable for languages with complex syllable structure, or in which there are few one- or two-syllable words that can be illustrated by pictures. This method may be used to a certain extent in the teaching of English reading.

The methods of the second category are based on the assumption that meaningful language units should be the point of departure. The methods are: the word method, the phrase method, the sentence method and the story method. These methods are valid because identifying words without understanding the author's meanings is just parroting and is not really reading. The process of reading requires balanced

14 Gray, pp. 82-86.
attention to two groups of skills— the mechanics of reading, and comprehension skills. Teachers should aim at developing skill in figuring out new words through a combination of methods.\textsuperscript{15}

Emphasis on spelling should wait until the children have made a good beginning with reading, because the habits to be developed in learning to spell conflict with those which are emphasized in learning to read. Reading calls for the recognition of the printed symbol forms of words as they stand before the eyes on a printed page or writing board; words are dealt with as units of the whole thought which is the sense. Spelling calls for selecting and assembling the proper letter to form a word and fitting them together in the proper reading.\textsuperscript{16} But spelling and reading abilities are closely related. It seems reasonable to expect that the more often a word is seen in reading, the more probable it is that pupils will learn to spell it. The contributions of reading to spelling, however, are not limited to the words that children learn to spell. Many auxiliary abilities are developed, such as the use of the dictionary, the improvement of pronunciation through oral reading, and the ability to


associate letters with sounds.17

The phonetic method was discussed in relation to reading, but its relation to spelling should not be neglected. Horn, who is considered an authority on teaching spelling, believes that teaching sound-letter relationships cannot be regarded as an essential part of the spelling program unless dependable evidences are available on the principle ways in which each sound is spelled in various word positions, on errors made by children in spelling each sound, on phonetic rules which might be practicable to teach, and on the effect of teaching of any kind or amount of phonics on spelling efficiency.

Horn believes that there is no adequate evidence for making a confident decision, as to how much and in what way the teaching of phonics can increase efficiency in spelling instruction. Yet he believes that there are some known phonetic rules which, if learned and applied might help pupils determine how sounds should be spelled, and other rules may be discovered by further research.18

Steps in learning to spell involve the pronunciation of each word, using it correctly in a sentence, looking carefully at each part as the word is pronounced, saying the letters in sequence, attempting to recall how the word looks

18 Horn, pp. 23-24.
and saying the letters, checking this attempted recall by looking at the correct spelling of the word, writing the word, and comparing the word as written with the correct spelling of the word. Thus these steps involve: pronunciation and meaning; visual, oral and aural impression; recall, and verification of spelling; correct and legible writing of the word and finally testing of mastery. These steps in themselves should gradually increase the pupil’s knowledge of sound-letter relationship, but they are not the same as direct instruction on phonetic generalizations.

Horn believes that instruction in phonics should be regarded as an aid to spelling rather than as a substitute for the systematic study of the words in the spelling list.

"Horn's list provides the most valid measure available of the ultimate and permanent spelling needs of children."

Authorities on teaching spelling agree that every school grade should have a special practical spelling list and every student should master the words given for his grade and review each year all the words in preceding grades. "Five thousand words will take care of nearly all the writing needs which should be cared for through school spelling practice."

---

19 Horn, p. 19.

20 Horn, p. 23.


22 Strickland, p. 213.
Besides the special spelling list, every student should make his own private list. This list should include all the words that he misspells at any time. An occasional period should be taken to let each pupil spell for the teacher his list of words.23

The teacher should show the pupils the exact parts of each word which will require study, beside emphasizing the correct pronunciation and meaning. If the class have been well grounded in phonics, they will see in most words parts which spell themselves. This should be pointed out for each word. Then the difficult letters should be determined and should be understood by the pupil on his list. These are the parts which demand special study. For example in teaching 'meter' only the second e needs attention; it should be underlined. The other letters take care of themselves.24 Another technique in teaching spelling is using patterns correlating spelling with pronunciation. "For example, 'a' can be used to correlate with sounds /æ/ and /a/ as in hat, can, car, far; ea and ee can be used to correlate with the sounds /iy/ as in eat, meat, sheep, sleep; words with no correlation patterns have been mastered."25 It is preferable in teaching spelling to start with monosyllabic words, because syllabic


spelling is very helpful to students in transferring to longer words. For example, the spelling of 'friendship' would cause no problem if the students have mastered the monosyllabic words 'friend', and 'ship'.

Students should be given written exercises and dictation in order to practice spelling. Dictation should not only be used for testing spelling; it may be used as teaching device if the teacher writes on the blackboard all the less common words found in the dictation. Most spelling books advise that in giving a test on the words in any lesson, each word first be pronounced, then used in a sentence, and finally pronounced again. The pupils, however, write only the word, not the sentence. The use of the word in a sentence helps pupils identify the word to be spelled. Corrected spelling tests help pupils of all levels of spelling ability.

Using the dictionary is a very important device in learning spelling. The use of the dictionary should begin in the fourth grade. The child should be prepared for proper use of the dictionary by learning the alphabet, repeating it rapidly, and being able to begin with any letter in the alphabet and pursue the letters to the end. The child should be taught to use the guide words to find words quickly. Dictionaries are

---

26 Nasr, p. 106.


28 Hers, pp. 16-18.
not to be used only for looking up meaning of words, but they should be used for looking up pronunciation, syllabication and spelling of words. The child should be instructed in the use of the key to pronunciation and the use of accent marks for developing correct pronunciation. 29

What are the spelling rules and should they be taught in schools? "Spelling rules are generalizations about the groupings of letters which form words." 30 Most persons who have investigated the effect of rules believe the teaching of certain rules to be beneficial but advise that the only rules which should be taught are those that apply to a large number of words and have few exceptions.

Horn recommends teaching the following spelling rules: for dropping final silent e, for changing y to i, for doubling the final consonant, for qu, for the capitalization of proper nouns and adjectives, for the use of a period after an abbreviation and for the use of an apostrophe in possessive and contractions. These rules should be developed inductively, beginning in the early grades by calling attention to the building of new words by adding such common suffixes as 'ing' and 'ed'. When a rule has been learned, it should be reviewed from time to time and regularly applied. 31


31 Horn, p. 21.
Teaching English spelling and pronunciation is not an easy job because of the little correlation between spelling and pronunciation, but if the teacher is aware of this little correlation she should aim at finding and using the most useful techniques. Some of these techniques and methods were introduced in this chapter. The teacher should know the right procedure in teaching the language arts: first developing the power of listening in her students, helping students to recognise and produce the distinctive sound units, teaching reading and considering it the important link between pronunciation and spelling, and finally teaching spelling.
Conclusion

The correlation between spelling and pronunciation of Present-Day English is little. There are 245 spellings for the 38 English sounds and 255 sounds for 134 spellings.

We can get the reason for such a correlation by studying the history and the development of the English language. There are no disputes on its evolution. The six language historians whose books I have used agree on the great influence of foreign languages on widening the gap between spelling and pronunciation.

Old English was in the main a pure language; it contained very few words that were not of Teutonic origin. The influence of foreign languages, mainly the French, started in the period of Middle English. During the period of the Norman Conquest French words filtrated into the native speech, and became fixed as part of English. This had a great effect on the sounds and their spellings. Most of the French words kept their French spelling, in spite of the fact that the French pronunciation was not kept.

The scribes and the poets of the Middle English period also widened the gap between the correlation of spelling and pronunciation.

Being concerned to use less from the expensive parchment, the scribes started to use abbreviations and to squeeze words
together. Because of this crowding, letters were mistakenly read. Such mistakes became established as correct practice while pronunciation did not change.

The earlier poets believed that unless words were spelt alike, they could not rhyme. So they changed the spelling of many words for the sake of the rhyme. Some of these changes were retained and some were dropped.

There were many attempts for spelling reforms in the Modern English period. The attempts at etymological spelling further widened the gap between spelling and pronunciation. For example, the Norman French word 'debt' was spelt 'dette' and it retained its spelling in English. Later 'b' was introduced to it, to show that it was derived from Latin.

Americans brought about even more changes in English spelling and pronunciation. Their different treatment of 'r' is a good example on their share to widen the gap between spelling and pronunciation.

The teacher of English spelling and pronunciation has to understand fully that her task is not easy because of the little correlation available. Thus she should search, study, and think of the best techniques for teaching. She should first train her students to listen well in order to be able to recognize the distinctive sounds, and thus produce them correctly. She should teach students how to read correctly and then teach them how to spell. The teacher should know that the student cannot spell a word unless he knows its
correct pronunciation and meaning.

There are certain techniques for teaching pronunciation, such as stressing, repetition, and using mirrors and facial diagrams to watch the vocal organs while producing sounds. Some of the techniques for teaching spelling are: Starting first by teaching to spell mono-syllabic words, teaching words that are of common use to the students, trying to formulate patterns that correlate spelling and pronunciation, using spelling lists, using the basic spelling rules such as capitalization and pluralization rules, and finally using recognized dictionaries to check spelling and pronunciation.
Bibliography


69


34. Wallace, Betty J. "Pronunciation as a Two-Feld Process."
