

IMPROVING EFL SPELLING THROUGH SOUNDS AT PRIMARY LEVEL IN DISTRICT SAHIWAL, PAKISTAN

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ABSTRACT

The main objective of current study is to explore out improve EFL spelling through sounds at primary level. The main aim is to check the improvement of spelling ability through the proper learning of sounds of EFL in students at primary level. The primary schools of district Sahiwal are the population of current study. The researcher selected 20 students from primary schools as sample by using random sampling technique. To analyze the collected data of mean is calculated from obtained score. Finding and conclusions is drawn in the light of responses given by the participants. The analysis shows that sound awareness effect positively on spelling learning of EFL. The study recommends that teacher should provide a proper training of sounds on EFL to improve the spelling ability of the students.

Key words Spelling, Phonemes, EFL learning, Pronunciation

Introduction

Sounds are the main expressions of any language. Sounds help to learners to understand the words and its pronunciation. Sounds are also helpful in spelling correction in language. In spoken language sounds has a particular name known as phonemes. English languages are vast in sounds or phonemes and are known as graphemes. In English language alphabets are made up of the 26 letters are called the orthographic alphabet. These alphabets are produce 44 different sounds. Those alphabets have 5 vowels (a, e, i, o, u) that produce 20 different sounds and remaining 21 alphabets are known as consonants that produce 24 different sounds.

Table1: some different examples of consonants sound.

Table2: some different examples of vowels sound.

Table 1

Consonants:

SYMBOLS	IPA(Phonemes)	WORDS
/b/	B	Bat
/d/	D	duck
/f/	F	fan , phone
/g/	G	Gun
/h/	H	Hug
/j/	dʒ	Barge
/k/	K	queen, sky
/l/	L	Less
/m/	M	Mouse
/n/	N	Next

Table 1 is showing the examples of sounds of different alphabets of English language.

Table 2
VOWELS:

SYMBOLS	IPA(Phonemes)	WORDS
/o/	ɒ	Hot
/u/	ʌ	But
/oo/	ʊ	Zoo
/ar/	ɑ:	Car
/ow/	aʊ	Down
/ee/	i:	Sweet
/ur/	ɜ:	Short
/oo/	U:	Too
/oi/	ɔɪ	Boy
/ie/	ʌɪ	My

Table 2 is showing the examples of different sounds of vowels in English alphabets.

Teaching strategy with sound practice supports the learner and to make them confident spellers.

From primary level the focus moves from phonics to spelling and word study. When learner is familiar to sound sequence, to improve the confidence level of the students to in spelling of EFL they must be encouraged towards practice of spelling by them.

Statement of the Problem

English is a second and foreign language for Pakistani students and it's a natural element that learner always faces problem while learning second language. Phonetics is a simple and easy way to recognize the letters with correct pronunciation. Current study is an analysis to Improving EFL spellings through sounds at Primary Level.

Research Questions

- 1) How does learning of sounds help in spelling improvement at Primary Level?
- 2) How can teaching be more effective with sounds for spellers of EFL at primary level?

Significance of Study

After investigation of different researches came to know there are many significance of our research. Similarly many other studies show that students face difficulties while learning EFL spellings. Sounds are the basic part of English language. Sounds improve our spelling and the learning of sounds help students to know the right pronunciation of words and right pronunciation help to improve reading skills of students. On the other words, while learning sounds students come to know how to acquire sound with the acquisition students also listen teacher learn and remember about the listening skills. Classroom intensification systems allow learner to listen more attentively and pick the points wisely. Sounds not only help the learners in spelling correction but also help to speak with right stress and in a musical way by this method there communication skill will also improve. Learning of phonemes in EFL learning allows the teachers to explain the differences between the sounds, to improve the pronunciation and effective communication. Now it is required to learn sounds at primary level become it is more effective as compare to learning at higher level.

Literature Review

Niolaki et al. Multilingual Education (2014) have conducted a study on spelling improvement through sounds ad words training in two multilingual Greek and English. This study has been conducted to report two children's speaking difficulty. LK was multilingual while ED was Bilingual. Both children were targeted by a sounds training program and spelling process was conducted with both children. Training program was started in February and had been end after Eight months. After this training session post assessment was taken and it was noticed that LK shows better performance as compare to ED. In final findings it has founded that LK had merely difficulties with spellings he also had sound training in primary school while ED was facing words irregularities with mixed dyslexia.

Kahler (2014) reports that high experienced teachers can improve the child spellings and reading skills. He states that practice of sounds will be helpful for the child. For this purpose books of phonics are available and they will guide the child in improvement of pronunciation and reading skills.

Words and spelling are two of the most important skills to acquire success in the learning environment. This review highlights 15 articles. Classroom interventions that successfully extended words and ESL, English only, Spelling skills between English language learners (ELL), And Learning Disabled (LD) students. The strategy that grew. Word skills reading strategy, story book reading strategy, And memorization strategies. Strategies that enhance spelling skills these are cover, copy, comparison (CCC) and written strategy. These results shows that the strategy of reading the storybook increased the vocabulary proficiency in both English and ESL students only. Alshahrani (2019)

According to Ismail and Asmari (2018) spelling is a major problem for those students who are not native speakers. They feel problem while learning the spelling of words. The findings of their research contributes for further studies that good teaching strategies can be helpful for the learners, the teachers are advised to us sounds-learning programs to improve the spelling ability of the students.

National reading panel report publishes a report in 2000 in which it describes that phonemic cognizance by the learner can be avail when they are able to read the content in a better way listening and reading skills improve in first two years of school.

To start an effective reading and letter recognition of EFL, & learner should be aware of roots of phonetics. They must be known about morphological differences of the letters, as some sounds are different from its letters i.e. edge is Giving j sound not d' sound. Many researches show that correct sequence of spoken English bases on sequences of little sounds of letters. (Adam. et.all, 1998)

Sharron et.all (2017) establishes a "Sound easy" which is very helpful in teaching of sound system in English language. This resource pack is designed with simple pictures and minimal print so that it would be easy for the learners to understand the sounds. Most highlighted trait of -this resource pack is that it is beneficial for those who are not native speakers.

Tankersley (2003) wrote in book "Threads of Reading, Teaching children to control the sounds in EFL is helpful to all kinds of learners to read in a better way. When a learners gets exact knowledge of sounds he can easily understand the roots of letter and its sounds during his primary school education. Griffin, 1998

A child can understand and learn the spelling of whole words when he is facilitated to understand the root of phenology. Child must be known that words are made of separate speech sounds students should be teaches about patterns of latters and syllables of words. They also have knowledge about word endings, word root, prefixes and suffice to improve spelling ability (IDA, 2008)

Lundbery & Frost (1998) investigate that teaching technique learning process of sounds helps a learner to observe and to learner syllables and word s with sounds while spelling in EFL. Moreover, according to Gunoing, 1996 when learners are encouraged to seek knowledge of sounds and its relation with words improve his learning ability of letters and letter blending.

When a learner gets exact knowledge of phonetics, the understanding becomes easier for learner. Learning of letter by corresponding with it sounds strongly influences the mind of learner and its consider effective method of memorizing the sounds and these letters. Sound learning is the foundational level of oral learning in English (Treiman & Zukowski, 1991).

Research Methodology

This heading discourse the method includes finishing the existing investigation. The methodology involves of the research design, population, and sample, sampling technique, instrument and method for the gathering of data from the sample. The foremost ambition of the study is to analyze the impact of the political involvement on the institutions of primary education and especially on students, teachers and supporting staff of the school. These techniques are implemented for current study. The study is qualitative in nature.

Research Design

Present study is a quantitative research type. A form is utilized as research tools for the data collection process from the target sample. Creswell (2007) defines as these types of researches involves, the procedures of linking different steps are utilized for examination like as data collecting, statistical analyzing of that data for growing the prior information about a particular difficulty or problem is known as a research study. An exploration study contains three stages: formulation a question, collecting raw information about that problem, analyzes the collected information for reaching the answer of that particular question.

Permission is taken by the school heads to collect the data from the students. Data is collected from both government and private schools of district (Tehsil) Sahiwal. A questionnaire with some jumbled words is given to the students and students have filled that questionnaire.

Theoretical Frame Work

The study was of a survey design type in which a questionnaire of spelling learning strategies was used to collect the data. The sample is consisting on primary school (Both public and private) students of tehsil Sahiwal. Many researchers are unable to specify that Students are using different strategies of spelling improvement for spelling improvement or learning of language. Actually spelling learning specifically relates to a words learning. This type of learning also relates with retrieval process in which a learner revises his learned content. So learning of sounds is the process of learning and memorizing Reason & Boot (1994) work on spelling improvement strategies. According to the literature on spelling improvement, there are some strategies which are very helpful in spelling improvement i.e. sounding out, Use of basic clues of sound to recognize a word with its exact spelling and use of mental image to recall a word. (Baleghizadeh & Dargahi 2011)

In 2016 a study is conducted by Bulushi and Fawzia in Oman. The purpose of that research was to check the effects of strategies to improve the spellings of grade 4 students. The data collection of this study is based on survey, in which a questionnaire is designed to access the student's ability of learning EFL spellings. The results show that frequent use of strategy of learning words by Sounds effect positively on the achievement level of Students in EFL. In language development, It's a necessary thing for the learner to acquire literacy in EFL as foreign languages. However, many students join middle classes without achieving mastery in EFL primary level (Fuchs S & Katzir k 2019).

The present research has been carried out in the English department at university of Sahiwal to check improving EFL spellings through sounds at primary level. The researcher applies a one-group design of pre and post-tests in order to statistically increase the difference of the means of student's scores. The results show that the difference is significant.

Data Collection

Population

Population of resent study is the primary school (Both public and private) of district Sahiwal.

Sample

The sample is consisting on primary school (Both public and private) students of tehsil Sahiwal

Sampling Method

The sample can be described as the representative of a population or as a "sub group of a population". The sample is selected for current study by using simple random sampling method. The technique for sampling known as random sampling technique is considered appropriate to complete the current investigation. 20 students are randomly selected to check the variables of the study. All the selected students are given a form consisting of ten jumble words and asked to spell them correctly by using sounds.

Tool of Data collection

In order to analysis the improving EFL spelling through sounds at primary level a form is developed which contain ten jumble words and is validated by language experts. This form is used as a tool of research for data collection. This form also contains a part to collect the demographic information of the students the demographic option is the part of research tool with following information: Name, age and class.

Responses of sample are shown in table 3, 4 and 5.

Table: 3

Results of pre-test:

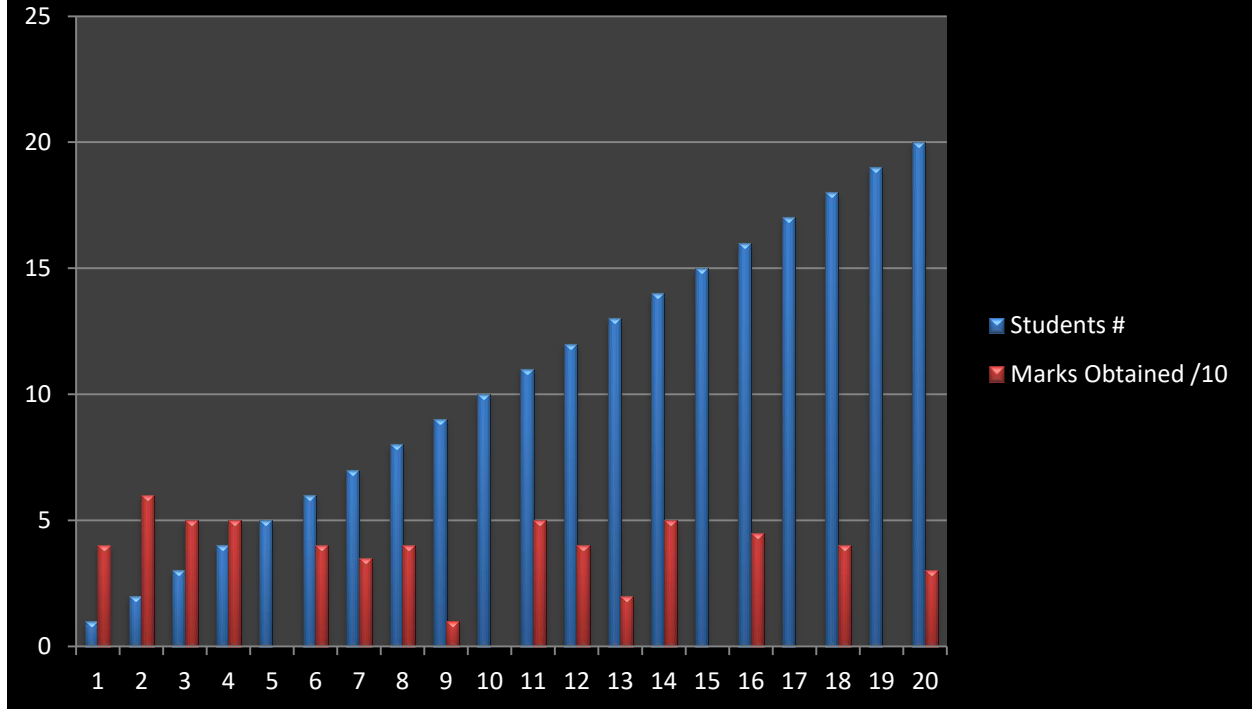
Students #	Marks Obtained /10
1	4
2	6
3	5
4	5
5	0
6	4
7	3.5
8	4
9	1
10	0
11	5
12	4
13	2
14	5
15	0
16	4.5
17	0
18	4
19	0
20	3

Total students=20

Total marks=200

Marks obtained=60

Table 3 is showing the scores of sample without giving any specific instruction or training of sound learning. These scores indicate those students are not good to write given jumbled words with exact spellings collectively the score is 60 out of 200, which are representative of unsatisfactory performance by the students in EFL.



In the beginning no training of learning of sounds is given and a pretest is taken to check ability of students. But the results were not so good. Students cram spellings which is too difficult to remember for long time. As the table represents the data of pretest in which students obtain only 60 marks out of 200. Similarly this graph highlights the same data of table and the red lines represent the student’s mark which reaches at 60 presents which is not a high achievement in correction of spelling.

Results of Post Test

Table: 4

Results of Control group

Students #	Marks Obtained /10
1	5
2	4
3	3
4	6
5	3
6	4
7	1
8	3.5
9	0
10	2

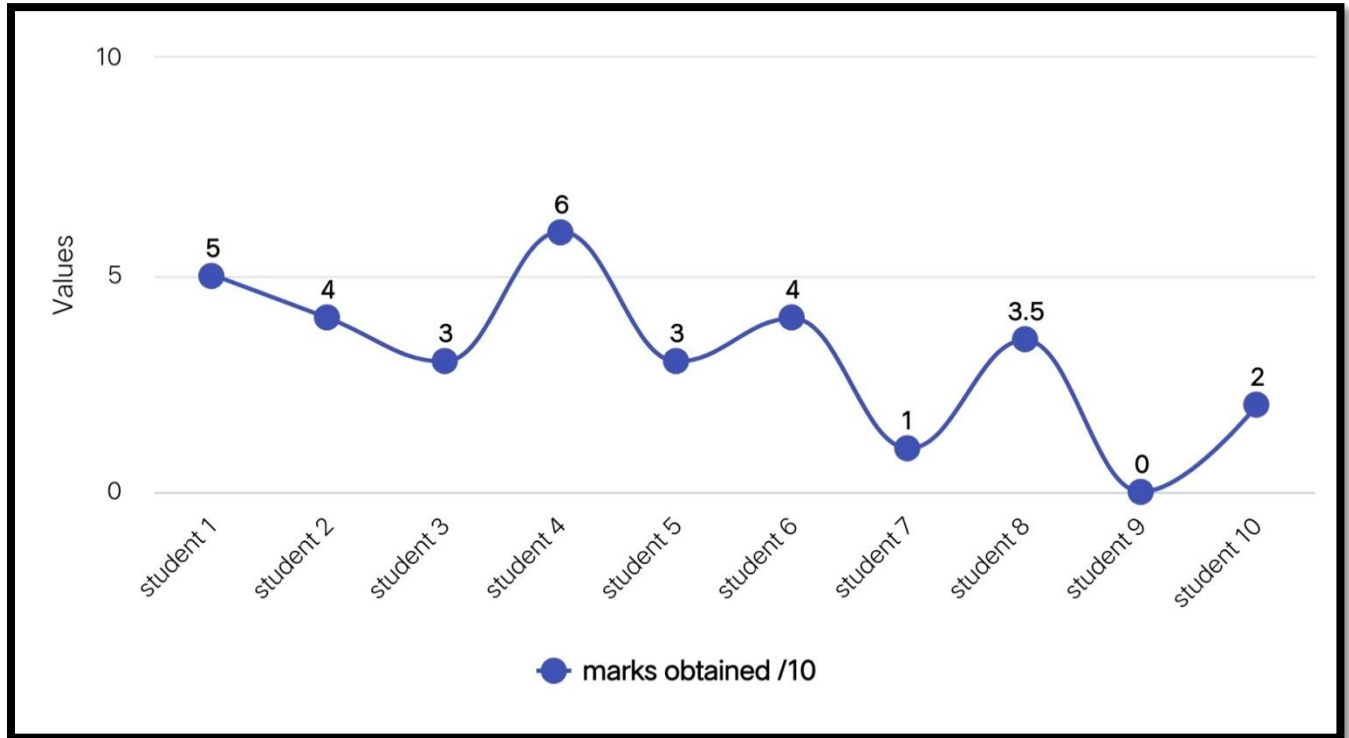
Table 4 is showing the results of control group in post-test.

Total students=10

Total marks=100

Marks obtained=31.5

Table 4 show in form of graph



Both groups are given training to learn words by identifying their sounds. A posttest is taken to check the ability of spelling correction after training. The scores of Control group are not good there average score is only 31%.The above graph is showing the score of control group, which is very low. Only 1 student in this group obtains 60% marks and all others obtain maximum 50 and 30% marks which is considered a very poor performance.

Table: 5

Results of Experimental group:

Students #	Marks Obtained /10
1	8.5
2	7
3	10
4	6
5	7.5
6	8
7	9
8	7.5
9	10
10	9

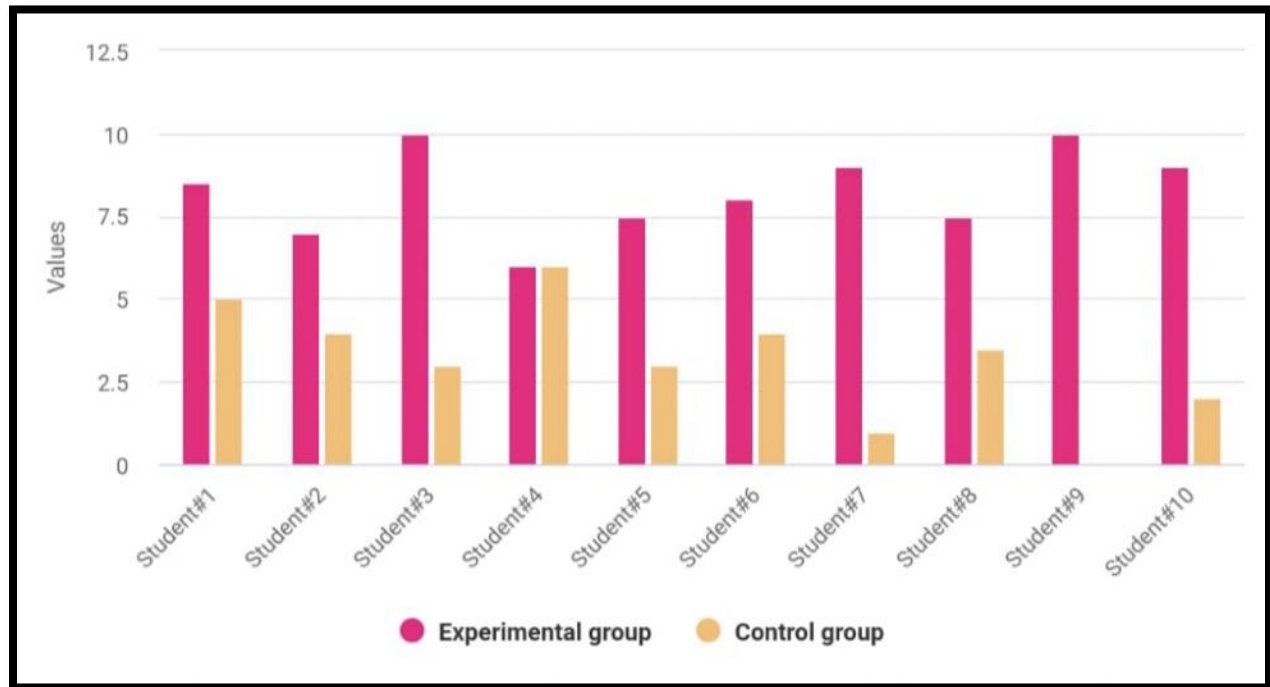
Table 5 shows the results of assessment of Experimental group in post-test.

Total students=10

Total marks =100

Marks obtained=81.5

The results of all students in test is following in the form of graph



The upper graph is clearly shows that the difference of marks of Students in both tests is very meaningful. Like in the first test the student's marks is maximum reaches at 5 marks or 50% but in the second test these marks increase up to 95%. So the difference between both tests results is about 50% which is very good rank for their progress and Improvement. About two students in Experimental group have 100% improvement in their marks.

Data Analysis

This part of study deals with the interpretation and analysis of the obtained data which is collected from the respondents of this study.

Results are concluded by using statistical formula of mean.

❖ Results of pre-test:

$$= \frac{\sum f}{N}$$

$\sum f$ =sum of scores obtained by the students.

N: total number of scores.

$$= \frac{60}{200}$$

=0.3

Statistical analysis of pre-test is showing the average of responses by the respondent.

❖ Results of control group in post-test:

$=\epsilon f/N$

ϵf =sum of scores obtained by the students.

N: total number of scores.

$=31.5/100$

=0.315

Statistical analysis of post-test is showing the average of responses by the respondent of control group.

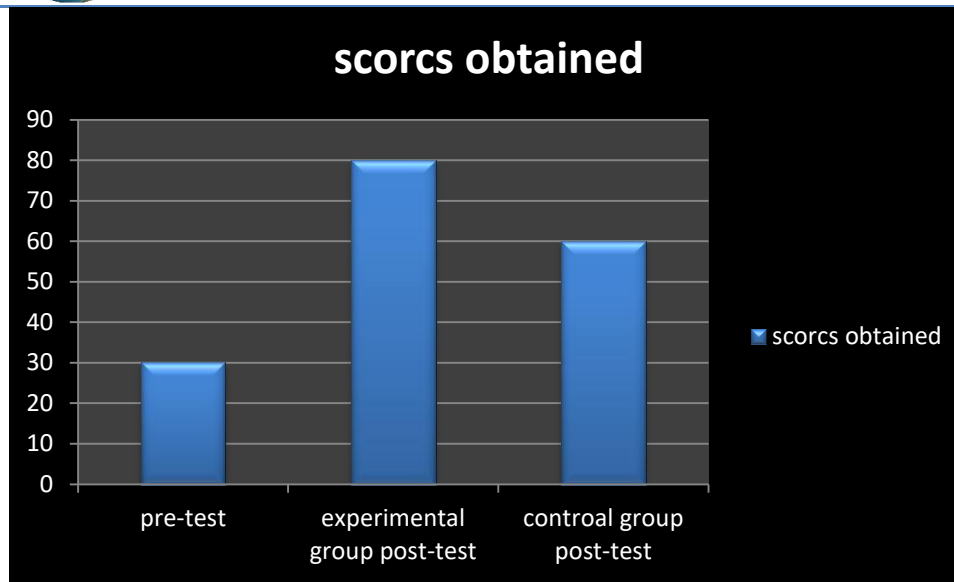
❖ Results of experimental group in post-test.

$=\epsilon f/N$

$=81.5/100$

=0.815

Statistical analysis of post-test is showing the average of responses by the respondent including in experimental group. A pre assessment is conducted to access the ability to recognition of spellings through sounds by the learner at primary level. Afterword sample group is divided into two groups. One is controlled group and other is experimental group. Sounds training were given to experimental group to enhance the ability to spell the words through sounds recognition. Experimental group shows highly satisfactory results which prove the significance of this study. To analyze the results statistically mean of the scores is calculated the mean is the every score of a data. Results are calculated trough mean can be also compare with another group results. The mean provide an idea were the center of score exist. The arithmetic mean is obtained by taking the sum of all thee number in the set dividing The mean also has sum more complicated by the sum of score of given assessment mathematical property which is very useful and the mean of the sample is said to be unbiased estimation. Statistical analysis of a data clearly identifies the significance difference of scores among the groups which are under observation. The mean of 1st assessment was 0.3. The mean of control group in pre assessment is 0.315, and it is not very much different from the pre-test. The mean of experimental group in pre assessment is 0.815 which is highly significant.



The pretest has taken but unfortunately, the result of students is just 30%. After the pretest students are divided into two groups. One is experimental and second is control group. The control group continues study with old way of learning and experimental group has started learning sounds by new method. After great effort on experimental group, another test has been taken as posttest. Posttest shows great difference between experimental and control group. Results prove that learning sounds is an effective method to learn spellings. It means experimental group has great significance in posttest.

Finding

The purpose of this research was to check the results of sound learning on spelling improvement of EFL. Analysis of data shows a clear difference of performance by the respondents. Sounds training affect the students learning positively. Frost & Katz, 1992 proposes a depth hypothesis, according to which sounds of letter with its learning. Brinton & Good win (1996) states that teacher should understand and teach the learners about correlation of letter with its sound. Teacher should also understand the relationship of English phonology and English orthography, so that how to predict a word in spelling through sounds. The results of paired sample test identify the difference of scores of trained and un-trained group of learners. Table 3 and 4 shows improvement in spelling correction. Results of current study have co-relation with study of Szabo, has conducted in 2010. In her study it has founded that phonetic awareness is very much helpful for the spellers to memorize the spellings of a word. It also indicates that phonemic awareness skills are necessary to become a goods speller and good writer. Without having phonemic awareness learner cannot establish the process of phonological memory and phonological meaning (Troia, 2004).

Conclusion

Following conclusion has been drawn in the light of findings of the current study. Students are taken EFL as a burden. Without knowing sounds, students are unable to recognize letters. The study was an attempt to make the learner's spelling ability better in EFL. Current study determines that EFL learner's spelling performance has been improved due to special work on sounds. So it can be concluded that the awareness of sounds of the letters improve the spelling the words in EFL at primary level in Sahiwal. The study also explores the usefulness of phonetic transcription in text and speech. English is not the negative language for Pakistani students so it's difficult for them to recognize the words and to memorize the spellings and they have less opportunity for exposure of a foreign language. Teachers also feel burden to provide a proper training about any foreign language. So teachers

must enhance the level of teaching in board way for the betterment of student's performance. The other salient feature of current research is to explore the effects of sounds training to the learning process in spellings of EFL. It also indicates that Phonetics transcription in learning EFL helps students to get knowledge about less consistency among writing and spoken. This study is also a contribution towards research of the answers regarding letters and these sounds in improvement of spelling and EFL.

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Appendix

Topic: -----

Name of Student: -----

Age: -----Class: -----

Read the given jumbled words and re-write with its correct spelling.

Sr #	Jumbled words	Words with correct spelling
1	Lagss	
2	Paml	
3	Garss	
4	Nsoe	
5	River	
6	Rsta	
7	Penicl	
8	Aplpe	
9	Loin	
10	Koob	

RESEARCH QUESTIONNAIRETopic: **IMPROVING EFL SPELLING THROUGH SOUNDS AT PRIMERY LEVEL**Name of Student: **MUHAMMAD ALI**Age: **10 YEAR** Class: **5TH**

Read the given jumbled words and re-write with its correct spelling.

Sr #	Jumbled words	Words with correct spelling
1	Lagss	Glass
2	Paml	Lamp
3	Garss	Grass
4	Nsoe	Nose
5	River	River
6	Rsta	Star
7	Penicl	Pencil
8	Aplpe	Apple
9	Loin	Lion
10	Koob	Book