

Impact of English Orthography on Learning English Sounds and Spelling

Jamal Mohamed Ahmed Suliman

English Language Center, Jazan University, PO box 114, Jazan 45 142, Saudi Arabia

*E-mail of the corresponding author: jamalsuliman98@gmail.com

Abstract

In order to learn or study English as a foreign language, the learner must be aware of pronunciation skills besides other skills which are of great importance for studying it. In Sudan, there is a large number of people who are interested in learning English as a foreign language. Among them are the students of English language at the University of Gezira. Many studies have demonstrated that the errors made by the speakers of other language who speak English, are systematic rather than random. For instance, scholars and linguists demonstrated that Arab learners of English face problems in pronunciation of sound which they are not familiar with. The present study is limited to the University of Gezira, Faculty of Education – Hassahisa English Department, students during the academic year 2015-2016 and the teachers who teach at University of Gezira-Faculty of Education Hantoub-English Department. The researcher followed the analytical descriptive method to carry out the study. The tools used by the researcher were i) a test for students of 3rd Semester at the University of Gezira, Faculty of Education, Hassahisa ii) a questionnaire for teachers at University of Gezira, Faculty of Education-Hantoub. Correct pronunciation and spelling have been always a great challenge for the EFL learners. The present research is an attempt to find that how English orthography affects the learning of English sounds and spelling. Moreover, the research may benefit syllabus designers as well as English students who are specialized in the field of English Language by providing lights and hints in the scope of how to write in correct spelling.

Keywords: orthography, pronunciation, EFL, University of Gezira, descriptive method

1. Introduction

The story of English orthography starts with the missionaries who first penned down English as best they could use the Roman alphabet. They made the best of it once they had found extra letters to cope with the sounds they did not have in Latin, such as 'th', in both thin and this. The Latin root of English words was a great way to expand vocabulary but most Latin-rooted words entered English usage from French after the Norman Conquest of the 11th century. The British English spelling of colour and centre are vestiges of this relationship. Crystal (2012:43) states that the spellings of Old English were phonetic to a great extent and all characters/digraphs were articulated. The letters w, g and k sounded in the words write, gnat and know respectively. Then, the French arrived with their own ideas. The old forms were replaced with the new ones. Cwen was replaced with queen and mys became mice. French was replaced by the Normans and they declared it as the language of the court throwing Old English, a Germanic language out of official usage for 300 years. The situation changed and many texts on different topics were written in English after 1300.

According to the wide spread of English language, it remains the most important language among the other languages. There are a lot of people all over the world who have strong desire to learn and speak English language. Crystal (2012:13) states that when people notice spelling mistakes in a newspaper or poster, they react – with emotions ranging from mild amusement to horrified disgust. It is a well-known fact that Arab learners of English face problems in pronunciation of sound which they are not familiar with e.g. /v/ and /p/. They noted that the errors of pronunciation that learners of English from different language backgrounds make are systematic and not accidental. They substitute sounds that they do not have in their native language (Arabic) with other sounds which are close to them. In cases of articulation they replace /p/ with /b/.

Coulmas (1996:379) notes, all orthographies are language specific. "Orthography is a system for representing a language in written form. It encompasses more than the symbols that represent the sounds (often called characters, letters or graphemes). Orthography also covers relative placement of these symbols, word breaks, punctuation, diacritics, capitalization, hyphenation and other aspects which might be regulated in a written standard".

There has been a trend of increased attention to orthographies in recent years as shown by a great increase in major publications on the topic. Several factors account for this, most importantly, the increased awareness of endangered languages, and the positive effects literature and literacy in these languages can have in preserving them.

Scholars in the field of teaching have stated that English orthography is the alphabetic spelling system used by the English language. English orthography, like other alphabetical orthographies, exhibits a set of relationships between speech sounds and the corresponding written words. In most other languages, these relationships are clear enough to be called rules. In Standard English spelling, however, nearly every sound can be spelled in more than one way, and most spellings and all letters can be pronounced in more than one way and often in many different ways. This is largely due to the complex history of the English language, together with the absence of systematic reforms implemented, in contrast to the position in a number of other languages. To sum up, it can be said that English spelling does not reflect the sound changes in the pronunciation of the language that have occurred since the late century where Great Vowel Shift has followed. Some of the Problems have been noticed that Learners of English as a foreign language, especially in Sudanese universities have problems with pronunciation and spelling when using English. So, orthographic system is either ignored or mistaken in these productive skills. Therefore, this reflects negatively on learners' written and spoken language skills.

According to Elkhair Muhammad, (2014: 6), when students learn a second or foreign language, they face some overlaps because of the very different phoneme systems of both languages. So, when they try to speak a second language, they produce the sounds which are closest to the sounds that are existed in their mother tongue. For example, most Sudanese speakers pronounce the words park and cheap as bark and sheep. This kind of pronunciation problem creates a big hindrance in the process of communication amongst speakers. Moreover, it spoils the teaching and learning efforts in second language learning settings. So phonological system of a language is like a sieve through which everything that is said passes. Each person acquires the system of his mother tongue. But when he hears another language spoken he intuitively uses the familiar "phonological sieve" of his mother tongue to analyze what has been said. However, since this sieve is not suited for the foreign language, numerous mistakes and mispronunciations are the result. The sounds of the foreign language receive an incorrect phonological interpretation since they are strained through the "phonological sieve" of one's own mother tongue.

1.1 Significance and Objectives of the Study

Learning English as a foreign language is not an easy task. A learner always faces difficulties in one or other skill of the language. Correct pronunciation and spelling are the real challenges in English learning. The present research is at attempt to find that how English orthography affects the learning of English sounds and spelling. Moreover, the research may benefit syllabus designers as well as English students who are specialized in the field of English Language by providing lights and hints in the scope of how to write in correct spelling.

2. Literature Review

English orthography is very important for both teachers and learners. It means the practice or study of correct spelling according to established usage. Moreover, it is the study of letters and how they are used to express sounds and form words. On the other hand, pronunciation is very important because it is the first thing people notice when one speaks English. English has frequently been criticized for the complexity of its spelling rules and for a lack of system and consistency in the relationship between the sounds of the spoken language and the symbols of the written language. Upward and Davidson (2011: 14) English spelling, compared to many other languages, is quite complex. It is more difficult when decoding (reading) of a text, as there are clearly many more possible pronunciations of a group of letters. English has never had any formal regulating authority for spelling, such as Arabic. Upward and Davidson (2011: 15), state that "English sound-spelling irregularities such as verse and worse; oven and woven; Susy, busy, dizzy; how, low, toe; nature, stature, mature; and font, front, wont, want. Nolst: it is not so much the spelling as such that is lamented as the mismatch between spelling and pronunciation, with the consequence that learners of English cannot predict the pronunciation of many words they encounter in writing". So, in written English language, it is difficult resolve the potential ambiguities that would happen; otherwise for example, He's parking the car vs. He's braking the car. Many homophones that are unresolved by spelling still exist like the word match has at least four fundamentally different meanings.

As mentioned in Wikipedia: IPA for English.com. In international phonetics for English, as in most alphabetic languages, "Letters in English orthography may represent a particular sound. For example, the word cat /kæt/ consists of three letters | c |, | a |, and | t |, in which | c | represents the sound /k/, | a | the

sound /æ/, and |t| the sound /t/. Besides other linguists who discussed the problems of English spelling irregularities, Crystal, (2012:10) states that, “to understand the complexity of English spelling, we first have to understand when and how the language was originally written down. So our story begins with the Anglo-Saxon monks, using our knowledge of Modern English to give us a sense of the scale of the task they faced. The system they devised was a good one, but it had weaknesses, and these are the source of many modern spelling difficulties”.

According to Crystal, (2012: 11), “the arrival of the French in 1066 brought a new set of attitudes and practices: a French approach to spelling was grafted onto the Anglo-Saxon system. This, along with the changes that were taking place in the spoken English of the time, brought a radical transformation in English spelling. The Middle English period, from the 12th to the 15th centuries, is hugely different from its Old English predecessor. Thousands of words entered the English language, especially from French and Latin, and they all had to be spelled as they rooted in their languages”.

Orthography in historical linguistics and philology is an old term (dating from the seventeenth century) for the study of correct pronunciation and of the relationship between pronunciation and the writing system, (Crystal 2005: 344). Several works provide early detailed descriptions of the sounds of contemporary languages. The English word orthography dates from the 15th century. It comes from the French orthographic, from Latin orthographia, which is derived from Greek ὀρθός orthós, "correct", and γράφειν gráphein, "to write". According to Carney, Edward (1997: 2), English has an alphabetic writing system that maps letters on to speech sounds and speech sounds on to letters. Alphabetic writing came about as a later development of writing systems. About 3,000 years ago, the Greeks seized on an idea that was beginning to emerge in the writing systems of their Semitic neighbours. You can represent a string of speech sounds (strictly speaking ‘phonemes’) by a string of written letters, using one symbol for each phoneme and one phoneme for each symbol. The ancient Greeks developed a complete alphabet of letters for both the vowels and the consonants of Greek. The Semites had only developed symbols for consonants. Our word ‘alphabet’ is made up from the names of the first two letters in the list of Greek letters: the vowel letter ‘alpha’ <α> and the consonant letter ‘beta’ <β>. It is hard for us today to realise what an ingenious technological invention the alphabetic principle is. We take it for granted, like the use of the wheel.

Orthography is largely concerned with matters of spelling, and in particular the relationship between phonemes and graphemes in a language. According to Crystal (2012: 44), since the 17th Century, scholars have been challenging the irregularities in the spellings of the English language. One of the problems that spellers faced was the diverse origin of English words. German, Latin, French, and Greek are all common sources and each followed a different system for orthography.

3. Methodology and Data Source

The researcher followed the analytical descriptive method to carry out the study. The tools used by the researcher were i) a test for students of 3rd Semester at the University of Gezira, Faculty of Education, Hassahiesa ii) a questionnaire for teachers at University of Gezira, Faculty of Education-Hantoub.

3.1. Data and Source

The study is limited to the University of Gezira, Faculty of Education – Hassahisa English Department, students during the academic year 2015-2016 and teachers who teach at University of Gezira-Faculty of Education Hantoub-English Department.

4. Discussion and Results

Traditionally, the concept of English orthography in second language learning, native-like pronunciation was supposed to be an impossible goal for foreign language learners; as a consequence, teaching pronunciation was a second order priority and even more so studying the characteristics of a foreign accent. Recently, however, the interest in second language learners’ pronunciation has gained new territory as well as attracting the interest of formal linguists. This interest has been sparked by the recognition that mistakes (i.e. deviation from native-like pronunciation) are regular within a certain number of possibilities (for instance an Arab speaker learning English might substitute [p] for [b] in the pronunciation for example the word park and bark sometimes misspelled. Originally it was thought that mistakes in the pronunciation of foreign learners were simply dictated by the influence of native language pronunciation patterns.

4.1. Definition of English Orthography

Most natural languages developed as oral languages, and writing systems have usually been crafted or adapted as ways of representing the spoken language. Cavins (2007:2) describes English orthography as,

“In English words, graph means write; ge means earth; phone means sound”. Full definition of orthography, it is the art of writing words with the proper letters according to standard usage”. In linguistics the term orthography is often used to refer to any method of writing a language, without judgment as to right and wrong, with a scientific understanding that orthographic standardization exists on a range of strength of convention. The original sense of the word, though, implies a dichotomy of correct and incorrect, and the word is still most often used to refer specifically to a thoroughly standardized, prescriptively correct, way of writing a language.

4.2. Definition of English Spelling

There are many definitions that explain spelling and what it means from the early time till now. According to Snow, Burns, and Griffin (1998: 238), “Learning English spelling is challenging enough for speakers of standard mainstream English; these challenges are heightened by a number of phonological and grammatical features of minority dialects that make the relation of sound to spelling even more indirect. Spelling according to Coulmas (1996: 477) is 'The convention which determines how the graphemes of a writing system are used to write a language'. In English words, generally have accepted standard spellings in which can vary regionally or nationally. In the sense of a standard, spelling is one of the elements of orthography and a prescriptive element of alphabetic languages. Spellings attempt to transcribe the sounds of the language into alphabetic letters, but phonetic spellings are exceptions in many languages for various reasons. Pronunciation changes over time in all languages, and spelling reforms are irregular in most languages and rare in some. In addition, words from other languages may be adopted without being adapted to the spelling system, non-standard spellings are often adopted after extensive common usage, and different meanings of a word or homophones may be deliberately spelled in different ways to differentiate them visually. The emergence of an accepted standard spelling is a natural phenomenon. Standardized spelling establishes whenever a writing system develops in order to exhibit less variation and streamline written communication.

4.3. Definition of English Sound

According to Roach (1983: 16), all the sounds we make when we speak are the result of muscles contracting. The muscles in the chest that we use for breathing produce the flow of air that is needed for almost all speech sounds; muscles in the larynx produce many different modifications in the flow of air from the chest to the mouth after passing through the larynx, the air goes through what we call the vocal tract, which ends at the mouth and nostrils. Here the air from the lungs escapes into the atmosphere. We have a large and complex set of muscles that can produce changes in the shape of the vocal tract, and in order to learn how the sounds of speech are produced it is necessary to become familiar with the difference parts of the vocal tract. Albers (1970:36) stated that “Sound in the strict sense, is a compressional wave that produces a sensation in the human ear”.

4.4. Homonyms, Homophones and Homographs

These sense relations bring confusion to learners of English language. It makes it easier to learn the difference among the three types of words using the definitions and homonyms, homophones and homographs examples below:

<i>Homonyms</i>	<i>Homophones</i>	<i>Homographs</i>
<i>Multiple meaning words</i>	<i>Words that sound alike</i>	<i>Same spelling different pronunciation, different meaning</i>
The <i>spruce</i> tree... to <i>spruce</i> up...	<i>addition</i> for math <i>edition</i> of a book	<i>desert</i> = abandon <i>desert</i> = area of land
<i>suit</i> yourself... wore a <i>suit</i> ...	I want to go I like it too One plus one is two	<i>bass</i> = fish <i>bass</i> = instrument
weigh on the <i>scale</i> ... <i>scale</i> the wall...	<i>capitol</i> building state <i>capital</i>	<i>close</i> = nearby <i>close</i> = to shut
The price is <i>fair</i> ... go to the <i>fair</i> ...	pick a <i>flower</i> bake with <i>flour</i>	<i>bow</i> = to bend down <i>bow</i> = ribbon

Homonyms: Homonyms, or multiple meaning words, are words that share the same spelling and the same pronunciation but have different meanings. For example, the words “bear”, “left” have two meanings:

- a) A *bear* (the animal) can *bear* (tolerate) very cold temperatures.
- b) The driver turned *left* (opposite of right) and *left* (departed from) the main road.

Homophones, also known as sound-alike words, are words that are pronounced identically although they have different meanings and often have different spellings as well. These words are a very common source of confusion when writing. Common examples of sets of homophones include: to, too, and two; they're and their; bee and be; sun and son; which and witch; and plain and plane.

Homographs: Homographs are words that are spelled the same, but have different meanings and are often pronounced differently as well. Some examples of homographs are:

- a) *bass* as in fish vs. *bass* as in music
- b) *bow* as in arrow vs. *bow* as in bending or taking a bow at the end of a performance
- c) *close* as in next to vs. *close* as in shut the door
- d) *desert* as in dry climate vs. *desert* as in leaving alone.

The relation between a homograph, homophone and homonym: In English language learners sometimes commit mistakes in uttering some words these due to many reasons and situations in Dictionary.com (2014) Homographs are words that are spelled alike, but have different meanings and usually different pronunciations, e.g., "stalk" as a plant stem and as the verb meaning to pursue stealthily. Homographs also come from entirely different sources. Homophones are words that are pronounced the same but which are different in spelling and meaning, e.g., "to", "two", and "too". Not all words that are spelled identically are pronounced identically, so they may be homographs without being homophones, e.g., "lead" as a metal and as the verb 'to go in front'. Homonyms are words spelled or pronounced alike but which have different meanings. Since homonym can be used to (ambiguously) describe either a homograph or homophone, it is best avoided.

5. Principles for Understanding English Orthography

There are many principles for understanding English orthography. The following are the five main principles.

1. Language of origin.
2. phoneme- grapheme correspondences.
3. The position of phoneme or grapheme in a word.
4. Letter order and sequence patterns.
5. Meaning (morphology) and part of speech.

5.1. Principle one: Language of origin

English borrowed from many languages as Arabic, French, Greek, Latin, and so on .The Language from which a word came and its history in the English Language affected its spelling. The sample below Excerpted from Letters Module 3 (Louisa Moats, 2008:8)

<i>Word in English</i>	<i>Language of Origin</i>
Algebra	Arabic
Curriculum	Latin
Incommunicado	Spanish
Cello	Italian
Chutzpah	Yiddish
Ballet	French
Athlete	Greek
Blitz	German

Then English borrowed from many languages through history. Hundreds of Years before the Norman Invasion (1066) – Angles, Saxons & Jutes they borrowed from Germany language. After 1066: French/Romance (Louisa Moats, 2008: 9 -10):

- 1) Gain spellings such as ou (coupon), -ge for /zh/ (garage), -ette (baguette), and - que (boutique).
- 2) Are words for food; concepts of social justice and enlightenment (courageous; magnificent).
- 3) Have identifiable Latin roots (peace/pacem).

5.2 Principle Two: Phoneme-Grapheme Correspond

It is a letter or letter pattern that spells a phoneme (speech sound). Moats, (2008:17) Grapheme can be one, two, three or four letters in English e.g.

- 1) letter: 'a' as in strap.
- 2) letters: 'ng' as in ring.
- 3) letters: 'tch' as in ditch.
- 4) letters: 'ough' as in through.

5.3 Principle Three: The position of phoneme or grapheme in a word.

Moats, (2008: 17) stressed that, "We spell by position of a phoneme (or Grapheme) in a word. Also spellings may be determined by the position of a sound" Spelling for /f/: Fun, half, puff, cough, graph, phone ...etc.

5.4 Principle Four: Letter order and sequence patterns

In English language no word end in Palin v Moats, (2008: 38) says that. For instance, give, love, serve and so on, they utter as /v/ sound. There are many patterns in English that concerns letter order.

5.5 Principle Five: Meaning (morphology) and part of speech

Affixes (Prefixes and suffixes) change the meaning of words and the spelling of these words needs more concentration to avoid the misspelling; for example, when we pare down the following words we can understand the format: Moats, (2008: 48) Incredible Prefix: in (not) cre (believe) suffix: ible.

6. Factors affecting Learners' English pronunciation

Many studies in the field of second language acquisition discussed the factors that hinder achieving native-like pronunciation among foreign languages learners in general and among Sudanese learners in particular. Researchers and linguists have pointed some linguistic factors such as the differences of the sound system between Arabic Language and English language, Elkhair Muhammad, (2014:4) the inconsistency of some sounds in English language, the mother tongue interference and the influence of spelling on pronunciation are consider some factors that affect accurate pronunciation. Elkhair Muhammad, (2014: 5) describes that; Arab learners of English language encounter problems in both speaking and writing. The students in Sudan, for example, learn English in their home country where the native language is Arabic. The only way to learn English in Sudan is through formal instruction, i.e. in the classroom where language teachers are native speakers of Arabic. There is little room for learning English through natural interaction in the target language which is only possible when students encounter native speakers of English who come to Sudan as tourists and sometimes as volunteers.

7. Mother Tongue Interference

Several works have been conducted on the influence of Second Language in learning English language Swan; Smith, (2001: 45) reported that /p/ and /b/ sounds are two different phonemes and each one is distinguished by a native speaker. In Arabic Language, the situation is different, because there is only the phoneme /b/ so this is the reason why most Arabic speakers mispronounce words with these sounds /p/ and /b/ (of course the Sudanese students of English face the same problem. Students confuse between /p/ and /b/ e.g. words like ('park', 'bark'), ('pin', 'bin'), ('pull', 'bull'), if we ask the students to say these words, they pronounce /b/ instead of /p/ in each pair of the words above and sometimes /p/ is used in the place of /b/ but this rarely happens. The reason for shifting from /p/ to /b/ is the fact that the two sounds are regarded, as they are two allophones of one phoneme. Also in the far past, Alkhuli, (1983) noted that Arab students of English confuse /p/ with /b/ and that is linked to the influence of the mother tongue, so their tongues get stiff with their LI sounds, and they commit such errors until the mastery of L2 sounds. Many other sounds are influenced by the mother tongue of foreign learners Cruttenden, (1994) showed that foreign learners of English language should be careful not to use /t/ or /s/ for /θ/ and /d/ or /z/ for /ð/; (/z/ and /s/ are used by learners whose language background is Sudanese Spoken Arabic, and sometimes /d/ is used for /ð/. In the near past Brown (2000) found that a second language learner meets some difficulties, because his LI affects his L2 specially in adulthood, and this effect is a result of LI transfer; so it is a significant source of making errors for second language learners. Nunan (2001) showed that mother tongue has clear influence on learning L2 pronunciation. Where LI and L2 rules are in conflict, errors are expected to be committed by foreign learners. All that can be linked to what is known as the interference between LI and L2. So many learners use /p/ as /b/, others use /s/ for /θ/ and /z/ for /ð/ and /b/ for /v/. In addition to the past works, (O'Connor: 2003; Yule: 2003) have studied pronunciation problems and the influence of LI. So many sounds such as /p/ and /b/, /s/ and /θ/, /z/ and /ð/, /tʃ/ and /ʃ/, /v/ and /b/ are confused e.g. (pit / bit), (thin / sin), (question /action), (very / berry). For the students in Sudan /z/ and /s/ are usually used in the place of /ð/ and /θ/ which result from the interference of Sudanese spoken Arabic. The mispronunciation of the above sounds is the result of the over practice of the first language, a process of fossilization. The adult's vocal musculature is set to pronounce foreign sounds with an accent (Yule; O'Connor (2003) reported that the main problem of English pronunciation is to build a new set of sounds corresponding to the sounds of English, and to break down the arrangement of sounds which the habits and the systems of our LI have strongly built up. And that means we use new ways of hearing and new ways of using our organs of speech. So it is too difficult to change such habits which a learner has obtained since his childhood or at least it needs very long years to be changed and after also

very long time and regular practice, and all that is linked to a certain age of the learner. So, the points mentioned above altogether share the concept that the learners confuse such sounds and replace each of them with other sounds that are said to be the nearest ones to them, O'Connor (2003).

8. Researcher's Observation

The researcher focused on the theoretical relevant literature and investigates the views of theorists, scholars and experts related to the facts of the requirements that a learner should develop to facilitate the learning process. Moreover, it is devoted to linguistic review in the effect of the orthographical awareness and Learning how to use spelling and sounds of English language more properly.

8.1 The researcher's observation aims at as follows:

- 1) ensure that both spoken and written forms occupy the same area of importance when interacting with each other.
- 2) show the importance of knowing the accurate productive sound and spelling.
- 3) point out the importance of being well-acquainted with English phonemic and phonetic representations.
- 4) depict the effect of lacking knowledge of orthographic system on teaching and learning.
- 5) highlight the importance of orthographical systems in assisting the students in learning English.
- 6) determine the effect of the mismatch between orthography system and pronunciation on students' language performance.

8.2 The researcher's observation depends on the below questions.

- 1) How do spoken and written forms occupy the same area of importance when interacting with each other?
- 2) What is the importance of being well-acquainted with the accurate way of spoken and written systems?
- 3) What is the importance of being well-acquainted with the phonemic and phonetic representations of English sounds among teachers and students?
- 4) What is the effect of the lacking knowledge of orthographic system among learners?
- 5) How do orthographical systems assist students learning English language?
- 6) How does the mismatch between orthography system and pronunciation affect students' language performance?

9. Conclusion and Suggestions

The Ministry of Education in Sudan has specified goals of teaching English at the secondary Level. Among such goals, students should be able to write English compositions that are grammatically correct, properly punctuated and effectively organized. They are also expected to understand and communicate using a variety of notions and linguistic functions based on everyday situations. Accordingly, all Sudanese secondary school graduates are expected to develop native-like facility in English, which will enable them to communicate spontaneously, effectively and confidently. Sudanese students face certain problems related to pronunciation. Some of these problems are related to stress, others are related to intonation. However, most of these problems can be attributed to the differences in pronunciation between English and Arabic. English language departments at faculties of Education, Arts and other related faculties of Languages accepted or intake secondary school graduates without taking into consideration their proficiency level and whether or not they will be able to manage in a program of English language studies. Besides, another important area of difficulty that Sudanese learners of English have is communication. The learners find it difficult to communicate freely in the target language. This may be due to the methods of language teaching. It can be also due to the learning environment which some judge to be unsuitable for learning a foreign language. This is noticeable in Sudanese Universities where the formal language of communication is Arabic. Every language has a rule for combining sound segments to make meaningful words. Students at early stages adopt these sound rules through listening followed by trial and error. Later they develop a linguistic competence through which they recognize and produce meaningful sounds. The progress of the English writing system passes through three major periods Fergus, (1983,2). In the transition of these periods the system has brought inevitable orthographic differences as a result of changes in pronunciation Jones, (2006). Of the "old, middle and modern periods-the middle one had the most effect on the Writing system as we know it today" (Fergus, 1983). Consequently, English becomes a 'non-phonetic language' whose spelling system creates problems in reading.

The researcher suggests that the a) Writing skills help students to improve their performance in English orthographic systems especially through some selected syllabi. b) Orthographic systems may facilitate students learning English spelling and pronunciation to write accurately and communicate properly. c) Being well-

acquainted with both phonetic and phonemic representations facilitate the process of learning English orthography. d) Studying continuously without knowing orthographical system causes learning and teaching problems. e) Negligence of orthographic systems has a negative impact on teaching and learning. f) The mismatch between orthography system and pronunciation has negative effect on students' language performance.

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