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INNOVATIVE INSTRUCTION OF ENGLISH SPELLINGS FOR COMMUNICATION

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ABSTRACT

Spelling is an inevitable and crucial skill to learn for English Communication. Spelling is also problematic in English (Shankweller & Liberman 1985). English Spelling is not easily mastered. The students must hone the skills of English spellings for the effective Written Communication besides speaking as was said by Mc Cardle & Chhabra. Mr. Perfth also commented as " The encoding of linguistic forms into written form is Spelling. Though students have been struggling for years in their study and write English, very often they commit mistakes in English spelling which hampers the meaning in their communication because of representing English spelling in different ways of sound, pronunciation, stress, syllabic sounds, lacking in intuition of the correct pattern or rule, etc., Addition to this, the exposure of English in India is also confined to traditional instruction and imposition of words for many times which resort to error in spelling. This study attempts to investigate the reasons for the wrong spellings and endeavour to fish out the problems, mentioning the mnemonics, acronyms, memorizing and retaining tips, etc., as the best solutions for the ordeals of spelling to be spelt. Much data has been procured through tests to the students which has an important implication for instruction.

Key words: English spelling, contrastive analysis, mnemonic style, phonology, ELT, Spelling instruction.

Introduction

As a teacher in my research, I persistently notice the wrong spellings that are written by the students despite their hard work of learning spellings in English like, maintenance, accommodation, separate, occasion, here and hear, diary and dairy, etc. Brown (1992) Claire (1993) expressed about Spelling as " Spelling is a crucial ingredient of learning in a written communication skill and also stressed that teacher encounters difficulties meeting the pronunciation learning and its spelling to impart the students. My study over these determines the problems and mirror them the solutions to tackle the spelling easily and effectively. This study also highlights the common and usual errors constantly exert in their communication. It is believed that students with rote learning write the spelling instead of retrieving them with some mnemonic, acronym or phonological, morphological, semantically style, etc. Many teachers are also inclined to deliver the spelling in an easier way but lack of teaching material deteriorates their intention.

The students must aware that while transliterating one word to the other, the source of the spelling may be the same in the target learning. For instance while learning the word patient, he may also keep in mind of other source of words like ration, nation, which 't' pronounces as /shun/.

And words while learning the boat, they may also include the phonological sound as road, coat, board, etc. Students begin to speak before he creates the spelling. So, due to the problem of his or her speech, there may be erroneous in spelling. The relation between spoken and written is a tormented issue. Proper care and attention will rectify this. Besides the above, there is also irregularity in the historic development of English pronunciation and spelling in the words like call, cell, etc. Here, the 'c' in call is pronounced as 'k' but in cell 'c' is pronounced as 's'. But, this study provides the mnemonic style of why and where 'c' is pronounced as 'k' and 's' with easy remembrance for retrieval. Carr, 2013 mentions that the English spelling and pronunciation makes it hard for the learner to rely on these rules to predict the words spelling or pronunciation.

A PECULIAR ENGLISH SPELLING

English spellings are full of contradictions and exceptions. Many languages adopt the alphabetical principle for the writing systems. They can usually predict the spelling from their pronunciation. But, in English, the spelling can't merely predict from pronunciation because English alphabet represents many sounds. Many teachers have investigated and found the errors in spellings usually penned by the students. The pupil writes the only spelling for the same sounds despite the spellings are varied. They are summarized as:

- for the sound /er/...there are many suffixes with 'er, our, or,' in father, maker, mother, labour, harbour, doctor, actor, etc.
- the words in 'bread, thread, dead, the /e/ sound comes with a spelling of 'ead' whereas the same /e/ sound comes with bed, red, etc. The words like said and friend also comes with 'ie'. The pupil finds it difficult to differ the variation.
- threw, through, clue are pronounced for 'oo', but varies in their spellings. Even group, rule, blue, move, etc., sounds the same 'oo' with variety of spellings.
- 'sc' becomes /s/ in the words science, scent, but the same 'sc' are pronounced as /sk/ in scar, scale, etc. The trick can be found very easily for it which is as shown below.
- 'u' is called as 'yu' in future, student, curious and in the words bundle, thunder, etc., the same 'u' works as /a/.
- Wood, good, would, should, etc are pronounced the same with different spellings.
- /i:/ or 'ee' sound is spelled in the words meet, meat, shield, field,
- /ai/ in the words rain, gain, plain, etc., and with the spelling 'ei' is also pronounced as /ai/ in the word eight,
- In the word of 'fun' the letter 'u' sounds as /a/ whereas the same 'u' becomes 'yu' in future, futile etc.
- Alphabet 'c' sounds as /s/ in cement, cell, etc., but in the words car, coal, current, etc., pronounces as /k/.
- 'y' sounds as /ai/ in cycle, and in system is /i/.
- 'gh' is pronounced as /f/ in the words laugh, cough, etc., and the same 'gh' becomes silent when it follows 't'. Example : caught, fought, night, etc. The rule is observed and described in the latter paragraph.
- 'th' is uttered as 'dh' in brother, mother, bother, them, those, etc. and the same 'th' becomes 'tha' in think, thought, birth, etc

Understanding the above obstacles, this study helps the students providing mnemonic and acronym tips for the flawless spelling. No doubt, this will expose the students to finish off the spelling effectively in their communication by churning out the variation of spelling as per the pattern, rules, codes, etc.

TRENDS OF TEACHING SPELLING

Learning to spell is a complex process. But current trends say that it is an easy process. Traditionally, many teachers focus on rote learning as an obvious method of memorization. They impart the phonetic alphabet and its sound but not the detailed description with techniques with innovative methods. They use writing and repeating and practice for perfection. Though most of the teachers emphasize on incorporation of vocabulary, study of spellings with proper types are almost non-existent. Though the spellings are retained but easily be forgotten. These techniques are designed with its application which helps the students supplement of learning the spellings easy and lucid. This study investigated the reliability of self assessments in their learning process to delve out the cause of their mistakes. Dr. Daska&Krekela says “ the ground is fertile to build on preliminary work regarding learners’ self assessment of learning spelling calibrate their perceptions to those of their interlocutors, thus minimizing distorted perceptions of the spelling. “ Due to the lack of unfamiliar with the spelling tips and analyzing the spellings, there is wrong interpretation for incorrect spelling and incorrect pronunciation by the students. The students also face complications to learn the spelling and create themselves disinterest with chaos for the wrong spellings.

PRACTICAL WAYS OF FINDING SOLUTIONS TO IMPROVE ENGLISH SPELLING

This study endeavours to display the innovative tips of identifying common patterns and guessing them through cross words, code words, similarities, etc., which gives a series of clues to remember the spelling. Mnemonic method, acronym , breaking down of words, syllables and varied types of tips make the students relief in retaining the spelling in a trickier way instead of confusing. The students’ spelling ability also improves after using these tactile and kinesthetic resources through rearranging of words. Beers 2003 commented that “ Spelling is a development process and consists of steps that are compatible with students’ understanding of letter- sound relationship.” Here, to spell English effectively, everyone should perceive the tips and discriminate with appropriate pattern that represents good spelling. Graham, Haris & Chorzempa 2002 says “ Learning to spell like learning to read is not a natural process; the children need innovative instruction at all times. “ It’s high time that every children need to be taught effectively to become independent in acquiring accurate spelling. This study also focuses on the activity aids that the students mastering the tips and tools to pinpoint the area of difficulty in churning out the correct spelling.

NEW APPROACH OF REMEMBERING THE SPELLING

Students often find difficult in observing the accurate spelling. This essay depicts the tips in English spelling and sound to retain it easily with precise programming, understanding, conceptualizing, phonemic pattern awareness, composed spelling and also the connection between our reading and spelling. It not only enriches the memorization process but also assist the students in thinking and creativity to remember the spelling.

- The ending ‘er’ is common than ‘or’. But ‘er’ is added to most Verbs for performing an activity. Ex: Play - Player, bake - baker, Sing – singer.
- The /ts/ or ‘ch’ sound is used with ‘ch’ or ‘tch’ in a word
‘tch’ is used when a Single Vowel is preceded.
Ex: Catch, Fetch, Watch and
‘ch’ is used when preceded by either a consonant or two vowels.
Ex: Bench, Church, Approach.
- Most of the American words ends with ‘ce’ and British English with ‘se’
Ex: Defence (AE) - Defense (BE)
Offence (AE) - Offense (BE)
- When there are words with three alphabet spelled as cry, try, try... the alphabet ‘y’ is used for the pronunciation /ai/. But usually for the long words ‘y’ is pronounced for short vowel /i/. for the words family, velocity, city.
- “Ge’ and ‘Gi’ are always written for the pronunciation /dz/ or ‘J’ (English alphabet” for the words like Gentle, gender. The letters “Ga and gua” is used for the pronunciation /ga/ in the words like garment,

garner, guard, guarantee, etc. But, the only sound for 'gi' is not /j/ or /dz/ in the word girl., it is /ga/. It is an odd one in the trick compared to the words sound as /dz or j/ for the letters 'gi' in the words like gist, ginger, giraffe, etc.

- The letter 's' sounds like /z/ or /dz/ when it comes between vowel. Ex: nose, rose, tease, present, reserve, etc.
- Most often student confuses with the sound /ist/ and /est/ which pronounced the same. The ending of the spelling 'ist' says someone who does something. Ex: Artist, druggist. The 'est' is for superlative adjectives called the greatest, sweetest, fastest, etc.
- 'tion and sion' are never used for the persons, 'ian' is the only one used for persons. Ex: Musician, Magician, etc.
- Though the pronunciation sounds alike for 'tion and sion', 'tion' is used if the root word ends in 't' such as complete – completion, and if the root word ends in 's or d', Ex: Extend – extension., and the heavy sound of /zhun/ is used for 's', sion is most commonly used. Ex: adhesion, mission, etc. Even the word ends with 'mit' becomes 'sion' only...Ex: Admit – admission.
- Most of the time, the word 'ti' gives sound of /sh/. Ex: partial, cautious, inertia,
- The sound of /O/ is often written the word as 'oa' as in the words road, boat, throat, coat, etc.
- The letters 'sc' when follows with 'i.e ' sounds only as /s/. Ex; Science, scent, and if 'sc' is followed by 'a, o, u' pronounced as /k/. scale, scold, sculptor.
- When the letters 'i and a' sounds with long vowel, the words require 'e' at the end. Ex: kit – kite, cam – came.
- When the letters 'ld' are at the end, the /oo/ sound is found with 'ou' like would, should, could, except mould.
- Final /f/ sound comes with the letters 'gh'. Ex: enough, cough, laugh, etc.
- 'ph' is commonly written for the sound 'f' in the words like phantom, philosophy, photograph, orphan.
- The letter 'u' followed with 'r and ious/ eau', it sounds for /ju/ or yu. Ex; curious, furious, bureau., and when it is simply sound as /u/ or /a/, u is used for it. Hut, husband, hub, hug, etc.
- The long vowel /aa/ follows with the /l/ sound, the letters 'll' is required for call, mall, hall, etc.
- 'ch' produces sound as /ts/ or ch, when preceded by vowels i, a, u, as in the words chin, charm, church, etc., and 'ch' produces /k/ sound when preceded by vowels e, o, in the words like chemical, chorus, etc.
- The student has to write 'ch' spelling for /s/ if 'ch' is in the midst of two vowels. Ex: machine, parachute, brochure.
- When the sound /O/ is ended itself, the spelling for it is 'ow'. Ex: flow, slow, glow., and the long vowel /oo/ ends itself in the words, 'ue, is most commonly used as in blue, clue, glue, etc., and when the sound /aa/ follows with 'ng or t' sound and spelling, then 'o' is used for /aa/ sound. Ex: Song, long, Hongkong., hot, pot, cot. Etc
- The letters 'ou' have different sounds. If /au/ ends itself in a word, we write as 'ow' Ex: cow, now, how, borrow, etc. but when this sound /au/ comes in the midst of a word, we write 'au'. Ex: cloud, doubt, mouth.
- Supper, suffer, suggest, sucking, summit, etc., has 'u' for the sound /a/. The trick is observed here as that whenever the stress sound requires the double alphabet, u' is used for /a/.
- 'gh' is pronounced as /f/ in the words cough, rough, etc., but if it precedes the vowel 'o', it becomes silent. Ex: through, thorough...etc.
- Use 'cial' in a word after a vowel in the words like social, special, etc., and 'tial' after a consonant m and r. Ex: substantial, essential, etc. But, consonant + cial is also used when the root word ends with 'ce' Ex: Finance – financial, Commerce – Commercial.

- The word 'c' sounds as /s/ when it follows the vowel sound / i, and e /. Ex: Cindrella, centre, cement and when the word 'c' follows the vowels /a, o, u/ it sounds as /k/ Ex: Car, common, control, cult, cucumber, etc.
- There are words used as 'cious' and sometimes 'tious' for the same sound. But, if the root word ends in 'ce', remove 'e' and add 'ious' Ex: space – spacious, malice – malicious. If the root word ends with 'tion', remove 'n' and add 'tious'. Ex: caution – cautious.
- For the sound /ee/ we write ie ,ei, ea, and ee. In the words ie and ei, the rule is that 'c' always follows 'ei' only. Ex: receive, deceive, etc.
- When the word needs an adding of suffix 'ing', remove 'e' and insert 'ing' to it. Ex: write – writing., and if the word does not end with 'e' but precedes any vowel, the consonant should be doubled. Ex: dub – dubbing. If the two vowels precedes the consonant and the final consonant sounds very weak, there is no need of any adding to it. Ex: eat – eating. Open – opening, focus – focusing.
- Usually when the word ends with long vowel sound /e:/ , the spelling should be 'ay' as in the words say, pay, etc.
- The word 'full' should need double 'll' letters when used it alone and when it is suffixed to the other words, one 'l' should be dropped. Full – beautiful, useful, etc.
- The suffixes 'ance and ence' are slightly confused but rectified by identifying that the verbs end in 'y, ure, or, ear' and even the nouns connected with verbs ending in 'ate' requires 'ance' Ex: insure – insurance, appear – appearance, tolerate – tolerance. Even when the base word ends with 'ant' requires 'ance'. Ex; Significant – significance, Assistant – assistance. The words ends with 'ere' stressed then 'ence' is used. Ex: confer – conference, cohere – coherence., and even the words with 'ent' also requires 'ence'. Present – presence, evident – evidence.

EXPECTED OUTCOMES

When the children learn all these tips, rules and tools of spelling, their writing will be allured by everyone because the poor spellings carry a negative stigma. Because of accurate spellings and its visibility, it has also been viewed as a representation of well lettered men. It is also recognized as a complex multifaceted skill giving attention to the cognitive process and gains the popularity. Maxwell & Meiser 2000 comments that “ Accurate English Spelling remains as the long lasting and visible effects on one’s life. “ They also said that “ Rightly or wrongly, the public often consider spelling to be the hallmark of an Educated person. “ The students must recall the process and pattern of tips of the spelling while exhibiting it. Varnhagen, Chandlier 2005, say “ The students themselves begin to view negatively when writes misspell.” Good spelling is an utmost skill for higher education and at the workplace. “

CONCLUSION

It is de facto that this type of study has shed a new light in the spelling process of development. The impact of spelling instruction is soaring with constant unabated on innovative approach. The study of spelling is intended to provide a ready reference of language learners. Spelling is an outgrowth of language development which dominates in a securer way.“ The best teachers know how to teach spelling in a way that is meaningful. It’s more than a list – it’s an art.”

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