

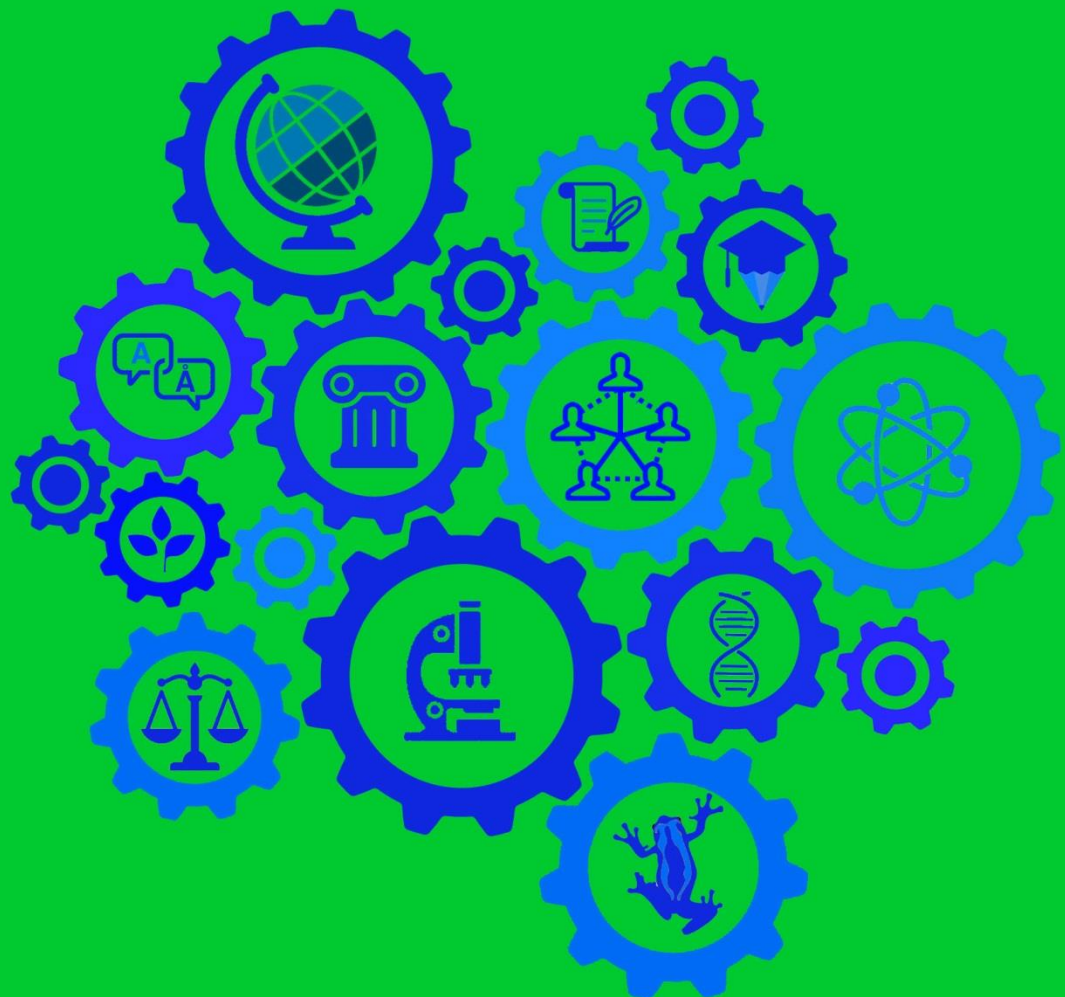
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Influence of Orthography in teaching English and second language acquisition

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Abstract: The English language has to turn out to be unavoidable being a global language inside the present generation. Whether or not it is an area of enterprise, technology, or education, its importance can't be denied. Thus, the majority of the sector is mastering and talking English as a result of its dire need. Unluckily, despite staining thru unique reforms, the orthography of the English language did not emerge as learners' pleasant as it appears to be a queer language for the beginners. The present study describes the methods of how English orthography becomes an obstacle for EFL rookies. It elucidates how inexperienced persons in trendy and Uzbek beginners of English language mainly, are inspired through its deep orthography. The article critiques the thrilling records of English orthography. Moreover, it reveals the phonological courting between Uzbek and English Consonants that reasons inferences based on grapheme to phoneme conversion. The look at highlights troubles posed by way of English vowels resulting in incorrect assumptions with the aid of L2 newcomers from English orthography. It sums up showing the importance of phonological awareness of English spellings to keep away from incorrect L2 phonology.

Keywords: Orthography, phonological system, inference, L2 acquisition, queer language

1. Introduction

A good way to master literacy, one need to not best be capable of study and write, however to spell as nicely (10.230). There was an increase in spelling studies inside the beyond years because of the significance of spelling on literacy acquisition

(4.873 p). Spelling is “the encoding of linguistic paperwork into written bureaucracy (8.23p). Two of the maximum critical processes which spelling is based on are:

A. Phonological focus

B. Alphabetic knowledge

Former investigation suggests that a many of the stylish predictors of a child’s spelling success is his or her phonological understanding (10. 582p) . These days, the subject of English jotting contrivance has especially been addressed by using a many experimenters. Prepare regale points out that English jotting contrivance is attached to our lives in lots of approaches now not commodity this is ancillary to different rudiments of language but vitally important to nearly the whole lot we do from subscribing our choices to transferring a textbook communication. Cook regale and Bassetti (2005) whilst defining jotting device say that there are two outstanding meanings in writing machine (2.97p)

a. meanings connected to general idea of writing

b. meanings to specific languages

In line with Coulmas (1999), a writing device in the first sense is “a set of visible or tactile signs used to represent devices of language in a systemic manner” and related to the phrases of script and orthography. A script is “the image form of the devices of a writing system”, namely its actual bodily form characters (5.871p). Alternatively, orthography is the set of rules for using a script in a selected language. The English orthography for the Roman alphabet like symbol-sound correspondences, capitalization, hyphenation, punctuation, and so on . The second experience of writing system overlaps with orthography through referring to the set of guidelines utilized in a specific language for spelling, punctuation, etc., this is, “the English writing gadget”.(9. 100p)

2. The Spelling System of English and Uzbek

In contrast to Uzbek, English has an obscured orthographic system as usually referred to in literature. Identical spelling mixture offers one-of-a-kind sound in distinct phrases or one letter represents sort of sounds e.G. [oo] in a book, sounds /ʊ/

but in the pool, it sounds /u:/; the letter [u] in positioned sounds /ʊ/ however in the hut it sounds /ʌ/. The alternative variant between orthography and pronunciation is of the least significance. One comes throughout the reality that letters with no sound exist etymologically. Relatively, Uzbek possesses a relatively equal amount of orthographic symbols to comparable sounds but English orthography has fewer characters than comparable pronunciation. The incongruity among orthography and sounds is hardly ever rule-specific. One is left with an expedient answer reviewing the picture/scripted shape.

The English and Uzbek orthography systems are basically unique to each other. Uzbek is a vocal language. His spelling represents a sound that matches his alphabet. In contrast, English orthographic machines have a morphophonological mechanism. The format is associated with the phrase formation pattern. Periodic and periodic, basic phrases are both spelled the same, but not pronounced the same. Period /'pɪəriəd / and /,pɪəri'ɒdɪkli /. As with the, it can be run on a variety of phonemes. The main goal of the above example is to represent the same morpheme optical diagram, also known as an orthographic dictionary. Carney (1994) interprets it as follows. Despite the changing pronunciation of morphemes in different contexts, significant attempts have been made to provide the reader with a constant spelling of morphemes. Also, spelling can be self-explanatory, with fully predictable variations that English speakers have acquired as a rule. Spelling and pronunciation discrepancies may not be the cause of this reason. This study focuses on the fundamental difference between the orthography system and the morphophonemic. (3.15 p)

English spelling is not as easy a game as most people think. Indeed, easy is not an absolute term, and only in relation to other languages can you determine if English is really easy. Therefore, the author wants to pick out one aspect of the language system and compare English with another language, Uzbek. The aspect considered here is spelling/pronunciation, which is often ignored by learners. They believe that if they can communicate with other students in the class in English, they

will be able to communicate with native speakers. They don't realize they're wrong until they go to an English-speaking country and realize that people don't understand them

3. Difference between Uzbek and English Phonology

English spelling can be misleading to the reader. For example, the pronunciation of the word put is / pʊt /. However, other words containing these three letters may be pronounced differently. For example, putty (a soft whitish substance used to secure glass to a window sill) is pronounced / pʌtɪ /. The spelling of a word does not teach the reader how to pronounce it. The famous English playwright George Bernard Shaw correctly used the word "fish" with the "sufficient" "gh" sound, the "female" "o" sound, and the "ti" sound. Used by "actions" that are said to have joked that they can be spelled. While pronouncing unstressed suffixes, those vowels are used to be articulated which one can't find on the English vowel inventory (see table 1.1).

Table 1.1. Interference in Unstressed Suffixes

Unstressed suffixes	Orthography	Transcription	Inappropriate Interference
um	medium	/'mi:diəm/	/'mi:diʌm/
	curriculum	/kə'ri:kjʊləm/	/kə'ri:kjʊlʌm/
ure	nature	/'neɪtʃə/	/'neɪtʃʌr/
	picture	/'pɪktʃə/	/'pɪktʃʌr/

L2 orthography, as Bassetti (2006) suggests, influences the mental representation of second language phonology for beginner L2 learners. Therefore, it has been found that developing basic decoding skills takes twice as long as a flat spelling novice reader. Therefore, matching Roman and English phonemes is a difficult task. It takes relatively longer than mapping Uzbek characters to Uzbek phonemes. Uzbek-speaking L2 English learners are unaware of this reality due to their poor phonological knowledge. (2.95p)

1.2Table

Grapheme-to-phoneme Inference

Orthography	Transcription	Inappropriate Interference
operator	'ɒpəreɪtə	[ɒpəreɪtʌ]
opposite	'ɒpəzɪt	[ɒpəzɪt]
over	'əʊvə	[ɒvʌ]
close	kləʊz	[klɒz]
caught	'kɔ:t	[k ɑ:t]
oven	'ʌvən	[ɒvʌn]
abstract	[æbstrækt]	'æbstrækt

They develop phonology from the orthographic system and try to map the smallest unit of the writing system to the smallest phonetic unit in a truly flat orthographic way to understand reading and writing. Beginners generally rely more on grapheme-phoneme's support to decrypt scripts than competent readers. Therefore, they are working on developing skills to decipher orthography and create spelling inventory. Seymour (2003) discovered that the phonological coding strategy used in L1 processing is carried over to L2 processing. Therefore, the link between orthography and language acquisition cannot be ignored (9.155p). Therefore, EFL learners need to apply the L1 technique to L2 learning. Extensive research is available in the field of primary language acquisition (reading and writing) and the impact of orthography on cognitive processes. Similarly, L2 studies are primarily related to the effect of L1 orthography on L2 reading comprehension, not much to the relationship between orthography and cognition. Some linguists suggest that L2 learners need to acquire phonological awareness before literacy. In the EFL classroom, there is another scenario where the first L2 lesson is primarily about reading and writing and does not introduce phonological recognition of the target language(see table 1.3).

Table 1.3. Words with Different Spellings but Same Vowel Pronunciations

heavy	'hevi	sun	sʌn	Brooch	brəʊtʃ
friend	'frend	son	sʌn	Coat	'kəʊt

any	ˈeni	blood	blʌd	Grow	grəʊ
said	ˈsed	does	dʌz	Sew	səʊ
bury	ˈberi	some	sʌm	Toe	təʊ
berry	ˈberi	touch	tʌtʃ	Row	rəʊ
leopard	ˈlepəd	shut	ʃʌt	No	nəʊ

4. Pedagogical implications

In general, training in L2 reading for advanced learners does not include training aimed at matching phonemes and sounds. Because they may have already developed an efficient word decoding process. However, such instruction is useful for young or adult learners who are at an early stage in the development of English language literacy, or for learners with no previous experience with the alphabet.

Many reading teachers know that students who are new to and write spellings other than English will have a hard time learning English spelling. However, many teachers underestimate these issues, and awareness of these issues is sometimes clouded by other aspects of the language, such as writing. Learning a new spelling is not just learning a new set of characters. Rather, it is the study of new ways of understanding visual information and how it relates to phonological information. The main task of an L1Uzbek English learner is to understand the principles of the alphabet. That is, individual letters correspond to sounds, not meanings. Uzbek learners in L1 can learn new words using more visual strategies at first. Perhaps you can completely memorize a new word based on its general form or first and last letters without processing the components within the word. This strategy can be successful initially if the learner only needs to learn a small number of more visually distinguishable words. However, this strategy is not sustainable because learners encounter more visually similar words. Classes for students with morphological backgrounds may include phonetics or acceleration exercises that require them to distinguish between visually similar words (eg, "beetle" and "dug" or "quiet" and "quiet"). Learning phonetics can help students become more familiar with English spelling. Phonics instruction could focus on individual grapheme–phoneme

correspondences, or it could focus on letter clusters, as described above. Instruction could then include reading texts that make use of the sounds that the learners had learned. Some useful resources for classroom activities targeting phonics can be found in Blevins (1997,). The numbers of other scientists also provide a variety of practical resources that may be useful for teachers of English learners of various L1 backgrounds (1.224p).

5. Conclusion and future directions

In addition to the above suggestions, teachers can also become familiar with their students' literacy backgrounds. A teacher could find out what other language(s) their students speak, and the extent to which the students have literacy experience in those languages. Of course, a teacher may not be able to develop in-depth knowledge about every first language that is spoken in their classroom, but knowing whether or not students have literacy in those languages, and, if they do, the writing systems and orthographic depth of those languages can be useful information for understanding the difficulties that a student might encounter.

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