
Spelling Pronunciation in Nigerian Variety of English

*Ngor, C.I.

Department of English and Communication Arts, Ignatius Ajuru University of Education
Rumuolumeni, Port Harcourt, Nigeria.

*Corresponding author email: cornelius.ngor@iaue.edu.ng

Abstract

This research examines the spelling pronunciation of Nigerian version of English. A stratified random sampling technique was used to select twenty (20) participants who fall into the sophisticated variety III of Udofot's classification of Nigerian Speakers of English. The theoretical framework for this research is Error Analysis. A questionnaire with prepared single words of monosyllabic, disyllabic and multisyllabic was given to the participants to read, while their pronunciations were recorded for proper analysis. The audio recorded words were listened to and transcribed appropriately using the Daniel Jones' English pronouncing dictionary as a yardstick. Perceptual method of data analysis was used to analyse the data collected from the participants. The analysis revealed that the participants pronounced English words using orthography instead of the phonemic sounds. It was discovered that silent graphemes such as /b/ in "bomb" /bɒm/, /l/ in "calf" /kɑ:f/, /w/ in "sword" /sɔ:d/ were made audible during pronunciations. Also, word like "Peugeot" /pɜ:ʒəʊ/ was realized as /pɜ:ʒəʊt/. The analysis shows insertion and deletion of phonemic sounds.

Keywords: Pronunciation, Spelling, Nigerian English, Phonemic Sound, Orthography

Introduction

Over the years, linguists have made attempt to describe the core nature of Nigerian variety of English (Nkereke, 2011; Josiah & Ekpeyong, 2020; Ngor, 2024b). These studies were anchored on the influence of Nigerian indigenous languages on English and it was ascertained that very many speakers of English in Nigeria pronounced English word using the orthography, leaving behind the phonemic sounds that made up the word. English words are made up of string of graphemes with underline phonetic sounds as the bed-rock of pronunciation. Nneka (2008) opines that every letter of the English alphabet is a phonetic symbol representing only one sound, while each sound has its own appropriate symbol. Fidelis (2020) defines spelling pronunciation as the pronunciation of a word that is influenced by its spelling. Spelling pronunciation is the creation of new spelling form on the basis of pronunciation. In English, spelling shows improper reflection of pronunciation, this is because there are inadequate phonetic symbols to represent all the sounds. For instance, the educated speakers of English in Nigeria substitute the available sound in their mother tongue repertoire in place of the English sound while using English. According to Felista (2016), words in Igbo language are spelt according to sound, but the reverse is the case in English as pronunciation and spelling are not always related. In a second language situation like Nigeria, English spelling system poses a very serious challenge to speaking, writing, reading, teaching and learning. Studies have shown how different pronunciations and spellings wrongly influence each other as Nigerians pronounced some English words as spelt and spell them as pronounced. Awonusi (2009) and Soneye (2008) explain that this phenomenon leads to misspelling and mispronunciation, and Okunsebor (2012) suggests that the English spelling system should closely reflect the pronunciation of words. Spelling pronunciation is a phenomenon that exist both in the pronunciation of native and non-native speakers of English. This act is important especially to learners of English as it enable learners to identify and recognized the base of a word. Wells (2003) notes that spelling pronunciation is the pronunciation of a word derived from or that is influenced by its spelling. Well (2003) cites example using the word "tortoise", saying that traditionally, the word is articulated with a second syllable- /tɔ:s/, but a new pronunciation with [tɔis] or [tɔiz] has emerged from the influence of the spelling. Earlier on, it was observed that there are many words in English that have undergone the process of spelling pronunciation which are currently in competition with the traditional form. He establishes that as new words develop, so the spelling pronunciation differs according to the linguistic environment. Kachru (1992) was of the opinion that spelling pronunciation has not been given adequate attention among learners of English hence; it is not learnt and studied as a school subject or as part of phonology in schools. Kachru (1992) argues strongly that it is necessary for learners of English to jettison the idea of close

approximation of English varieties especially the Received Pronunciation (RP). He says non-native varieties cannot take exact resemblance of the RP variety. In support of Kachru's idea, Dalton (2002) posits that pronunciation has suffered set-back in classrooms of both foreign and learners of English as a second language all over the world. Nwokwu (2020) confirms that many teachers in the United States of America find it difficult to teach their students pronunciation. According to them, it is of no use as the students would always have difficulties pronouncing and differentiating meaning of the words "ship" and "sheep". Furthermore, Okunsebor (2012) highlights some causes of spelling pronunciations as (i) the relationship between spelling and pronunciation is arbitrary. (ii) certain spelling pronunciations occur because the speaker follows spellings too closely. (iii) lack of consistency in the sound value of RP. (iv) spelling pronunciations are made under the false assumption that there are virtually no rules transforming underlying representations into surface phones. The sources state the types of spelling pronunciations:

(i) Orthographic Spelling Pronunciations

The English grapheme "o" is pronounced as /əʊ/ in "so", "gross", as /ə/ in "police", "oblige", as /ʌ/ in "son", "love", as /ɒ/ in "clock", "boss", as /ɔ:/ in "glory", "story", as /ʊ:/ in "do", "womb", as /ɪ/ in "women", and /ʊ/ as in "woman" and "wolf" respectively.

(ii) The Syncopated Consonants

The English grapheme "b" is completely silent in words like: "plumb", "limb", "thumb", "climb", "bomb", "limb". Also, the pronunciation of the grapheme "t" in the English words, for instance, "castle", "epistle", "wrestle", "whistle", "apostle" and many others.

(iii) Homophone Pronunciations

There are words in English with the same vowel quality but are spelt differently. For instance, "ewe/you" - /jʊ:/, "key/quay" - /ki:/, "soar/sore" - /sɔ:/, "sweet/suit" - /swi:t/, "flour/flower" - /flaʊə/, "base/bass" - /beɪs/.

Nigerian English variety is considered from the view points of the influence of the various first languages of the speakers as such are manifested in the English speech of the speakers. Studies have shown that there are significant core identifiable features that unite the sub-varieties and also link the overall Nigerian subset with the native English. For instance, the sophisticated variety is very close to the native English in terms of quantity and quality of vowel realisation with only occasional differences from the British English, and Eka (2005) notes that this happens particularly when speech is at normal conversational speed. Linguists have made countless efforts to identify and describe unique areas that characterised the version of Nigerian English (see Nkereke, 2011; Josiah & Ngor, 2022; Kinye & Ngor, 2024a). These efforts were as a result of the fact that Nigeria is a multilingual society as such, languages in contact breed new language carrying into one another elements of each of the languages. Udofot (2007) posits that Nigerian speakers of English have peculiar manner of pronouncing words which is Nigerian in nature. Scholars like Mercy and Bunmi (2019) examined different patterns of English pronunciation by the Educated Nigerian speakers of English, and they discovered that the segmental feature of first language influences pronunciation of English words either by insertion, deletion or substitution. On the other hand, (Ekundayo, 2014; Akamo, 2020) investigate variation in the spelling system of English, and the pattern of English pronunciation in Nigeria. But no specific attention has been given to spelling pronunciation. There is paucity of scholarly works on spelling pronunciation in Nigerian English; this area remains a major challenge to speakers of English in Nigeria. The assumption of this study is that speakers of Nigerian variety of English may have been pronouncing English words using orthography, therefore, realising English words according to spelling. So, this study is set to examine the spelling pronunciation of Nigerian English.

Literature Review

Spelling in Nigerian English

There are many varieties of the educated spoken English in Nigeria, but the written English is the phenomenon that is static in the Nigerian space. It is static in the sense that, the Educated speakers of English in Nigeria strive to maintain either the British or the American version of English spellings. Complaints about English irregular spelling triggered Ekundayo (2014) into investigating the English spelling system against the backdrop of Educated Nigerian English and the concept of nativisation. The study stresses on the need for reform or nativised spelling in Nigerian English. Ekundayo (2014) establishes that study on the educated Nigerians shows that the English spelling system is confusing and that at some points Nigerians misspelled words, therefore, they support the reform or nativisation of English spelling. Based on the findings, the study presents and illustrates a proposed reformed spelling by deleting redundant letters, unnecessary clusters of letters, dropping useless silent letters, regularizing digraph, and spelling compound words in one form only. Ekundayo (2014) concludes that these changes will enhance spelling skills, teaching, reading, and writing in English as a Second Language. Ekundayo (2014) focuses on the difficulties encountered by the educated speakers of English in Nigeria.

Inconsistencies in English Spelling

Inconsistence spelling of English words has posed difficulties of pronunciation to learners of English as a second language therefore, questioning the relationship that exists between spelling and pronunciation of English words (Roach, 2009; Yule, 2010; Crystal, 2012). Second language learners in most cases find it very difficult to pronounce some English words correctly, as one sound occurring in a particular environment may be pronounced differently in another. Ryan (2017) investigates the formation of English spelling system. Ryan (2017) opines that there are five basic principles of English spelling system. Every English word is spelt differently using one or two of the principles as a yardstick for such spellings. One of these principles is the phonographic matching principle which in effect means that the spelling of a word must match the known phonological form, while changes may be made where necessary, if possible, by amending the spelling-to-sound correspondence. The principles provide methods for studying a wide range of English spellings and the application of their various phonological forms. Holmes and Malone (2004) examine the spelling skills of second language learners with good reading and poor spelling skills. The research focuses on using morphological knowledge of words that have specific method of spelling rather than the general principle and the normal usual pattern of grapheme-phoneme connections. The study concludes that there are strategies for spelling pronunciation that are useful for both skilled and unskilled English language learners. Nneka (2008) examines the spelling and phonetic inconsistencies in English, and problems faced by learners of English as a second language. The research studies the historical reasons for the problems, area of inconsistencies, and some suggestions to ease the problem of spelling and pronunciation for second and foreign language learners were also suggested. Nneka (2008) groups some of the problems in sound and spelling of English under the following headings: the same letter does not always represent the same sound, the same sound is not always represented by the same letter, some letters are not pronounced at all, we pronounce sounds in some places where there is no letter, and there are variants of the plural and past tense respectively. The study also explicate that in English, one letter of the alphabet can represent many sounds, for instance: Letter “K” is found in words that have [C] like – “cup”, “cat”, “cotton”, while [C] is pronounced as /S/ in “cellar”, “receive”, “accent”. The grapheme [g] is realized in words like “guess”, “got”, “age” and “large”. The letter [S] is seen in “sing”, “socks”, “bosom”, “cousin” respectively. Nneka (2008) provided solution to spelling pronunciation problems. It is the duty of the language teachers to teach the language. A language is what the native speaker say not what some people think they ought to say (Eka, 2013; Festus &Victoria, 2019). If the language is not correct, then what is said is not what is meant. Your triumph in the learning of English to say is always the triumph of education. Pronunciation lessons should be taught from the early stage of education. The failure to represent pronunciation accurately and consistently is, to a large extent, responsible for perennial spelling difficulties among learners of English as a target language. The study concludes that it is the duty of the language teacher to teach a language inline with the native speaker’s ideology, and not what the learner says. It was suggested that a pronunciation lessons should be taught from the early stage of education. Onukak and Angioha (2019) opine that one of the challenges facing English studies in a multi-cultural setting like Nigeria is the problem of spelling and phonetic inconsistencies. The source explained that the phonemic realisations of the digraphs [ch], [ph] and [x] is a challenge to educated Nigerian English speaker, this is as a result of the inconsistencies of the spelling and phonetic structure of English language. A language learner who pronounces words correctly has masters the pronunciation rules that guide the language. Since English is a rule-governed language, most Nigerian learners of English find it difficult to apply the English pronunciation rule correctly therefore, creating inconsistencies in their pronunciations of words. According to Onukak and Angioha (2019), it was discovered that the inconsistencies in English pronunciation by Nigerians are as a result of lack of adequate English pronunciation rules. Amakaeze (2010) focuses on the inconsistencies that exist in English spelling system. The relationship between spelling and pronunciation of words in English to a great extent contributes to the difficulties encountered by the learner. Amakaeze (2010) acknowledges that learners of English in Nigeria find it difficult to pronounce English sounds not found in their mother tongue therefore, creating problem of substitution during pronunciation which leads to incorrect spelling of words. According to Amakaeze (2010) sounds like /θ/, /ð/, /tʃ/, /dʒ/ poses a lot of problem for the learner.

Spelling Pronunciation in English

Spelling is the systematic way of forming words correctly using letters of the alphabet of a language while, pronunciation is the manner with which words of a languages are pronounced (Festus and Victoria, 2019). Spelling is the act and technical process of forming words using letters in accordance to acceptable usage of spelling as agreed and formed by language experts. Bridget and Innocentia (2020) investigate the relationship between spelling and pronunciation of selected English words. They note that English is a global language as such it is important to learn how to spell and pronounce English words correctly. According to Bridget and Innocentia (2020), the irregular nature of the English spelling system is creating problems for the learners of the language especially, during pronunciation since there is no perfect guide on the best manner with which English

could be learnt. The work examined the relationship between the Spelling and Pronunciation of selected English words especially where there are compromises in the representation of both morphological and phonological information including the integration of etymological spelling. It was observed that there is no perfect relationship between the Spelling and Pronunciation of the selected English words. Bridget and Innocentia (2020) recommend that Phonographic Matching principle (PhM), be applied in the relationship between Spelling and Pronunciation; the spelling of a word should represent its phonological form. Festus and Victoria (2019) examine the linguistic features of spelling and pronunciation of Nigerian tertiary aspirants' face book group posts. The features of the spelling and the pronunciation are analysed based on phonetic spellings, colloquial spellings, prosodic spellings, and homophone spellings. The findings revealed that the spirants used different styles of spellings and pronunciation not found in their first acquired language or English language. It was also discovered that the nonstandard spelling and pronunciation are as a result of mother tongue interference.

Theoretical Framework

Error analysis is a branch of applied linguistics that concerns itself with the study, compilation and analysis of error made by the second language learner. Error analyses deals with the classification of error according to types such as omission, addition, substitution or related word order (Mbah, 2016). This study adopts Error Analysis as its theoretical framework. The earliest proponents of error analysis were Corder and Colleagues in 1967. Felista (2016) establishes that error analysis concerns second language acquisition which is identified through the learner's spoken language, written work and manner of reading. It describes, explains and evaluates the error collected from the target language. According to Corder (1974), there are different steps of error analysis, they are: collection of samples from the learner's language, identifying the errors, describing the errors, explaining the errors, evaluating and correcting the errors. In discussing the types of errors, Ike (2007) opines that in error of addition, language learners introduce consonants or vowels that are not supposed to be part of the structure. This simply means that when a sound segment is added or inserted to where it was not supposed to be, it is an error. This aspect of error analysis is related to the present study, especially as this study is geared towards examining how spelling affects pronunciation of English words. This study focuses on Corder's (1974) error of addition which states that language learner introduces and substitutes consonants or vowels that are not supposed to be part of the structure into it. The learner sometimes deletes sounds from the structure while using the target language. Error analysis is suitable for this study

Methodology

Data for this research was drawn using a questionnaire administered to 20 participants selected from Port Harcourt and Uyo cities in Nigeria. The stratified random sampling technique was used to select participants for this study. The participants fall under Udofot's (2004) sophisticated variety III of Nigerian Speakers of English classification. The selected participants were graduates of English language, Linguistics and Communication Arts. Their level of education ranges from Bachelor of Arts to Doctor of Philosophy (PhD). These set of English speakers in Nigeria speak the Educated Standard of Nigerian English, which is closer to the British English Udofot (2004). The reason for selection is that speakers of the sophisticated variety have the ability to make all phonemic distinction, fluent speech, few extra prominent syllables and flexible use of intonation in mother tongue areas (Maduako, 2014).

A questionnaire with already arranged monosyllabic, disyllabic and polysyllabic words was given to the participants to read, and their pronunciations were recorded using an audio recording device. The audio recording process was not done in a language studio, so some of the recordings were noisy, and adobe editing software was used to edit the noisy audios. For data analysis, the researcher adopts the perceptual method of data analysis. He played back and listened to the audio recorded words pronounced by the participants and transcribed the words using Daniel Jones' English pronouncing dictionary as a reference point for transcription.

Data Presentation and Analysis

This section presents monosyllabic, disyllabic and multisyllabic words used for this research as arranged on each of the tables below. Data presented were transcribed and compared to Daniel Jones' transcriptions. Data analysis for this research is solely based on perceptual method of data analysis. The column on the tables shows the gloss, RP, renditions of the participants and the spelling pronunciation effects of the participants.

Table 1: Spelling Pronunciation of Monosyllabic Words

Gloss	RP	Participants' Renditions	Spelling Pronunciation effects
yacht	/jɒt/	/jæʃt/	/tʃ/ in place of /t/
go	/gəʊ/	/gɔ/	/o/ in place of /əʊ/
wolf	/wɒlf/	/wɒlf/	insertion of /o/
debt	/det/	/debt/	insertion of /b/
climb	/klaɪm/	/klaɪmb/	insertion of /b/
bomb	/bɒm/	/bɒmb/	insertion of /b/
half	/ha:f/	/ha:lf/	insertion of /l/
calf	/ka:f/	/ka:lf/	insertion of /l/
sword	/sɔ:d/	/swɔ:d/	insertion of /w/
quay	/ki:/	/kwe/	insertion of /we/
ewe	/ju:/	/ewe/	/ewe/ in place of /ju:/
gauge	/geɪdʒ/	/gɔ:dʒ/	/ɔ:/ in place of /ei/
isle	/aɪl/	/aɪsil/	insertion of /s/
roar	/rɔ:/	/roa:/	/ua: in place of /ɔ:/

On Table 1, the participants rendered the word “yacht” /jɒt/ as /jæʃt/, substituting /b/ for /æ/. The voiceless affricate /tʃ/ is represented by the grapheme [ch] but, in pronouncing the word “yacht”, the affricate is silent but, the participants made it audible in their pronunciation. The orthography [o] was used in place of the diphthong /əʊ/ in the word “go” /gəʊ/ as rendered by the participants. Furthermore, the word “wolf” was realised as /wɒlf/, inserting the grapheme /o/ in place of /ɒ/. Also, the voiced plosive /b/ was made audible in pronouncing words like “debt”, “climb” and “bomb” whereas, the plosive is silent in the correct pronunciation of the words. The approximants /l/ was inserted during the pronunciation of the words “calf” and “half” respectively. In the correct pronunciation of the word “calf”, the approximant /l/ is silent. The same was noticed in realising words such as “sword” and “quay”. The letter [w] was inserted in the pronunciation of the word “sword”. In the same manner, the words “ewe” /ju:/, “gauge” /geɪdʒ/, “isle” /aɪl/, and “roar” /rɔ:/, were realised as /ewe/, /gɔ:dʒ/, /aɪsil/ and /roa:/ respectively.

Table 2: Spelling Pronunciation of Disyllabic Words

Gloss	RP	Participants' Renditions	Spelling Pronunciation effects
glory	/glɔ:ri/	/glori/	/o/ in place of /ɔ:/
story	/stɔ:ri/	/stori/	/o/ in place of /ɔ:/
quorum	/kwɔ:rəm/	/kworum/	/o/, /u/ for /ɔ:/, /ə/
ghetto	/getəʊ/	/geto/	/o/ in place of /əʊ/
hiccough	/hɪkʌp/	/hɪkɒf/	/f/ in place of /p/
plumber	/plʌmə/	/plʌmbæ/	insertion of /b/
liquor	/likə/	/likwɔ:/	insertion of /wɔ:/
ballet	/bæleɪ/	/balet/	insertion of /t/
rapport	/ræpɔ:t/	/ræpɔ:t/	insertion of /t/
peugeot	/pɜ:ʒəʊ/	/pɜ:ʒəʊt/	insertion of /t/
journey	/dʒɜ:ni/	/dʒɜ:ni/	/ɔ:/ in place of /ɜ:/
leopard	/lepəd/	/leopa:d/	[eo] and /a:/ in place of /e/, /ə/
shepard	/ʃepəd/	/ʃefad/	/fa/ in place of /pə/
Charade	/ʃərə:d/	/tʃara:d/	/tʃa/ in place of /ʃə/
whistle	/wɪsəl/	/wɪstel/	insertion of /t/

Table 2 displays spelling pronunciation of disyllabic words used for this research. The analysis revealed that the participants substitute the grapheme [o] for the sound /ɔ:/ in the pronunciation of the words “glory” and “story”. The orthography [o] and the phonemic segment /u/ were used in place of the vowels /ɔ:/ and /ə/ while realising the word “quorum”. The same grapheme [o] was heard in the pronunciation of “ghetto” while, the diphthong

/əʊ/ was dropped. The word “hiccough” was pronounced as /hɪkɒf/ in place of the Receive Pronunciation (RP) /hɪkʌp/. The participants also realised the words “plumber” /plʌmə/ as /plʌmbæ/, and “liquor” /likə/ as /likwɔ:/ respectively. Again, the silent alveolar plosive /t/ was made audible in the pronunciation of the gloss “ballet”, “rapport” and “Peugeot” while the plosive sound /t/ is silent in the correct pronunciations. Also, the sound /ɔ:/ was used in place of /ɜ:/ in the pronunciation of the word “journey”, while the grapheme [eo] and the phoneme /a:/ were used in place of /e/ and /ə/ in pronouncing the word “leopard”. The item “charade” was realised as /ʃara:d/, using the affricate /tʃ/ in place of the fricative /ʃ/. Again, the participants inserted the voiceless plosive /t/ while realising the word “whistle”.

Table 3: Spelling Pronunciation of Multisyllabic Words

Gloss	RP	Participants' Renditions	Spelling Pronunciation effects
restaurant	/restərɒnt/	/restɔrɒnt/	insertion of /ɒ/
rendezvous	/rɒndɪvu:/	/rɒndɪvəs/	insertion of /əs/
Wednesday	/wenzdi/	/wenezdi/	insertion of /e/
marijuana	/mæriwɑ:nə/	/mæriʒwɑ:nə/	insertion of /ʒʊ/
denouement	/deɪnu:məŋ/	/deɪnu:ment/	insertion of /nt/
Saturday	/sætədi/	/sætɔde/	insertion of /ʊ/ and /e/
subpoena	/səpi:nə	/səbpoenə/	insertion of /o/
geoffery	/dʒefri/	/dʒɔ:fri/	/ɔ:/ in place of /e/
jeopardy	/dʒepədi/	/dʒɔ:a:di/	/a:/ in place of /ə/
leonard	/lenəd/	/Leona:d/	[eo] and /a:/ in place of /e/, /ə/
women	/wɪmɪn/	/wumen/	/u/ and /e/ in place of /ɪ/
library	/laɪbrɪ/	/laɪbra:ri/	insertion of /a:/
police	/pli:s/	/polis/	insertion of [o]
britain	/brɪtn/	/britten/	insertion of /e/

The spelling pronunciation on table 3 displays epenthesis of the sound segments /ɒ/ and /a/ in the production of the item “restaurant”. As usual, the grapheme [au] is represented by the phoneme /ɔ:/ as in “authority”, “automatic” and many more so, the participants replicate same on the item. The word “rendezvous” /rɒndɪvu/ was realised as /rɒndɪvəs/ by the participants. The assumption is that English words that end with [ous] are mostly realised as such. The phoneme /e/ was inserted while pronouncing the word “wenesday” while, the fricative /ʒ/ in addition to the back vowel /ʊ/ were inserted to realized the word “marijuana” /mæriʒwɑ:nə/ in place of the RP /mæriwɑ:nə/. Also, the consonant cluster [nt] was inserted at the position of the word “denouement”. The orthography [o] was substituted for the sound segment /i/ in the pronunciation of the word “subpoena”. The participant produced the words “police” /pli:s/ and “Britain” /brɪtn/ as /polis/ and /britten/ respectively.

Conclusion

It is the intention of this study to ascertain the quality of English pronunciation of the Educated Speakers of English in Nigeria. Data analysis proved that the participants (Educated Speakers of English in Nigeria) pronounced English words using the spellings of the words in place of the phonemic sound segments of English. The findings explicitly revealed that the Nigerian variety of English make do with substitution, insertion and deletion. These features of Nigerian English are as a result of the left-over from Nigerian indigenous languages and lack of proper or adequate training on the phonology of English. This entails that the version of English spoken in Nigeria accommodates phonological segment of Nigerian indigenous languages. Drawing conclusion from the findings, this study established that speakers of Nigerian variety of English make use of spelling pronunciation. For instance, the grapheme [o] was used in place of the diphthong /əʊ/ to show that diphthong is an alien to a great extent in Nigerian indigenous languages. This act makes L2 users of English in Nigeria to substitute the available sound segment in their L1 while using English. The analysis also revealed that the plosive /b/ in the final cluster on the gloss “climb” and “bomb” was made audible while in the real sense of it, the plosive /b/ is silent in the pronunciation of the words. The cluster /mb/ is permissible in Nigerian indigenous languages therefore, making it a potential sequence in the Nigerian Educated Spoken English. Also, the investigation shows that the gloss “hiccough” was realized as /hɪkɒf/. The reason is very simple, the word “cough” is pronounced as /kɒf/, since the letters of the alphabets on the second syllable of the gloss “hiccough” are the same, and it prompted the pronunciation /hɪkɒf/ in place of /hɪkʌp/. The English graphemes [ar] is mostly represented with the phoneme /a:/ (Eka, 1996; Eka & Udofot, 2015). This knowledge made the participants to

assume that every [ar] represents the sound /a:/. The same follow suit as the grapheme [ch] is mostly realised in words as /tʃ/ as in “chair” and /k/ as in “character”. The plosive /t/ is silent in the production of the word “whistle” but, most speakers of English as a second language in Nigeria tend to insert /t/ in course of pronunciation. This corroborates (Ngor, 2024d). Finally, based on the findings, this study establishes that one of the many characteristics of Nigerian English is spelling pronunciation. It suggests that more research of this nature should be carried out to further ascertain spelling pronunciation in Nigerian English.

Suggestions

From the findings, the study suggests the following for further studies:

- (a) Language teachers should develop necessary measures for practical methods of training and re training second language learners in Nigeria.
- (b) Electronic software on pronunciation should be made available for English learners.
- (c) More researches on spelling pronunciation should be carried out focusing majorly on regional variation in Nigeria.
- (d) Online teaching materials on English phonotactics should be made available at all levels of education for L2 English learners in Nigeria.

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