THE PLACE OF PRONUNCIATION SPELLING IN TEACHER TRAINING

Research Article

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Abstract

A pronunciation spelling (henceforth, PS) is supposed to represent a pronunciation more closely than a traditional spelling. The converse of *spelling pronunciation* is *pronunciation spelling*: the creation of a new spelling form on the basis of pronunciation. It indicates a pronunciation of a word that is influenced by its spelling and does not follow standard usage. In pronunciation spelling, there is the spelling of words intended to match a certain pronunciation more closely than the traditional spelling. They are frequently used in speech in colloquial English. It is also accepted as contraction, but this is not true because PS goes beyond contractions and has more complicated structures. In this research, the problem-causing influence of pronunciation spelling on 30 MA students in a foundation university was being investigated. It was discovered that after a three-hour intense teaching period the perception of the participants' pronunciation spelling on words, phrases, clauses, and sentences developed from 65 % to 76 %.

Keywords: spelling pronunciation, pronunciation spelling, eye dialect, phonetic spelling**,**

1. Introduction

The term pronunciation spelling, which is also called *relaxed pronunciation*, is refers to a phonetic respelling of a word that does not have a standard spelling. Taking the pronunciation of a word from its spelling should not be confused with spelling a word how it is pronounced. "Pronunciation spelling is a case of relaxed pronunciation in which syllables of certain commonly used words, word groups, clauses, or even sentences are slurred together to create a reduction in the structure of words" (Demirezen, 2019, p. 277). Then, if a word is pronounced according to its spelling, it is called pronunciation spelling, and as it is a reverse collocation, it is easily confused with spelling pronunciation or *phonetic spelling*. Pronunciation spelling is used usually when writing in dialect or when trying to capture an accent. It is a linguistic phenomenon that develops a spelling change in words by involving the contracted forms created by the combination of a couple of words.

According to Wells (2016: 96) pronunciation spelling is "a new spelling is applied, reflecting the pronunciation better than the traditional spelling does. Popularly this is sometimes called phonetic spelling. An example would be the proper name **Leicester ˈlestə, ˈlestɚ** respelt as Lester. Another is **though,** respelled as **tho**. My colleague Jack Windsor Lewis uses nonce respellings such as **he'rd** for **heard** and **dou't** for **doubt**. Spelling reform projects typically involve systematic application of the principle of writing as we speak."

1.1. Phonological and Morphological Structure of Pronunciation Spelling

PS has much more complex phonological happenings in which morphophonemic changes also take place. The following examples are also called blended phrases, many of which have taken place in Demirezen (2019, p. 276-294):

1. First of all, PS is a shortening of couple words into each other by being written solidly via gemination.

Pronunciation spelling	literally
ougtta	ought to
gotta	got to
kinda	kind of (http://www.viviancook.uk/SpellingNovel/EyeDialect.htm)
usta	used to
sko	Let's go

Example statements:

I'm **kinda** tired.	I'm kind of tired.
I **usta** be good at backgammon.	I used to be good at backgammon
He's **gotta** be kidding.	He's got to be kidding.
You've **gotta** admit he plays really well.	You've got to admit he plays really well.
Sko to the beach.	Let's go to the beach.
I **shoulda** gone with you to the movies.	I **should have** gone with you to the movies.

2. Spelling pronunciation embodies **consonantal assimilation (Demirezen….)**. In the following examples, the /n/ phoneme assimilates the subsequent /t/ via progressive assimilation and converts it into itself as [n], which is spelled with the letter *n*.

Consonantal assimilation comes into being through **gemination:**

inna	in a /in the
gonna	going to
summa	some of
wanna	want to
wannabe	would be

   The term "**wannabe**" is derived originally from the North American English, but is now used extensively in British English. A "**wannabe**" (literally a **want-to-be; would be**) is someone who is trying to copy a successful person. Usually the person they are trying to copy is somebody who is very famous, or a celebrity. In the word **wannabe** there is also a sense of disapproval (a sense of 'would-be').

Example sentences:

I'm **gonna** catch you.	I'm going to catch you.
I **wanna** go home.	I want to go home.
I'm **gonna** be great lawyer.	I'm going to be a great lawyer.
Look **inna** shop for it.	Look in a /in the shop for it.
Can I have **summa** that?	Can I have some of that?

Devoicing:	Original form
hasta /hæztə/ → /hæstə/	has to
usta /ˈjuːztə/ → /ˈjuːstə/	used to
hadda /hædtə/ → /hæddə/	had to
hafta /hævtə/ → /hæftə/	have to

Vowel drop and assimilation:

outta /aʊt əv/ → /aʊttə/   out of

3. Pronunciation spelling is a specific case of **blending** of a couple of syllables in words in which the syllables melt into each other:

Pronunciation spelling	Literally
maya	may have
betcha	bet you
gotcha	've got you
sposta	supposed to
dunno	do not know
howdy	how do you do?
whodunit	who done it?
whadayawant?	what do you want
whatchamacallit	what you may call it (https://www.thefreedictionary.com/
whatcwhaddaya	"what do you, what are you" (Weinstein,1982).
whacha	"what do you, what are you, what you" (Weinstein,1985: 81-85).
Algo	I'll go if you go.
ayatta	I ought to show him some legal documents.

According to Weinstein (1985: 81-85), **"***whacha***"** (what do you, what are you, what you) is more informal than *"whaddaya,"* a related form of *'whadda,'* is used when "What do" is followed by either "we" or "they."

Example statements:	Literally
Betcha I can run faster than you.	Betcha I can run faster than you.
whatchamacallit	I've broken the what I might call it on my bag.

Haplology

Haplology is the dropping of similar sounds or syllables in words:

Sposta	s**uppo**sed to
prolly/probly	pr**obab**ly

You're **sposta** be there early.	You're **supposed to** be there early

Syncope

Syncope is the blending of words together

c'mere	come here
s'm lunch	some lunch
d'jeat	did you eat
g'bye / g'by	good bye
g'day	good day
how'ya / howaya	how are you
let'er	let'er
o'icy	Oh, I see
s'mlunch	some lunch

Clipping

Clipping indicates the cut of some syllables in words:

'cus	because
'bout	about
c'mon	come on
can't	cannot
didn't	did not
'net	internet
'post	supposed to
'scuse	excuse
'snot	It's not
'snotin'	it's nothing.
'chotter	each other
temp	temprature

I dropped it **'cus** it was hot.	I dropped it **because** it was hot.
It's **'bout** 4 o'clock.	It's **about** 4 o'clock.
I **can't** let you do that.	I **cannot** let you do that.
C'mon over here!	**Come on** over here!
I **didn't** hurt her.	I **did not** hurt her.
There's no cheap **'net** in Turkey.	There's no cheap **internet** in Turkey.
What is she **'posed** to do?	What is she **supposed** to do?
'scuse me, what did you say?	**Excuse** me, what did you say?
'snot too bad.	**It is not** too bad.
'snotin'	**it's nothing.**
'chotter	You all should help **each other** out.
temp	What's the **temperature** like?

1.2. Respelling

Pronunciation spellings may be used informally to indicate the pronunciation of foreign words or those whose spelling is irregular or not sufficient to deduce the pronunciation. Because it is used to indicate the pronunciation of borrowed words, it is called **respelling**. As an example, **diarrhoea** is pronounced as **DYE-uh-REE-a**. Similarly, **whodunnit** is pronounced **as HOO-dŭn′ĬT, or gonorrhea** is articulated **as** GŎN′ə-RĒ′ə. Pronunciation respelling systems for English have been developed primarily for use in dictionaries as a notation used to convey the pronunciation of words. It must be noted that English does not have a phonemic orthography in which it is not possible to predict with certainty the sound of a written English word from its spelling or vice versa.

1.3. Literary dialect

Pronunciation spellings are frequently used in narratives to represent nonstandard dialects or idiolects, often to create an impression of backwardness or illiteracy. This is called **literary dialect**, or often called **eye dialect**, though originally the latter term was applied only where the resulting pronunciation is the same as the standard one, e.g. *"Pleese, mistur,"* said the beggar. In Turkish, *"Doktur bey geldi* (Mr. Doctor arrived) is an example for this case. Similarly, *nöruyon* (Ne yapıyorsun, "what are you doing?"), Süt sağcaz (Süt sağacağız, "we will milk the cow," *İstanbula gitcez*, "We will go to Istanbul") in Central Anatolian Dialect of Turkish; *napan* (ne yapıyorsun "what are you doing?") and *iyi miŋ* (İyi misin?, "Are you well.") in the Mediterranean Turkish Dialect. are all are samples of pronunciation spelling.

1.4. Humorous effect

Pronunciation spellings may come up as deliberate misspellings to be used for humorous effect; "a craze for this in the United States in the 1830s included "Oll Korrect", later reduced to OK" (Bowdre, 1971; Fine, 1983; Preston, 1985).

The humorous effect pronunciation spelling can be encountered not in written forms but also in speech. For example, Wells (2016: 97) states, "We Brits may laugh at Americans who use spelling pronunciations (with -**hæm)** of names such as Notting**ham** and Cunning**ham**; but Americans have a corresponding right to laugh at us if we use a spelling pronunciation for Poughkeepsie." By the way, the word Poughkeepsie is a Dutch word which stands for "A city of southeast New York on the Hudson River north of New York City, settled by the Dutch in 1687." (https://www.thefreedictionary.com/Poughkeepsie). **Poughkeepsi** is the county seat of Dutchess County and is pronounced as **[pəkɪpsi]** by Americans and as **[poːə kɪpsi]** by the British people. Spelling pronunciation is acceptable only as a colloquial speech; therefore, it should not be used in job interviews.

In the light of the explanations given up until now, the recognition problems created by 40 words that carry pronunciation spelling is analyzed by means of the following questions:
1. What is the total success percentage of the participants?
2. What is the success of the questions from 1 to 10 (two components)?
3. What is the success of the questions from 11 to 20(three components)?
4. What is the success of the questions from 21 to 30 (four components)?
5. What is the success of the questions from 31 to 40 (five components and more)?
6. Do the participants need a treatment?

2. Methodology

The aim of this research is to explore the perceptibility of pronunciation spelling in English by MA students at one of the foundation universities in Ankara..

2.1. Setting and participants

The present study examined the perception of English long vowels and diphthongs by 30 Turkish English instructors. 30 MA instructors who enrolled to a MA course called ELT 507 Educational phonology and intonation analysis of English took place as participants at a foundation university in Ankara in 2018. Of the 30 Turkish English instructors, 25 of them were females while 5 of them were males. Their age range changed from 24 to 36. This research was conducted in the course of the teaching period of the aforementioned course.

2.1.1. Measures

The data for this study were collected using a multiple choice test with five alternatives. The goal of this research was to explore perceptions of the participants on pronunciation spelling in English language. A questionnaire of 40 questions with five alternatives was prepared by the researchers, and a committee of three NAE speaking experts examined the test items and made the required modifications. After getting a unanimous consent of the committee, a pre-test of 40 items was administered to the participants as a pre-test. While the participants worked on the questions to answer, no auditory input was given to them. They just saw each test item with five alternatives on the pages and answered them.

After the administration of the pre-test, the test results were submitted to 21 software package. By analyzing the pre-test results, a three-hour intense teaching and exercising process took place. About 100 further examples were studied in class and several discussions were made.

In addition, certain spelling rules were reviewed, exemplified by using many vocabulary items with their examples in sentences, and grammatical changes were demonstrated in classroom practices. All of the questions asked by the participants were analyzed, exemplified and answered in class. After waiting 15 days, the pre-test was administrated again as the post test.

2.2. Data Collection Instruments and Data Analysis

The data obtained from the pre-test and post-test were entered into the SPSS 21 software package.

3. Results & Discussion

The collected data from pre-test and post-tests were analyzed by SPSS 21. According to data analysis, the general findings in line with the research questions are presented below.

1- Is there a meaningful difference between the pre-test and post-test?

In order to find out whether there is a statistically significant difference between pre-test and post-test scores of the participants' a Paired Samples T-Test was conducted assuming that the case for this sample group requires parametric tests in use. Accordingly, there was a statistically significant difference between pre-test scores (M= 6.533, SD=.09), and post-test scores (M=7.667, SD=.02) t(29) = 5.834 , p =.000 as can be seen in the table 1 below:

Table 1: *Paired Samples T- Test*

		Paired Samples Test							
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Meanposttest - meanpretest	,11333	,10640	,01943	,07360	,15306	5,834	29	,000

As mentioned, the mean score of the post-test is **%76** and pre-tests' is **% 65**. Therefore, the percentage of ascent is **11%.**

2- What is the general overall success rate of all participants?

For the sake of understanding the participants' success rate on identification of relaxed pronunciation, pre-test and post-tests, **descriptive statistics** were used for identifying the mean score for valid cases. First of all, Table 2 shows, the mean score of pre-test is 6,533 out of 10 (SD =.09). According to that it can be said that the participants' success rate is % 65 for the pre-test. On the other hand, the mean score of post-test is 7,667 out of 10 (SD = .02). Namely, the participants' success in post-test can be regarded as % 76. As mentioned, it can be concluded that participants' post-test scores are higher than their pre-test scores. In terms of overall success rate, the mean is 7,100 out of 10 (SD = .04), namely the percentage of overall success is **% 76**.

Table 2: *Descriptive statistics for pre-test and post-test results*

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	%
meanpretest	30	,35	,78	,6533	,09371	65
Meanposttest	30	,74	,87	,7667	,02884	76
mean_overall	30	,57	,76	,7100	,04446	71
Valid N (listwise)	30					

3. *What is the success rate of questions from 1 to 10?*

Table 3. *Descriptive Statistics*

	N	Minimum	Maximum	Mean	Std. Deviation	%
pre8	30	,00	1,00	,0667	,25371	6
pre5	30	,00	1,00	,7333	,44978	73
pre10	30	,00	1,00	,8333	,37905	83
pretest1	30	,00	1,00	,8333	,37905	83
pre2	30	,00	1,00	,8667	,34575	86
pre7	30	,00	1,00	,9000	,30513	90
pre9	30	,00	1,00	,9333	,25371	93
pre3	30	,00	1,00	,9333	,25371	93
pre4	30	1,00	1,00	1,0000	,00000	100
pre6	30	1,00	1,00	1,0000	,00000	100
Valid N (listwise)	30					

The table 3 displays the pre-test scores of relaxed pronunciation. As one can understand, the higher score belongs to Item 4, 6, and the lower score belongs to Item 8.

Table 4. *Descriptive Statistics*

	N	Minimum	Maximum	Mean	Std. Deviation	%
post8	30	,00	1,00	,0333	,18257	3
post5	30	,00	1,00	,9000	,30513	90
post10	30	,00	1,00	,9333	,25371	93
post1	30	,00	1,00	,9667	,18257	96
post2	30	1,00	1,00	1,0000	,00000	100
post3	30	1,00	1,00	1,0000	,00000	100
post4	30	1,00	1,00	1,0000	,00000	100
post6	30	1,00	1,00	1,0000	,00000	100
post7	30	1,00	1,00	1,0000	,00000	100
post9	30	1,00	1,00	1,0000	,00000	100
Valid N (listwise)	30					

The table 4 displays the post-test scores of the relaxed pronunciation in ascending order. As one can understand, the higher score belongs to Item 1, 2, 3, 4, 6, 7, 9 and the lower score belongs to Item **8**. One can conclude that all the scores increased, but not item 8.

3- **What is the success rate of questions from 11 to 20**?

Table 5. *Descriptive Statistics*

	N	Minimum	Maximum	Mean	Std. Deviation	%
pre18	30	,00	,00	,0000	,00000	0
pre13	30	,00	1,00	,0333	,18257	3
pre15	30	,00	1,00	,4000	,49827	40
pre11	30	,00	1,00	,7000	,46609	70
pre16	30	,00	1,00	,7667	,43018	76
pre14	30	,00	1,00	,8333	,37905	83
pre17	30	,00	1,00	,8667	,34575	86
pre19	30	,00	1,00	,8667	,34575	86
pre20	30	,00	1,00	,8667	,34575	86
pre12	30	,00	1,00	,9333	,25371	93
Valid N (listwise)	30					

The table 5 displays the pre-test scores of the relaxed pronunciation. As one can understand, the highest score belongs to Item 12 and the lowest score belongs to Item 18.

Table 6.*Descriptive Statistics*

	N	Minimum	Maximum	Mean	Std. Deviation	%
post18	30	,00	1,00	,0333	,18257	3
post13	30	,00	1,00	,1000	,30513	10
post15	30	,00	1,00	,8333	,37905	83
post11	30	,00	1,00	,9000	,30513	90
post12	30	,00	1,00	,9333	,25371	93
post17	30	,00	1,00	,9333	,25371	93
post14	30	,00	1,00	,9667	,18257	96
post16	30	1,00	1,00	1,0000	,00000	100
post19	30	1,00	1,00	1,0000	,00000	100
post20	30	1,00	1,00	1,0000	,00000	100
Valid N (listwise)	30					

The table 6 displays the pre-test scores of the relaxed pronunciation in ascending order. As one can understand, the highest score belongs to Item 20, 19, 16 and the lowest score belongs to Item 18. One can conclude that all the scores increased.

4- **What is the success rate of questions from 21 to 30**?

Table 7. *Descriptive Statistics*

	N	Minimum	Maximum	Mean	Std. Deviation	%
pre23	30	,00	,00	,0000	,00000	0
pre25	30	,00	,00	,0000	,00000	0
pre28	30	,00	1,00	,0333	,18257	3
pre29	30	,00	1,00	,1333	,34575	13
pre24	30	,00	1,00	,4667	,50742	46
pre21	30	,00	1,00	,6667	,47946	66
pre27	30	,00	1,00	,8000	,40684	80
pre26	30	,00	1,00	,8000	,40684	80
pre30	30	,00	1,00	,9333	,25371	93
pre22	30	,00	1,00	,9667	,18257	96
Valid N (listwise)	30					

The table 7 displays the pre-test scores of the relaxed pronunciation. As one can understand, the highest score belongs to Item 22 and the lowest score belongs to Item 23.

Table 8. *Descriptive Statistics*

	N	Minimum	Maximum	Mean	Std. Deviation	%
post23	30	,00	,00	,0000	,00000	0
post25	30	,00	1,00	,0333	,18257	3
post29	30	,00	1,00	,0667	,25371	6
post28	30	,00	1,00	,1667	,37905	16
post24	30	,00	1,00	,6000	,49827	60
post22	30	,00	1,00	,9667	,18257	96
post21	30	,00	1,00	,9667	,18257	96
post27	30	,00	1,00	,9667	,18257	96
post26	30	1,00	1,00	1,0000	,00000	100
post30	30	1,00	1,00	1,0000	,00000	100
Valid N (listwise)	30					

The table 8 displays the pre-test scores of the relaxed pronunciation in ascending order. As one can understand, the highest score belongs to Item 26, 30 and the lowest score belongs to Item 23. One can conclude that all the scores increased, but not item 23.

5- **What is the success rate of questions from 31 to 40**?

Table 9. *Descriptive Statistics*

	N	Minimum	Maximum	Mean	Std. Deviation	%
pre35	30	,00	1,00	,0333	,18257	3
pre32	30	,00	1,00	,3000	,46609	30
pre31	30	,00	1,00	,6000	,49827	60
pre34	30	,00	1,00	,7333	,44978	73
pre33	30	,00	1,00	,7667	,43018	76
pre38	30	,00	1,00	,8667	,34575	86
pre40	30	,00	1,00	,8667	,34575	86
pre36	30	,00	1,00	,9000	,30513	90
pre37	30	,00	1,00	,9333	,25371	93
pre39	30	,00	1,00	,9667	,18257	96
Valid N (listwise)	30					

The table 9 displays the pre-test scores of the relaxed pronunciation. As one can understand, the highest score belongs to Item 39 and the lowest score belongs to Item 35.

Table 10. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	%
post35	30	,00	1,00	,0333	,18257	3
post32	30	,00	1,00	,6667	,47946	66
post37	30	,00	1,00	,9333	,25371	93
post31	30	,00	1,00	,9667	,18257	96
post34	30	,00	1,00	,9667	,18257	96
post33	30	1,00	1,00	1,0000	,00000	100
post36	30	1,00	1,00	1,0000	,00000	100
post38	30	1,00	1,00	1,0000	,00000	100
post39	30	1,00	1,00	1,0000	,00000	100
post40	30	1,00	1,00	1,0000	,00000	100
Valid N (listwise)	30					

The table 10 displays the pre-test scores of the relaxed pronunciation in ascending order. As one can understand, the highest score belongs to Item 40, 39, 38, 36, 33 and the lowest score belongs to Item 35. One can conclude that all the scores increased, but not item 23.

6- What is the order of the success for each test item (from highest to the lowest)?

Descriptive Statistics

Table 11. *Overall rate*

	N	Minimum	Maximum	Mean	Std. Deviation	%
post40	30	1,00	1,00	1,0000	,00000	100
post39	30	1,00	1,00	1,0000	,00000	100
post38	30	1,00	1,00	1,0000	,00000	100
post36	30	1,00	1,00	1,0000	,00000	100
post33	30	1,00	1,00	1,0000	,00000	100
post30	30	1,00	1,00	1,0000	,00000	100
post26	30	1,00	1,00	1,0000	,00000	100
post20	30	1,00	1,00	1,0000	,00000	100
post19	30	1,00	1,00	1,0000	,00000	100
post16	30	1,00	1,00	1,0000	,00000	100
post9	30	1,00	1,00	1,0000	,00000	100
post7	30	1,00	1,00	1,0000	,00000	100
post6	30	1,00	1,00	1,0000	,00000	100
post4	30	1,00	1,00	1,0000	,00000	100
post3	30	1,00	1,00	1,0000	,00000	100
post2	30	1,00	1,00	1,0000	,00000	100
post34	30	,00	1,00	,9667	,18257	96
post31	30	,00	1,00	,9667	,18257	96
post27	30	,00	1,00	,9667	,18257	96
post21	30	,00	1,00	,9667	,18257	96
post22	30	,00	1,00	,9667	,18257	96
post14	30	,00	1,00	,9667	,18257	96
post1	30	,00	1,00	,9667	,18257	96
post37	30	,00	1,00	,9333	,25371	93
post17	30	,00	1,00	,9333	,25371	93
post12	30	,00	1,00	,9333	,25371	93
post10	30	,00	1,00	,9333	,25371	93
post11	30	,00	1,00	,9000	,30513	90
post5	30	,00	1,00	,9000	,30513	90
post15	30	,00	1,00	,8333	,37905	83
post32	30	,00	1,00	,6667	,47946	66
post24	30	,00	1,00	,6000	,49827	60
post28	30	,00	1,00	,1667	,37905	16
post13	30	,00	1,00	,1000	,30513	10
post29	30	,00	1,00	,0667	,25371	6
post18	30	,00	1,00	,0333	,18257	3
post35	30	,00	1,00	,0333	,18257	3
post25	30	,00	1,00	,0333	,18257	3
post8	30	,00	1,00	,0333	,18257	3
post23	30	,00	,00	,0000	,00000	0
Valid N (listwise)	30					

The table 11 displays the overall rate of the relaxed pronunciation in descending order. As one can understand, there are so many highly rated items; however, lowest scores belong to Item 8, 13, 18, 23, 25, 28, 29 and 35.

8. Which items are the most problematic?

As it was shown in Table 11, the most problematic items are 8, 13, 18, 23, 25, 28, 29, and 35. Here are they:
8. mighta /ˈmaɪtə/
a) mighty   b) mightn't   **c) might have**   d) Almighty's   e) might not

13. **wannabe** /ˈwɑnəˌbi/
a) will be   b) won't bite   c) wanders about   **d) want to be**   e) won't be

18. theydav /ˈðeɪdəv/
a) they did have   **b) they would have**   c) the half day   d) their day off
e) they didn't have

23. **whayja'ask** /waɪʤə'æsk/
a) why ask for justice   b) just has been asked   c) why didn't you ask
d) why did you ask   e) we have just to ask

25. **whatchamacallit?** /ˈwʌtʃəməˌkɔlɪt/
a) what does it matter?   b) what is my calling?   c) what did you call it?
d) what do you say about it? **e) what you may call it?**

28. **d'wanna?** /dəjə'wɑnnə/
a) Don't you want to?   b) What do you want?   c) Did you want it?
d) Do we want to?   e) Do you want to?

29. **'laftabe** /'læftəbi/
a) all have to be   b) allowed to be   c) will laugh a bit   d) left at the table
e) will have to be
35. **I ain't gonna do it** /aɪ 'ei:nt ganə du: ɪt/
a) I've got to do it.   b) I've not got to do it.   c) I'll have to go and do it
d) I'm going to go to it.   **e) I'm not going to do it.**

9. Do the participants need a treatment?

According to the findings of the present study, even though the participants' post-test scores were higher than their pre test scores a remedial treatment should be conducted by taking the sampling context into consideration as the sample group consisted of the students who enrolled a Foreign Language Teaching program at Master's Degree.

In addition, there are some items which have low scores such as Item 8, 13, 23, 18, 25, 28, 29, and 35. They can be the focal point for remedial treatment, too. Besides, further research can be done on the reasons why the participants had low scores on these specific items.

4. Conclusions

Pronunciation spelling is a type of pronunciation of words, pertaining to how they are pronounced. It is called as *"relaxed pronunciation,"* which is a part of colloquial, informal, or even slang speech, being a feature of languages all over the world. It may make the written forms look strange because they are nothing more than spelled-out approximations of colloquial speech.

In this research, the score of the pre-test being % 65 developed into % 76 overall success after a three-hour intense teaching and exercising process on 30 MA students. The respondents definitely need a further 3-hour more extra treatment. This research indicated that the more the number of components in in the structure of words, phrases, and sentences in related utterances housing spelling pronunciation increase, the more Turkish English instructors confuse them.

In sum, being the converse of spelling pronunciation, PS is the creation of a new spelling form on the basis of pronunciation. Pronunciation spelling is easily confused with spelling pronunciation "A pronunciation spelling of a word is a spelling intentionally different from the standard spelling, used to emphasize a particular pronunciation of the word. The spelling uses the regular spelling rules of the language" (http://www.wisegeek.com/what-is-a-spelling-pronunciation.htm). In addition, pronunciation spelling is used usually when writing in dialect

or when trying to capture an accent. Pronunciation spellings are frequently encountered in narratives to represent nonstandard dialects or idiolects, often to create an impression of backwardness or illiteracy.

5. Limitations of the Study

Every research study is bound by limitations that can potentially affect the results of the research. The first limitation of the present research was the sample size of 30 participants. The next limitation was related to the fact that a list of 40 test items, perused by a committee of 3 native Americans, was used to elicit the perceptive attention of the respondents who were acting English language lecturers and at the same time were teaching English professionally at different state and foundation universities in Ankara, so the results may be regarded as professional information gathering and production.

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