

M.A.THESIS IN LINGUISTICS

**REASONS FOR INABILITY TO IDENTIFY
ENGLISH WORDS IN A READING TEXT
AND TO DEVELOP STRATEGIES TO
OVERCOME THEM: A LINGUISTIC STUDY
BASED ON SECOND LANGUAGE
LEARNERS**

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C.L.VIDANEGAMA

Department of Linguistics

University of Kelaniya

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Abstract

The study was carried out with twenty students in Grade 5 of St Aloysius' College Galle, to find out reasons for inability to identify English words in a reading text due to not familiar with sound letter relationship caused to have wrong pronunciation and to develop strategies to overcome them. The objectives of the study were to identify the current situation, affective factors for problem and to develop strategies to overcome the reading difficulty. The factors for the word identification problems were lack of understanding of letter sound relations and words with silent letters, being unaware of different sounds patterns that the same sound can be depicted, being unaware of blending sounds and had wrong pronunciation patterns, not understanding syllables and word segmentation. The questionnaire, pre-test, discussions, interviews and the post-test was used as the data collection methods. The pre-test was given to identify the standard at the beginning and the post- test was parallel to the pre-test and given at the end to depict the development of the students. The activities were planned to cover the word identification difficulties that the students went wrong and a pre-activity and the post- activity were given to depict the standard before and after learning. The results were analyzed and the following are the findings of the study. The knowledge on pronunciation enhances learning sounds of the letters, lack of exposure to the language results weak vocabulary, being over generalized the vowel sounds and being unaware of the sound patterns for the consonant clusters mostly, inserting wrong sounds for the sounds that are absent in their mother tongue, language poor environment and how the correct guidance produce innovative learners. With the findings some suggestions such as studying a problem to overcome the difficulties, teaching pronunciation methodically, the correct guidance, exposing students to language rich environment, effective student centred teaching using cooperative effort to make the students explore and learn, the immediate feedback were suggested to create logical and creative students.