

Spelling Errors of English Language Students at Secondary School Level in Omdurman City, Sudan

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Abstract

This paper aims to presenting a brief introduction about spelling errors of English language student; who learn English as a foreign language. Those students of secondary schools level at the city of Omdurman in Khartoum State, in the Sudan.

The researcher handles the necessity of writing skills. Which is one of the four skills to have a good command of English language for secondary school students.

Then a light is shed on objective and motives behind the study. This paper investigates spelling errors, that are made by secondary schools students levels in the city of Omdurman. A variety of researches confirm that students of secondary schools level, who learn English language as a foreign language have different and many problems in writing systems, and following this stage of the paper literature review is casted. Along with reading comprehension; writing skills is a predicator of academic success and a basic requirement for students' participations in civic life and in global economy. It is the out put of the four skills of English language. The next stage is the core of the topic. It is to focus on the problem. And it is to put your hands on the cause of spelling errors. It is to use a research tools for examining the problems and to try to find a suggested solutions. The tools for the study of this paper is observation. Two types of tests are used. Then the conclusion comes fruitful points and recommendation.

Key words: spelling errors, English language students, secondary school level, Omdurman City

INTRODUCTION:

In this research paper a brief introduction about the reviewing of spelling errors committed by secondary schools students in Omdurman city in the State of Khartoum is presented, in the Sudan. Orthographic writing is a procedure that is performed to transmit verbal spoken language form into physical seem form on which can be read. Thus writing skills in English language are so distinctive, since it achieves an essential approach of communication. In order to deliver a context efficiently, accuracy in spelling is badly needed. It is a fact if someone misspells a word, that might alter its meaning.

The definition of the word spelling in Oxford English Dictionary and Cambridge Advanced learners' Dictionary as "the process or activity of writing or naming the letters of a word". It is the process on which writers express their notions, feelings and ideas obviously (Cook, 1992). The most important factors that spelling depends on are the perfect knowledge of alphabet and phonology. On one hand, phonological apprehension is due to the cognitive understanding that articulated words are made up of sounds and these sounds take places within certain liner order. On the other hand the perfect knowledge of alphabetical forms and shapes and to be able to write their sounds. Spelling is an item that must be studied at schools, institutions and universities as far as a good command of language is required. On face of it this can help students to be aware of its vast impact in upgrading their writing current conditions. Hence in order to make students aware of various form of writing in their mother tongue that differs from target language teachers should trained their students to implement their knowledge when they do the task of writing.

It is important here to shed light that majorities of English language learners do not know the difference between errors and mistakes. The difference between these terminologies are due to the usage in which they occur. Norrish, as claimed from He argued that errors are "systematic deviation when a student did not learn something and consistently gets it wrong". In addition to that, he

clarified that when a student of English as a second or a foreign language makes an error systematically, it is because he/she has not learn the correct form.

Norrish defined mistakes as "inconsistent deviation". When a learner is taught a particular correct form , and he/ she uses one form sometimes and another form at other times quite inconsistently. The inconsistent deviation is called a mistake. And die to this the researcher chooses to shed light on students' errors not mistakes. It has been known that the majorities of English language students at secondary schools levels have problems with English spelling. These problems have been due to many reasons. Current researches have clarified that the sentences patterns differences between the target language and student's mother tongue have lead them to make many spelling errors such as silent letters, i.e., hour. It is found that some of the errors are according to the difference between Arabic as their mother tongue and English language sounds systems. Fore instance there are sounds of Arabic letters that are not found in English language such as/x/. An other example English language has two distinguished bilabial plosives/ p/ and/ b/, while Arab has only one letter /b/.

Objectives and motives:-

This research investigates spelling errors that are made by secondary schools students levels in Omdurman, Khartoum State in the Sudan. Various researches granted that students have different many problems in writing systems. One of the problems is how to write a correct spelling. Despite of its importance in communications texts messages little care is paid to this under focus area of writing systems. Therefore the objectives are to investigate the type of the spelling errors committed by Sudanese secondary schools levels students. And to have an idea of the reasons of spelling errors that are made by secondary schools levels students. Techniques and strategies should take place in order to overcome such errors made by students. The motives of this research is to analyze the different types of spelling errors that are committed by students whose their level of education is secondary schools. It is going to find out the reasons behind students' spelling errors. In addition to that it can help the

learners to know different strategies that they can use to improve their writing systems.

Literature Review:

"A long with reading comprehension, writing skill is a predicator of academic success and a basic requirement for participation civic life and in the global economy" (Graham, S., & Perin, D. 2007: p.3). Really, one of the basic components of learning any writing system is spelling. Spelling has different definitions that are used by linguists. Horn by (2000) defines the terminology spelling as the action of forming words correctly from individual letters. Hanna et al, as claimed in Odisho (1994) describes spelling "the process of encoding, or rendering spoken words into written symbols". Hildreth (1962) notes that: "spelling is a sort of a draft horse of written expression, without which the load of work in writing cannot be done easily" (p.2). He states that writing with confidence facilitates the task of expressing thoughts in writing. Spelling also is defined as the forming of words from letters according to accepted usage. It is the way where writers can express their thoughts in writing clearly (Cook, 1992).

English spelling is irregular and problematic. This irregularity stems from the fact that there is often more than one way of writing a sounds, and more than one way of pronouncing a letter. The situation is complex, since there are words spelt differently but approximately pronounce the same such as "Site" which represents a location of some area and "sight" which means the ability to see. i.e. "The site of the new building has not been decided on"; the old woman has lost her sight. "Examples like these are called homophones". Hence, the differentiation between them can only done depending on the context in which they are occur. This, in turn, leads many second language students to be confused when they are trying to spell words that are homophones.

Researches have shown that spelling proficiency becomes more challenging for EFL Arabic learners because of the dissimilarity between English and Arabic writing systems.

These linguistic differences between the two languages causes many Arabic students learning English to commit many spelling errors when writing in English.

There are many types of spelling errors that are made by Arabic learners of English language. Based on the analysis of various studies of the spelling errors, which occur in the writing of English learners from different countries, Al-Bakri (1998) in her study investigated the types of spelling errors of English students in the Yarmouk University in Jordan. Thus eight types of spelling errors can be displayed and presented:

- 1) Substitution; It is the process of replacing a letter or more with another, writing the word blay for play adout for about or mosk for mosque.
- 2) Insertion: learners in this kind add an extra letter. For example, they write sipring for spring or eschool for school.
- 3) Omission: It is a process of deleting a letter. For example writing ofen for often, acros for across or woud for would.
- 4) Inversion: It is a process when two adjacent letters are inverted.
- 5) Segmentation: When learners write one word as two words.
- 6) Pronunciation: It is a kind of error which is affected by pronunciation.
- 7) Unclassified error: This kind is a waste basket category of unreadable words or words which have no explanation.
- 8) Miscellaneous: In which mixed kinds of errors have numerous qualities as in case of hes in place of he's.

However, in comparing this with other studies, Cook, as cited in Khalid (2013) concluded that English spelling errors can be classified into four main types of spelling errors namely; omission, substitution, insertion and transportation. The later kind of an error is defined as the process of inversing or changing the position of letters. For instance, where a learner writes "recieve" instead of "receive".

What are causes of errors? Raba (2015) states that, "when dealing with spelling errors, it is sometimes useful if a teacher understands the source of the error".

Number of recent studies discusses the problem of spelling that English learners have. Al-Jayousi (2011) explains in his study number of causes for spelling errors:

- (1) Natural developmental factors; developmental factors are of the main causes of spelling errors. Some of spelling errors are said to have relation to the developmental stages which state what learners are capable to produce (Ahmed, 2016). These

errors are out of hands of learners because the language stage they are at does not enable them to learn certain language features.

- (2) Irregularity of English Spelling System: This Irregularity seems to become problem facing all learners of English from different language backgrounds, including native speakers. The main cause of this irregularity is that, as Al-Jayousi (2011). Indicates, there is no one-to-one correspondence between the written word and its pronunciation. In some cases, the first and second language differ in the relationship between the letter and sound. For example; In Arabic language, it is easy to predict the pronunciation of a word from its written form, unlike English where the relationship is rather loose.
- (3) Mother Tongue Interference; mother tongue interference refers to the effect of one's native language when it comes to learning a target language. CAH, Contrastive Analysis Hypothesis, is based on the claim that the difficulty of acquiring certain structures in a second language could be discovered depending on the differences between learner's first language and the target language. Mother tongue impact makes different learners from different language backgrounds. Commit their own type of errors. Al-Jarf (2008) conducted a study investigating phonological and orthographic problems of Saudi EFL, the researcher found that most of her participant's weakness in English spelling can be attributed to the interference of the mother tongue. It is also pointed out that the participants were transferring the Arabic spelling system into English which lead to different spelling errors.

Language is a characteristic of humans. It is the tool that they use to communicate with each other. Language are different from one another. To illustrate, Standard Arabic is originally one of Semitic language. Standard English, on the other hands, is Germanic language. In fact, English and Arabic are linguistically district. English presents a particular challenge for its Arab learners. There are many orthographic, phonological, grammatical, morphological and semantic differences existing between English and Arabic Standards. Orthographic differences: Arabic has 28 letters which contains 25 consonants and 3 long vowels; Alif, waw & ya, as well as the three

notations: nominative, accusative and genitive. These notations can be classified as short vowels. Actually, one of the distinguishing characteristic of the written system of English and Arabic is that English is written from left to right, in contrast with Arabic which is written from right to left. Another thing is that Arabic is a cursive system that rarely identifies words written in isolated forms letters. To clarify, the Arabic equivalent word of the English word "write" is /ktb/, which is formed of the separated Arabic letters {k/t/b}. however, it would rarely to see this word, or most Arabic words, written using separate letters.

Phonological differences: it is proved that there are numbers of differences between the sounds of two languages. Walid (2012) is a contrastive study that investigates the differences between English language and Arabic language consonant and vowel sounds. The researcher states that: English has some sounds which are not available in Arabic; similarly, Arabic has a number of sounds that have no existence in English "(P.6).

However, in his study he suggests the following differences:

***Consonant Sounds Differences:**

There are differences in the production of some consonants: To illustrate:

- /p/ sound does not occur in Arabic as a phoneme except in some foreign words Arab learners usually have difficulty with English contrasts such as /pan/pan and /ban/ban.
- /t/ and /d/ sounds are dental in Arabic but alveolar in English.
- /v/ sound also does not occur in Arabic. Arab learners may have difficulty with English contrasts such as /væt/ vat and /fæt/ fat/.
- /θ/ and /j/ sounds do not usually occur in dialectal Arabic but they do occur in standard Arabic. Instead /s/ and /z/ are used respectively. A common error is that some Arab learners of English, for example Egyptians use /s/ and /z/ for the English /θ/ and //. Therefore, English consonants such as /pa:θ/ path and /pa:s/ [ass; /bri:d/ breadthe and /bri:z/ breeze are hard to recognize. There are some consonants that do not occur in standard Arabic. Such as /z/, it and/y/. Standard Arabic and some other dialects, use/dz/instead of y3/. Others such as Egyptians use/g/. In the later, for example, some Egyptians learners of English say gamal instead of Jamal. The choice of

one form or another depends on the kind of dialect used. This causes some difficulty in the production of the English /z/ which is often replaced by /dz/.

- /f/ and /tʃ/ sounds cause more problems as they are often confused especially in initial position. /f/ is wrongly used for /tʃ/. For example, cheap is pronounced */fi:p/ instead of /tʃi:p/.
- Also, /j/ sound does not occur in Arabic but it occurs as an allophone of /n/ before stop consonants such as /sin/ sin and /sij/ sing; /sing/ sinner and /siyd/ singer; /van/van and /raj/ rang.

Another difference between English and Arabic is consonant cluster. Consonant cluster is a group of consonants coming together without a vowel sound between them, such as scan, splash and street. In English, two, three, four or even more consonants can follow each other to form a cluster unit. Whereas in many forms of Arabic, there are no sequences of three or more consonants. The following table summarizes English and Arabic consonant clusters or sequences. "C" stands for consonants:

	Initial	Medial	Final
English	C	C	C
	Cc	Cc	Cc
	Ccc	Ccc	Ccc
	–	Cccc	Cccc
Arabic	C	C	C
	–	Cc	Cc

As seen in this table, Arabic has no sequence of more than two consonants, which occur in medial and final positions but not in an initial position. On the other hand, English has sequences of two or even more consonants clusters in all three positions. This causes a problem for Arab learners who often follow Arabic patterns of speech and add a vowel; This is called an intrusive vowel which is used to break the consonant cluster. For example: /splaf/ splash becomes */siplaf/.

***Grammatical Differences:**

No one can deny that learners transfer some grammatical patterns from their mother tongue language when learning a second language (Monani & Althaher . 2015).

This transfer can be positive or negative. In the case of positive transfer, the two language happen to share the same rules so it will be easy for learners to acquire the target language rules.

Negative transfer, in contrast occurs when learners transfer patterns of speech from the first language which have completely different rules in the target language. There are many grammatical differences between English and Arabic, which are summarized in the following points:

- 1) There are three tenses in Arabic; past, present and imperative. While in English, we have about 12 tenses where there are four forms for each tense: simple, continuous, perfect and future.
- 2) Arabic does not make the distinction between the actions completed in the past with or without a connection to the present. This leads Arabic learners to have difficulty in understanding the present perfect tense.
- 3) In Arabic, we have two kinds of sentences; nominal and verbal. Whereas in English, we have only one kind which is verbal sentence "SVO".
- 4) In Arabic, the adjective-noun order is noun adjective; for instance, kitabun akhder while in English the order is adjective noun as in "a green book".
- 5) The indefinite articles do not exist in Arabic, leading to its omission when English requires it.

***Morphological Differences:**

Merriam – Webster dictionary defines morphology as "a study of the structure or form of something". Salim (2013) conducted a contrastive study of English – Arabic noun morphology. It is found that both languages almost use the same morphological processes. His study reveals the following differences:

- 1) English nouns are inflected for genitive case, contrasted with Arabic where nouns are inflected for three cases namely; nominative, accusative and genitive.
- 2) Arabic has two types of personal pronouns, namely; dependent and independent. Arabic has twelve forms of independent pronouns, distinguished in number as: singular, dual and plural. Whereas, English has eight personal pronouns distinguished in number as: singular and plural.

- 3) In English, there is no gender distinction between 2nd person singular and plural; Whereas, Arabic gender distinction is made.
- 4) English does not make any gender distinction of demonstrative pronouns. It does distinguish between near and far objects in number. Arabic makes distinction of gender as well as of number.
- 5) English has three genders: masculine, feminine and neuter. Gender is solely confined to personal pronouns. Whereas Arabic has only two genders: masculine and feminine.

***Semantic Differences:**

Semantics is the systematic study of meaning (Charles, 2002: p.3). English and Arabic are rich of word inventory. Many English words have more than one meaning. For example the word 'play' is used as a verb and as a noun. As a verb, it can be used to give different meanings: including to participate in to produce music or to act perform. Similarly, it is used as a noun and give different meanings, such as drama, and/or a course of game. Also, English is found to be vowel based and words with consonant structures are often not semantically related. Comparatively, in Arabic where each word has a specific defined meaning. The basic meaning of Arabic word is attached to the consonant structure; vowels, on the other hand, are used only to change the basic meaning to many derived meanings (El-Dakhs & Mitchell, 2012).

***The Core of the Topic:**

Reading and spelling:

Mpiti (2012) marked what other researchers said about the relationship between reading and spelling. One of their views states that spelling and reading are closely tied to each other (Krashen, 2002). Gentry (2004) states that "learners learn to read by spelling" and it is the alphabetic knowledge of spelling that simplifies the process of reading. Moreover, Templeton (2004) asserts that majority of learners who struggle with reading and/or writing also struggle with spelling. Many other researchers seem to believe that the linguistic differences seem to confuse Arab students and cause them to read slower than they should, which affects their overall comprehension and reading proficiency. Therefore, they face different

reading problems from the problems that other learners from other language background face. Catherine Snow et al., as cited in Moats (2006) concludes the real importance of spelling for reading as follow: "spelling and reading build and rely on the same mental representation of a word. Knowing the spelling of a word makes the representation of it study and accessible for fluent reading".

***Spelling Strategies:**

Spelling accurately is not as difficult as we think. Everyone can become an accurate speller if his/her motivation is strong. There are many strategies and techniques that English learners can use to improve their spelling skills. According to Child's book (1998), there are a number of strategies that can be categorized as following:

- 1) Some spelling can be learned and recalled by learning a rule (e.g., always write "I" before "e" unless comes after "C", or if it says /ei/as in some words like; neighbor, weigh, etc..).
- 2) Some spellings can be learned phonetically. If you pronounce the word correctly you can often spell it correctly.
- 3) Some spellings can be learned breaking the word into syllables or smaller sections. Being able to divide a word into syllables may help you to pronounce the word correctly and, as a result, it will help you to spell it correctly. A syllable is one or more letters pronounced together (e.g., Afri-Ca). Usually each syllable has one or more vowels.
- 4) Some spellings can be learned by using tricks or mnemonics that are appropriate to your learning style. Mnemonics are mental pictures you create for yourself and then associate with something you need to remember. For example, how many "Cs" and "Ss" does the word necessary "have? Try this mnemonics to help you remember. If "C" = C (as in cents and "S"= \$(as in dollars), then in order to live well it is necessary to have more \$ than C; therefore, there is "C" and two "S" in the word "necessary".
- 5) Some spellings words must be memorized.

At last you can try each strategy, practice it and find which one works best with you.

***The Subjects of the Study:**

The participants of the study are studying in 3rd year secondary school in Omdurman at Khartoum State in the Sudan. Only go male students will take part in the study. The study English language as a foreign language. They take 6 periods classes per a weak. They come from two secondary schools in Omdurman; Muosab Ibn Oumir Secondary School and Aldigair Secondary School. The selection is made randomly. The tool of the study is observation. This observation is done through using two kinds of tests:

- (A) Identification spelling test in which students are asked to read sentences and choose the correct word form. There are 10 sentences with missed words and students have to provide the correct spelling word.
- (B) Dictation test where students are asked to listen to a variety of words and a rite down each word in isolation. The purpose of this test is to measure the students' ability to spell words from listening. The words will be read three times; with a pause of 5 seconds after each word.

***Analysis of Student's Test:**

Both tests are primarily put to test the validity and credibility of the hypothesis. In test A, there are 10 sentences with blank spaces and each sentence has three options. Hence the students' role is to decide which option represents the correct spelling form. However test "B" is a dictation exercise to measure students' ability in spelling words through listening. The researcher dictates 10 words with a short pause after each word. Students reveal the easiness of test "A" in comparison with test "B". The researcher analysis each test individually.

Test "A":

1. Bill Gates is definitely a successful businessman.

The results show that students varied in their ability to produce the correct form of the word "successful" which consists of more than two syllables. About 57% percent of the students are able to choose the correct spelling form. On the other hand, more than 43% percent has failed to do so.

2. The weather is wonderful today.

The results reveal that students have more success in selecting the correct spelling of the word "weather". About 68% percent of students answers are correct and more than 32% percent are wrong.

3. I am sincerely sorry for the delay.

A lot of numbers of students are not able to determine the correct form of this word. Five students left this sentence with no answer. So, more than 37% percent of students are able to spell it correctly. In contrast, more than 63% of students are confused in deciding the correct spelling of this word.

4. You use your tongue for speaking, testing things, etc.

In this sentence, the data shows that many students failed to find the correct form. The difficulty seems to be stemmed from the two silent vowels at the end of the word "tongue". This problem is also clear in the dictation test which will be analyzed later. Accordingly, more than 39% percent of the students are able to determine the correct spelling form, whereas about 61% percent of the students answers are wrong.

5. He will do it tomorrow.

In this sentence, more than 41% percent of the students hit the correct spelling form of the word "tomorrow". While 59% percents of the students are not able to do so.

6. I hope the they haven't had an accident.

In this sentence, the results reveal that about 52% percent of the students have succeeded in their choice of the correct form of the word "accident". In contrast, only about 48% percent of the students failed in their choices. Only one student of go has left this sentence with no answer.

7. Chocolate is made from cocoa beans.

The result analyzing this sentence shows that the students do not seem that they have a problem in distinguishing between the sound /tʃ/which is not existed in Arabic language and the /f/ sound which is found in both English and Arabic languages. However, in trying to choose the correct form of the word "chocolate", nearly about 58% percent of the students have selected the correct spelling form of the word. While more than 42% percent of the students' answers are wrong. Moreover, many students whose answers are incorrect selected the position in which the second "O" is replaced with the letter "a".

8. Fortunately, the traffic was not too bad, so I managed the meeting on time.

In this sentence, a lot of students are not able to recognize the correct spelling form of the word "fortunately". As a result, about 37% percent of the students reply correctly, while more than 63% percent of the students have answered it wrongly.

9. The earth is protected by the Ozone layer.

According to the data that is collected, the highest numbers of students are able to find the correct spelling form. Whereas only one third commits it wrongly. As is noted by the researcher, those whose answers are incorrect; they tend to choose the option in which there is the letter "e", that is added to the end of the word "earth". Thereby, about 69% percent of the students answer it correctly. While more than 31% of the answers are incorrect.

10. The cake is very delicious.

In this sentence, the disagreement between the sound of the English word "delicious" and its written form causes many students to commit incorrect answers. About 46% percent of the students' answer are correct. Whereas more than 54% of the students' answers are wrong.

Test B:

During the analysis data of the second test, the researcher observes that students face different problems. When they are trying to spell the words from listening task. Those problems are classified into five categories as follows:

(1)The problem of silent letters:

- **Neighbor**: The results reveal that most participants have a difficulty in spelling this word. That is because of the silent letters "gh". Consequently, students' answer vary in spelling this word. And the most common occurring incorrect forms are: "naibar", or neibar. More than 3% of students answers are correct and about 97% of students' answers are wrong.
- **Autumn**: Although many students know the meaning of this word, it seems that they pronounce it with final "n". When the researcher dictates such a word without pronouncing the final "n" as / :tam/, the respondents are confused. And it is considered as a new word. However, lots of students have various form in writing this word. It is such as (autom, authem, and otem). Again due to the silent "n" letter only 7% of students' answers are correct. And about 93% are wrong.

(2)The difficulty of spelling words with more than two syllables:

Tomorrow: As what the researcher has noticed, almost all students have shown the familiarity with this word. Besides, the results show that many students face a problem in spelling this word. Mainly the confusion in whether to produce the form with double "m" or double "r" letter. It is such as (tomorrow, tomorrow or tomourow). Therefore, about 29% of students answers are correct. And nearly 71% of the students' answers are wrong.

(3)The difficult of producing /p/ and /v/.

1-Valley vs. Famous:

- Valley: In trying to write this word correctly, a large numbers of students formit as "fally" or "felly". That means, they are affected by the characteristic of the sound /f/ in their first language. Just as the sound /v/ which is not existed in Arabic. However, few students tend to omitt the double letter and write it as "valy". Other students omitt the short word "e". which it is found between "L" and "y". so, about 27% percent of the students write this word correctly. And more than 73% percent of the students spell it wrongly.
- Famous: Many students have no difficulty in spelling the beginning of this word. The students who have failed in spelling such a word are 77%. They vary in their written forms between omitting the vowel letter "o". It happens as in "famus" or "u" as in "famos" in the last syllable. An important point to mention here is that few students are unable to distinguish between the /f/ and /v/ sounds. Consequently, they substitute the "f" letter with "v" letter; (e.g. veimos).

2-Build vs. Peaceful:

- Build: Many students are able to produce the letter "b" correctly. The real problem exists in representation of the vowels that are found inside a word. The possible forms that students can produce in spelling this word varies. And that is according to their ability to recognize the short vowels of such a word. It is as in (beld, beald, bild). About 8% percent of the students can spell the correct form. And, nearly 92% percent of the students are unable to do so.

- Peaceful: Most of the students have a difficulty, when they produce the words that contain the letter "P". A large number of students commit an error and write it as "b". Because they don't have this sound in their mother tongue. So they pick up the most similar sound. And they present it as "beaceful". The survey indicates that no one can write this word correctly. The most common occurring forms for this word among students' answers are: (besfol , beesfoul or besful). As it is clear, almost all of the respondents have substituted the letter "s" for "c", which is another type of error.

(4)Words with double letters

- Married: Secondary school students exhibit two kinds of difficulties, when they spell this word. It is firstly, the difficulty of presenting the double letters "r". secondly, the trouble in presenting the short vowels is found in this word. The most frequently forms are found in students' answers are: (marid, marred or even mared). More than 15% percent of the participants have done the correct form. And, about 85% of the participants are wrong.
- Attractive: Students exhibit three kinds of errors when they spell this word. It is as following:
 - a) Deleting the double letters: Most of the students commit an error of deleting the double letters "t". They write it as "attractive".
 - b) Removing the last "e" letter: Some students fail to produce the last "e" letter, because it is silent. Those who do so write it as "attractiv".
 - c) Substituting the "f" letter for "v" letter: Many students do exchange the "f" letter instead of "v" as the letter phoneme is not found in their mother tongue; (e.g. attractif). The total number of participants who have done the correct form of this word is about 12%. However, nearly 88% percent of students' answers are wrong in form.

(5)The Problem of reserving the two vowels "ie":

- Friend: Although this word seems to be known for everyone. Students still have a big problem in spelling this word. Most of them fail to write the correct spelling form of the word "friend". They either invert the vowel letters "ie" or deleting one of them. It is just as in (frind, frend). Students have to realize that same forms have fixed rules (that is, always write "I" before "e" unless it comes after "c" or if it says /ei/as in "neighbor"). Yet, about 35% percent of the students' answers are correct. On the other hand, 65% of their answers are incorrect.
- Findings:

Secondary school students are found to have many spelling errors. When they write simple English words. Data analysis shows number of different types of errors that are found in students' performance in English spelling. Efforts are made to identify, describe and explain the possible factors of those errors.

- Types of errors

1)Substitution 2)Inversion 3)Pronunciation 4)Omission

Conclusion:

Causes of errors:

1. The effect of mother tongue: The analysis indicates that most of the students are affected by their mother tongue.
2. Irregularity of English spelling system:
Mostly, all learners of English from various languages face a problem, when they are trying to write some words with fixed rules.
3. No attention is given to this aspect of language. Text books lack of spelling activities and exercises.
4. English words with more than one syllable make problem for students. Therefore, enough exercises should be provided for such types of words.
5. The desire of learning English: The results show that students are careless of applying what they have learned, because they think English language as a difficult subject.

Thus, Ministry of Education recommended to prepare teachers who have no idea about the right way of teaching English language spelling. There is a need for beginners teachers training concerning

spelling instruction. Students of secondary schools level should be motivated by the academic experts.

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Students' Test "A"

Q1: Determine the correct form in order to complete these statements:

- 1-Bill Gates is definitely a businessman.
a)successful. b)succisful. c)successful.
- 2-Theis wonderful today.
a)whether. b)wether. c)weather.
- 3-I amsorry for the delay.
a)sincerely. b)sencerealy. c)sincerly.
- 4-Yoy use yourfor speaking, testing things, etc.
a)tonge. b)tongue. c)tangue.
- 5-He will do it
a)tomorrow. b)tomourow. c)tommorow.
- 6-I hope they havn;t had an.....
a)ackident. b)accident. c)acident.
- 7-.....is made from cocoa beans.
a)shocolate. b)chocolate. c)chocalete.
- 8-.....the traffic wasn't too bad, so I managed the meeting on time.
a)fortunely. b)furtunately. c)fortunately.
- 9-Theis protected by the Ozone layer.
a)earth. b)eirth. c)earthe.
- 10-The cake is very
a)dilecious. b)delicious. c)delichious.

Answer Keys:

- 1.C 2.C 3.A 4.B 5.A 6.B 7.B 8.C 9.A
10.B

Test "B"

Q2: Based on a dictation exercise, spell correctly the words that you hear:

- 1-..... 2-.....
3-..... 4-.....
5-..... 6-.....
7-..... 8-.....
9-..... 10-.....

The words of test B:

- | | |
|---------------|------------|
| 1.Neighbor. | 2. Autumn. |
| 3-Tomorrow. | 4.Valley. |
| 5.Famous. | 6.Build. |
| 7-Peaceful. | 8.Married. |
| 9.Attractive. | 10.Friend. |