

CHAPTER ONE

1.1 Introduction

Spelling is an important for everybody to communicate his idea, correct pronunciation is important for conveying the right meaning of written discourse bad spelling is a hindrance for the reader to get the meaning of written language. Spelling is very important in written language, and any mistake in spelling can affect the written product and may lead to miss understanding, therefore, correct spelling of vocabulary is essential to convey the intended meaning (Corder, 1981:76).The study concerned with a topic related to the written part of the language, namely the problems that face first year students in English spelling and how these problems can be solved. It has been noticed that first year students of Sudan university have a lot of spelling errors and it affect their carrier as future teacher of English so we try to investigate about these errors in spelling .English writing system based in word from not pronunciation and the relationship between sound and symbol is arbitrary not clear relationship of one sound to one symbol (Ahmed , 2014)therefore , student have problem , many spelling error we to omission, addition, substitution and transposition of the sound ,student fail to use the rule correctly.

1.2 Problem statement

English is taught in Sudan as a foreign language where by students are expected to master the four basic skills, reading, writing, listening, speaking.

However, most of university student face difficulties when they try to create a piece of writing. one of the main problems is spelling English word correctly, many student misspelled words which result in disconnected sentences it has been noticed that the first years student of college of education Sudan university has a clear weakness in English spelling .these student make a lot of spelling errors, this is problem due to the fact that the students don't know the spelling rules, and English sound recognition, also they are not familiar with correct pronunciation.

1.3 Objective of the study:

The main objectives of the study are:

1-Recongnise the common spelling errors those students made.

2-identify, classify and analyze the different spelling error and sounds that constitute the problematic areas.

3-provides recommendation to help teachers improve their technique of teaching spelling.

1.4 Significance of the study:

In the recent day, spelling error made by many university students and little attention received in this area. The importance of this study stems our from the importance of English itself, especially in Sudan, English language has been up to recent times, one of criterion of joining universities and his her institutions, it is the language of research, means of communication with other nation, the significance of this study is due to the importance of correct pronunciation and spelling. Anyone who spells correctly writes and reads correctly.

1.5 Questions of the study:

1. What are the most common errors that students committed?

- 2-what are the causes of the spelling errors produced by first year student?

- 3-Are there any ways that could help teachers to improve students' performance in spelling?

1.6 Hypothesis of the study:

1-the spelling error referred to omission addition, disordering and substitution of letter.

2-there are problems facing students in English spelling rules and English sound?

3-this spelling error are due to lake of prater that teacher glue can be solved by teaching spelling rule, dictation tests and qualify teacher of English and apply the strategies of writing skill.

1.7 Limitations of study:

The limitation of the study is:

1-Students of college of education Sudan University first year only.

2-The limitation of time a cadmic year 2014-2015.

B-to achieve the purposes of this study set in to two main parts:

1:Atheoretical framework which include a literature review.

2-practical part which include:

1-Aquestionnaire for student spelling error.

c-the population of study is restricted of student of college of education first year.

2.1 Spelling meaning:

Various writers define spelling differently for instance, spelling is defined as the act of forming words correctly from individual letters (Hornby, 2000) this means spelling has its rules to form words correctly, that is, letters must appear in correct sequence to be meaningful; otherwise it will lead to spelling errors, what spelling errors? according to (Aljarf, 2010) spelling error can be either freely produced or elicited by certain tasks. Any word that does not match the target word in part or in full is marked as misspelling, any faulty word, faulty grapheme (single vowel, single consonant, vowel digraphs, consonant digraphs, phonogram, suffix or prefix) within a word is counted as error (Aljarf, 2010) similarly, Show (1970) stated that error is a mistake, especially one that causes a problem or affects the result of something thus, spelling errors affect the interpretation of words in the mind of the readers. Spelling errors cause a problem to communication since it is a deviation from rules or norms.

That means: any graphemes that are added, deleted, substituted by another or reversed are counted as misspelling: (Al-Jarf, 2010).

According to order (1967) error can be defined as systematic of the learner's linguistic system at a given stage of learning. Moreover, Duly et al (1982)the flawed side of the learning process, define error

Or writing .those parts of the conversation or composition that deviate from selected norm of mature language performance.

In this study ,the research agree to the definition of Duly et al.(1982)who classify, ,error as systematic deviation of spelling from selected norm or norms to put it in anther words ,error are defective parts in writing or it is the rules of the composition that does not follow the rules of the target language .

The spelling error corpus is then divided into the following group(I)whole word error (ii)word containing one error(iii) word two error (iv) word containing three error;(v) word containing four error and so on.

2.2 Definition of Spelling:

According to Lansbury (1900), cited in Susan(2011)English spelling is consistent in consistency .that means our system of spelling is extremely complex and in consistent (for one thing the Latin alphabet had fewer letters than English sound).

Sound can be spelt in; served ways letters can represent several sounds, and most

It is widely believed that modern writing in modern everyday communications (e .g-mails ,S.M.S or advertisements) has gained acceptance –the scientific professional approve of improper spelling in scientific publication and they were considered them as spelling error as

typing errors that escaped the attention of authors or editors ,they described that the misspelling words as distracting and annoying to the readers more importantly they consider spelling errors in scientific reported results were obtained with carelessness and that detracts the credibility of written scientific words .

Reasons of English language difficulty: English is used in many parts of the world as first or second language,yet it is very difficult to learn .there seems to be no logical pattern as to way English words are pronounced often does not help either the reason why English is such an extraordinary language is that mixture of many other language.

2.3 Origin of English words:

Long ago British /s/ e s was invaded by many different races, and each of this contributed words to language which we speak now.

Ancient Britons spoke language called Celtic then the Roman .brought with them the Roman alphabet which we use today ,when the Roman power declined ,Britain was invaded by the jutes ,the Saxons and angles .eventually there language mingled to form Anglo/Saxons which is really the bases of the English language. Next the Viking invasion which introduced the second invasion words; and finally the Norman Conquest which was very important as it introduced the French in to the language.

Over the centuries words from many other centuries were gradually introduced into English as merchants travel across the world, and scholars were influenced the renaissances-Latin and Greek were used by educated people and for more than century Latin was the only language recognized in English schools .the British railed in India for two hundred years and many Indian words absorbed into English from there (Gee et al1990:3.8).

2.4 Misspellings:

Misspelling of „occasion,,(occasion)and „confectionery,, (confectionery) on as hop fr0nt in the united Kingdom .While some words admit multiple spelling some spelling are clearly in correct and thus labeled as misspelling .

Misspelling word can be series of letters that represents no correctly spelled .word of the some language at all such as "like” for "like" or correct spelling of another word (such as writing "here" when one means "hear" or "now" when one means "know").misspelling of the letter type can easily make their way into printed material because they are not caught by simple computerized spell checkers

Misspelling may be due to either typing errors ((e.g. tying ten for the or lack of knowledge of the correct spelling whether or word is misspelled may depend on context such as American /British distinctions.

Misspelling can also be matter of opinion when variant spellings are accepted by some and not by other .for example (miniscule)for((minuscule)) is misspelling to many and yet it is listed as a legitimate variant in number of dictionaries.

2.5 What is meant by spelling errors?

Various writers define spelling differently for instance ,Hornby (2000) reports that spelling can be define as an act of forming word correctly from individual letters .This means spelling has it rules to from word correctly ,and letters must appear in connect sequence to be meaningful; otherwise it will lead to spelling errors.

AL- Jarf(2010)states that spelling error can be either freely produced on elicited by certain task .any word that does not match the target word in part on in full is marked as misspelling .

Any faulty word, faulty grapheme (single, vowel, single consonant, vowel diagraph, consonant diagraph, phonogram, suffix or prefix) with in word is counted as error.

Similarly ,Show(1970)states that error is mistake ,especially one that causes problem on affect the result of something .Thus ,spelling errors affects the interpretation of words of the reader .spelling error cause problem in communication since it is deviation from no norms ,that means "any graphemes that are added ,deleted and substitute by anther or

reversed are counted as misspelling .in this position ,the researcher believes .that he gets little support to the hypotheses which assume that the students tend to make common spelling errors in omission ,addition ,and substitution of letters.

Coder (1976) also defines errors as systematic consistent deviance characteristic of the learner's linguistic system at given stage of learning.

Moreover Duly et al(1982) define errors as ".....the flawed side of the learners speech on writing on those parts of the conversation and composition that deviate from selected norm of nature language performance.

Duly et al(1982)classify "error' 'as systematic deviation of spelling from selected norm or norms to put it in other words ,errors defective parts in writing on they are composition that do not follow the rules of the target language.

2.6 What are the stages of spelling?

Teachers who know that spelling passes through complex development stages can help their students acquire .spelling competency easily .Such stages can be identified by teachers in order facilitate student strategies for dealing with English spelling and English orthography.

There are numerous researchers who conducted studies relevant to stage such as Rathvon et al (2000) Ehris development

(2000) and Templeton et al (1992) state that the young children who spell invented spelling many follow predictable developmental sequence and they exhibit the regularities that reveal their emerging understanding of the phonological structure of the words. Although there are several development stages and labels vary from one theorist to another, the nature of the progression is similar in moving from random scribbles and letter strings to partial discovery of the alphabetic principle that accurate orthographic representation Templeton et al (1992) state that at each stage, children rely on different kind phonological and orthography knowledge, which is reflected in development common spelling errors.

2.7 English spelling:

English spelling contains many irregularities due to number of factors. The large number of words assimilated from other language is of them, an even greater cause is the fact that English began to be widely written and printed and during the Middle English period. While English spelling was relatively systematic during the middle period the shift to modern English involved undergoing vowel shift and many other changes in phonology. The older etymological spelling have been retained despite major shifts in phonology.

Modern English has anywhere from fourteen to twenty-two separate vowel and diphthong phonemes depending on dialect and 26 or 27

consonants .simple phoneme-letter representation of this language with the twenty-six letter the Latin alphabet is clearly impossible and multi letter graphemes are part of most spelling reform proposal ((they are part of current English spelling as well, for example the

First two phonemes of ((sheep)) are the digraphs {s h} and {e e}.diacritical marks have occasionally formed part of spelling reform proposals.

Practicalities of devising phonemically based system are also the target of criticism for example phoneme distribution differs between British and American English ,furthermore ,while English Received pronunciation feature about 20 vowels ,some second language varieties of English have 10 or even fewer.

phonemic system would therefore not be universal .number of proposal have been made to reform English spelling .some were proposal by Noah Webster early in the 19th century .He was in part concerned to distinguish American from British usage .some of this suggestions resulted in differences between American and British spelling. (For ((minuscule)) is misspelling to many, and yet it is listed as legitimate variant in number of dictionaries.

2.8 Spelling standards and conventions:

Whereas uniformity in the spelling of words is one of the features of standard language in modern time, and official language usually prescribe standard spelling minority language and regional language often lack this trait further more it is

Relatively recent development in various major language in national contexts, linked to the compiling of dictionaries the founding of national academies, and other institutions of language maintenance m including compulsory mass education.

In countries such as the u .s and u .k without official spelling polices many vestigial and foreign .spelling conventions work simultaneously .in countries where there is a national language maintenance policy, such as French the Netherlands and Germany, reforms were driven to make spelling a better index of pronunciation .spelling often evolves for simple reasons of alphabetic thrift, as when British English ((catalogue)) becomes American English ((catalog)).

2.9 Morph- phonemic orthography:

Amorphous-phonemic orthography considers not only what is phonemic, as above, but also the underlying structure of the word .for example; in English /S/ and /Z/ are distinct phonemes, so in phonemic orthography the plurals of cat and dog would be cats and dogs. However English

orthography recognizes that the /S/ sound in cats and the /Z/ sound in dogs are the same element (archiphoneme) automatically pronounced differently depending on its environment, and here therefore writes them the same despite their differing pronunciation German and Russian are morph-phonemic in this sense, whereas Turkish is purely phonemic. Korean Hangul has changed over the centuries from a highly phonemic to largely morpho-phonemic orthography, and there are moves in Turkey to make that script more morph-phonemic as well.

2.10 How to carry out the task of spelling:

The discrepancy between the writing system and the pronunciation of English make its orthography far from phonemic.

Single phoneme may be represented by a number of spelling .for example ,if ,may be represented by (fill) pg(philosophy) ,or g h (enough) /s/ may be represented by S h (wash) t I (nation) or s I (tension) vowels can present even more of problem .they have found that spelling errors result not only from the inconsistencies in English spelling and pronunciation indicated above, but also from the in fluency of the students mother tongue .study we did (EL -Hibir and ALtaha, forth coming) show that our students employ their own strategies in spelling I ,e, they spell as they pronounce overlooking the difference between English spelling and pronunciation. This leads to lack of recognition of Standard English

orthography, which slows down the students reading speed and hinders their comprehension of English texts.

In order to address this problem, we have come up with tips for dealing with spelling difficulties that non native students encounter in learning English .our approach may be adapted to meet the needs of EFL learner in different situations .it consist of the following suggestions:

1-Make an inventory of the common orthographic errors committed by your student.giv the student dictation exercises with clear focus on the common errors contained in the inventory the available dictation material should be modified to deal with specific orthographic problem areas for instance ask the student to study a paragraph carefully, and then dictate the paragraph, substituting the word (blank) for word that is orthographically problematic. Then ask the student to fill in the blank

2- Deal with some other problematic items, too, as classification. For example, homophones, I. e, word that are pronounced the same but differ in spelling;

plan/plainmane/main,pane/pain,lane/lain,right/write,rain/rein,dear/drrr, sum/some,et.also ,homographs ,I -e, word that are spelled alike but are different in meaning and/or pronunciation ;bear/bear ,bow/bow, lead/lead, use/use ,conduct/conduct ,etc regular practice along these

lines can result in dissociating spelling from pronunciation a particularly desirable objective in a spelling remediation context.

3- Highlight certain regularities and generalizations about English spelling and pronunciation ,for example the generalization that when c comes before I, e or y it is pronounced /s/ and before a, o, and u it is pronounced /k/ ;cavity colleges. Certain cut vs. cycle. Another generalization that can be presented is the fact that a stressed vowel followed by consonant and(silent)is pronounced with the (long) or name sound of the vowel for example ,take, scene, time, note, cure .

4 -highlight the instrumental role of dictionaries in EFL learning.

Dictionary should be companion for any writing activity, enabling the student to produce the correct written format the first try. The audio-lingual principle that learners do not learn by making mistakes but by giving the right response seems relevant here. However, dictionary should not be used to such an extreme that it slows down and disrupts the learning process.

5- do not introduce new lexical items by pronunciation only. Teachers should develop the habit of presenting the spoken form simultaneously with the visual form, thus enabling the student to establish the spoken relationship between the word and its spelling which in turn enables them to consciously and subconsciously soak up the English system of writing and spelling.

- 6- Point the differences in spelling between the mother tongue and English in order to avoid interference from the spelling system of the native language.
- 7- Encourage student to read properly and do not turn a blind eye to any misread item .thus you will ensure that student visualize the word and relate theme to their written forms.
- 8- Make your student aware of the abstract related words such as guest/question/questioned/questioning/questionable, fact/factual, sage sagacity, believe/believed/believing/belief/believable/unbelievable
- 9- Help your student learn the exception to each spelling rule along with the rule itself .for instance if the student is ignorant of the exceptions to the general rule of plural formation in English which is realized by adding (s) to the singular he will produce (mans instead of men) child instead of children (criteria for criteria) (fishes for fish) etc.
- 10- When introducing the alphabet show the students that the digraphs chard Ch represent phoneme each, because there is no single orthographic symbol in English to represent either of those phoneme
- 11- Make a list of any word occurring in the EFL text used in your classes that sound un- English because they were borrowed from other languages

12- Above all ,EFL teachers should have appositive attitude to word the making of errors-orthographic, lexical or grammatical .they should not pick on student when they make mistakes, for more productive than penalizing learners for making mistakes is finding away to remedy them. How can the learner be good speller? There is no one way to learner to spell. What works for one person may not work for another, but careful observation and good visual memory will help no matter what method the learner can use .by using combination of several method he can it time become good speller some of the ways that have helped others to spell in note book, the learner can keep list of the word he misspells. By setting aside few pages in his note book and jots down all the word he misspells in his written work. At first, this job of entering word after word will seem wearisome and never ending the list itself as it daily grows longer, will threaten too to preempt his whole note book and leaves room for nothing else never the less he can take heart for as the therapy takes effect fewer and fewer word will need to be added to list and the day will come eventually.

14-Give the student dictation exercises with clear focus on the common errors contained in the inventory, the available dictation material should be modified to deal with specific orthographic problem areas, for instance ask the students to study paragraph carefully, and then dictate the paragraph, substituting the word ((blank)) for word that is

orthographically problematic. Then ask the students to fill in the ((blank)).

When weeks will pass before another mistakes forces to open his note book to this dismal page. Three column spelling sheet is best. In the first column correctly spells the word he has missed and circles the troublesome part. In the second column , he divides the word in to syllables. This ensures against misspelling the word by first misspelling it-in the third column , he jots down any little counsel to himself , warning , or trick of association that May help him to spell the word .

1-February Feb - ru -ar-y pronounce correctly.

2-disapproval dis -ap- prov- when a prefix is added too:

A1-aword the spelling of the word remains same word.

3-candidate can- di-date word has three small words in it: can, di, date.

2-the learner gets the dictionary habit. He does not guess at the spelling of a word. There is no consistency in guessing. He may guess right today and wrong tomorrow and be no better off. Actually the simple operation itself of opening the dictionary , leafing through it , and searching down the page until he comes upon his word fortifies his memory with its correct spelling and makes it much more unlikely that he will misspell it again .Then again , he can hardly fail to come across some of the cognate forms of the word he is looking for , and by making the acquaintances of

these ((cousins)) to the word in question , he deepens his knowledge of the word itself .it is much harder to misspell denomination after he knows its kin ship with such words as nominate , nominal denominator.

3- The learner learns to spell word by syllables. if he divides word in to small parts which can be pronounced by the themselves , he divides a word in to syllables. Even the hardest words look easy when they are broken down in to syllables .for example, the word pul' sate has two syllables, the word bulletin has three syllables, the word environment has four syllables.

4- The learner avoids mispronunciation that lead to spelling errors .careful pronunciation will help him to spell many words. The boy who says sup rise for surprise will probably spell the word incorrectly. He will probably spell the word incorrectly he will leave out the letter ,the person who says modern for modem will also probably misspell the word .he need to learn correct pronunciation of a word in order to spell it right.

The coming list of words shows how incorrect pronunciation leads to incorrect spelling:

Escape(not escape)

Ridiculous(not ridiculous)

Entrance(not entrance)

Temperament(not temperament)

Equipment(not equipment)

Athletic(not athletic)

Maintenance(not maintenance)

Recognize(not recognize)

A-Spelling Rules:

Warriner (1973) says our English language owes its richness to the vast number of words that have borrowed from foreign sources. The payment for this richness, however, is the very wide variety in spelling. Words that sound alike are only too often, not spelled alike. Nevertheless, there is strong family likeness among many words and the simple rules describing them are easy to learn, learn these rules and you will be spared many trips to the dictionary.

ie and ei

-write ie when the sound is long, except after.

-Example: piece, belief, niece, deceive, receive, conceive.

Exception: either seizes, neither, weird.

-write ei when the sound is not long e, especially, when the sound is long

a.

Examples: neither, weight, veil freight, forfeits, height.

Exceptions: friend, mischief, conscience.

Cede , ceed and sede.

Only one English words end in – sede – supersede , only three words end in – ceed – exceed ,proceed m and succeed and other words of similar sound end in – cede examples; recede , concede , precede.

B-Adding prefixes:

A prefixes is one or more letter or spelling added to the beginning of a word to change its meaning.

When a prefix is added to a word, the spelling of the word itself remains the same.

It+ legible=illegible.

dis +advantage=disadvantage.

In+ sensitive= insensitive.

dis+ similar = dissimilar.

im + partial= impartial.

mis+ lead= mislead.

Un+ necessary= unnecessary.

Over +run= overrun.

Re+ capture= recapture.

Over =look= overlook.

C-Adding suffixes:

A suffix is one or more letter or syllables added to the end of a word to change its meaning.

When the suffixes – ness and- ly are added to a word the spelling of the word itself is not changed.

Example: usual + ly = usually, mean + ness = meanness.

Expectations" word ending in x change the y to I before – ness and lays
steed – steadily – sloppiness.

One – syllables.

An adjectives ending in y however, generally follow rule of ie and ei.

-Drop the finale before a suffix beginning with a vowel. Example: dine
+ing =dining.

Sense + ible =sensible.

Use +able= useable

Exception keep the finale before suffix beginning with a or o if necessary to retain the soft sound e or g preceding e serviceable ,advantageous ,mahd ,die ,ing =dreing (to prevent confusion with dying)

-keep the final e before a suffix beginning with a consonant.

Example :use + full =useful .

Advertise+ ment =advertisement.

Care +full=careful.

Exception: true +ly =truly.

Argue + ment=argument.

-with word ending in y preceded by a consonant change the y to I before any suffix not beginning with an I . Example: lively + ness =liveliness

Bury + ing =burying.- bur +al =burial.

Double the final consonant before a suffix that begins with a vowel if both of the following conditions exist.

1-tge word has only one syllable or is accented on the last syllable.

2-the word ends in a single consonant preceded by a single vowel.

Example: win + ing =winning (one-syllable word)

Omit + ed =omitted (accent on the last syllable).

Begin +ers=beginner (accent on the last syllable).

Differ +ence=difference (accent on the first syllable).

Droop +ed=drooped (single consonant ending preceded by a double vowel).

D- The plural of nouns:

1-the regular way to form the plural of a noun is to add s .example: dog, dogs .pencil, pencils.

2- The plural of some nouns is formed by adding word ending in s, x, sh, ch, form the plural by adding e. The e is necessary to make the plural form pronounceable .Example: waltz, waltzes , trench, trenches bush, bushes.

3-the plural of nouns ending in y following a consonant is formed by changing the y to i and adding e s.

Example: city, cities, spy, spies.

4- The plural of nouns ending in y following a vowel is formed by adding s.

5- The plural of some nouns ending in f or fe is formed by adding s. the plural of some nouns ending in f or fe is formed by changing the f or fe to v and adding e s.

Example adds: belief, beliefs. Chief, chiefs.

Change f or fe to v and add es:

Wife, wives.

Wolf , wolves.

Knife, knives.

Thief , thieves.

Leaf, leaves.

6- The plural of noun ending in o preceded by a vowel is formed by adding s. The plural of most nouns ending in o preceded by a consonant is formed by adding es.

Examples: O preceded by a vowel:

Radio , radios.

O preceded by a consonant :

Tomato, tomatoes , hero, heroes.

Example words ending in o that refer to music, alto , altos , pianos, pianos , soprano, soprano, solo, solos.

7- The plural of a few nouns is formed in irregular ways. Example :child , children, man, men , mouse , mice , ox, oxen , tooth , teeth.

8- The plural of compound nouns consisting of noun plus a modifier is formed by making the noun plural .In the following examples , the phrases in – chef and in law and the adjective on all modifiers . It is the nouns modified by them that are made plural .

Examples: editor - in – chief , editors – in – chief .

Son – in – law , sons , in- law.

Looker - on , lookers – on .

Stand by – stands by .

9- the nouns are the same in the singular and the plural.

Example: Chinese, Chinese, sheep , sheep , deer m deer , salmon , salmon

10- The plural of numbers , letters signs m and words considered as words is formed by adding an apostrophe and s .

Example: in the equation two t, s.

There are three 7 , s in my address please don't use so many and ' s .

-Problematic Areas in Spelling:

William F- Irmischer (1981) in order to determine typical patterns of misspelling among college students.

225 misspelled words from themes if approximately 100 students were listed and then grouped.

The study produced eleven categories , although most of the misspelling fell in to three of these .

These categories , therefore , provide comparison for an analyses.

1-In the total number of 225 misspelling s almost no one , even the worst spellers, missed the first letter . There were six misspelling involving the first letter and they fell in to two categories:

Unaccented first syllable	substitutions of s for
C in courage (encourage)	sensuring , (censoring)
In deavor (endeavor)	synical(cynical)
Enialate (annihilate)	
Enevitably (inevitably)	

What this observation suggests is that even the poor speller is not completely handicapped in looking up a word in the dictionary .

If you become aware that syllables ii(w) in and en are easily confused in unaccented position or that' s and c spelling may actually sound alike , you should not have under difficulty m finding a word.

2- By far the greatest number of spelling errors were made by missing only one vowel in an unaccented syllable. There were only three errors in the vowels of accented syllables: complacency for complacency, comber for some, and cutesy for courtesy.

Some of the words misspelled were fairly difficult ones, but all of the letters were exact except for the words misspelled were fairly difficult ones, but all of the letters were exact except for the one representing a neutral sound (the schwa). The following lists show that the error occurred most commonly.

In a middle or final syllable:

Error in unaccented a-first syllable	error in unaccented b-final syllable
discribe(describe)	e-a
dispise(despise)	allience(alliance)
distroy(destroy)	challange(challenge)
granade(grenade)	existence(existence)
rediculously(ridiculously)	guidence (guidance)
importence(importance)	panal(panel)
catagories(categories)	personel(personal)

emphisis(emphasis)

relevance(Relevance)

3- The next greatest number of errors were made by adding an unnecessary letter either by doubling a consonant inserting a syllable which the writers used in their own speech or spelling the word like another one . un necessary doubling Added letter probably .

Of consonant

pronounced

Agreement(agreement)

athlete(athlete)

barbarious(barbarous)

arrises(arises)

Arousing(arousing)

Monsterous(monstrous)

Asset(asset)

Balance(balance) , added letter , piobab4

Beautiful(beautiful)

influenced by another

Beginning (beginning)

word or the same word

Control(control)

in another form

Derogatory (derogatory)	amoung(among)
Disadvantage(disadvantage)	beyond(beyond)
Donate(donate)	confrounts(confronts)
Exposses(exposes)	elevelating (elevating)
Predjudices(prejudices)	
Impersonnally(impersonally)	
Nececessary(necessary)	
Oppinion(opinion)	
Parrallel(parallel)	
Proffessional(professional)	
Reffer(refer)	
Symbollic(symbolic)	
Truthful(truthful)	
Untill(until)	

4- An almost equal number of errors were made by dropping a letter a syllable , or parts of two syllables from a word of these misspellings involve un accented or silent consonants and vowels m others reflect the

write some pronunciation of these words , still others reflect: the tendency to look at beginning and end of a word , out its middle.

-omission of one letter m often:

Silent or elided in pronunciation:

, mathematics(mathematics)

Adultery (adultery)

Obviously (obvioiu.sly)

aquired (acquired)

Back ware s (back wards)

Realty(reality)

Chocolate(chocolate)

Temprature (temperature)

Cleary(clearly)

-omission of a silent e:

Completely (completely)

Delt (dealt)

Creats (creates)

Diagos (diagnoses)

Futher(further)

- omission of one consonant:

That should be doubled

Saddest (saddest)

Accomodate (accommodate)

Supressed (suppressed)

Totally (totally)

Beginning(dilemma)

Un-oticed (unnoticed)

Dilemma(dilemma)

Written(written)

Embarrass(embarrass)

Exaggerated(exaggerated)

Omission of one vowel

That should be doubled

Folies (follies)

Smoothest(smoothest)

interchqnfed

local for loacle

doth for elphes

loose for lose

course for cars

loosing for losing

deep-seeded for deep-seated

site for sight

their for they ,are

deserted for deserted