

Chapter One

Introduction

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INTRODUCTION

This chapter provides the theoretical framework of the study it will describe the statement of the research problem as well as the research methodology adopted.

1.1 Context of the Study

Pupils commit spelling errors due to the discrepancy between the pronunciation of many words and its spelling system in English.

Pupils write the word "throw" as srow. Here they don't know the right spelling of the word; therefore, they seem to write the word as they feel it is to be written.

Many pupils do not discriminate between the rules of spelling /p/ and /b/ as in (but –put).

Also, they keep the letter /e/ with the verb for instance (haveing, givein).

Moreover, they do not know some words which begin with (wr) where (w) is a silent letters.

All of these spelling problems are due to the fact that the curriculum of the English language in Sudan doesn't include teaching the spelling rules sufficiently.

Teachers do not give much attention to teaching spelling system.

Error in spelling may sometimes lead to obscurity and thus make comprehension virtually impossible. Spelling is important for everybody to communicate ideas particularly in writing.

Correct spelling is important for conveying pronunciation.

Bad spelling affects the written product and lead to misunderstanding

Spelling is very important in written language, and making mistake in spelling leads to misunderstanding. Therefore, correct spelling of vocabulary elements is essential to convey the intended meaning.

English language has a very confusing writing system, because it is based on word form and not on pronunciation and the relation between sound and symbol is arbitrary there is no clear relationship of one sound to one symbol.

Many Americans also have considerable difficulty with spelling too.

As everyone knows spelling so difficult because words in English are not spelled the same way they are pronounced.

This research is concerned with a topic related to the written part of the language. It is noticed that the Sudanese pupils at basic schools make a lot of spelling error.

This may be due to the fact that pupils aren't motivated to learn correct spelling and they lack desire to learn it.

Many spelling errors are due to omission, replacement and inversion of vowel. Some pupils may also fail to use the rules correctly, and they rely on their mother tongue when they transmit ideas to a target language.

Some letters which are pronounced similarly may be the cause of misspelling "c" and "k". For all these reasons Sudanese pupils at basic school are weak in English spelling.

The curriculum of the education system in Sudan should be applied methods or techniques in order to overcome the pupil's spelling problems.

1-2 Statement of the Problem

It has been observed that basic level pupils` commit spelling errors. Even pupils who are good at spoken English commit spelling error.

This problem may be due to the fact that the pupils confuse the spelling rules and vowel sounds recognition; they are also not familiarized with the correct pronunciations system.

Therefore, this study will investigate the causes of Basic Level pupils' spelling errors of some basic school in Khartoum Locality.

1.3 Objectives of the Study

In this study the researcher will investigate factors that cause the pupils' spelling errors at some basic schools in Khartoum locality.

Therefore, the study will seek to answer this research question:

What are the causes of the Basic Level pupils' spelling errors?

1.4 Research questions

The following are the research questions:

- 1- To what extent does the Basic Level curriculum in Sudan include sufficiently teaching spelling rules sufficiently?
- 2- To what extent do teachers of English Language give attention to teaching spelling rules?
- 3- What are the common spelling errors that are often committed by the pupil's English language?
- 4- What possible methods and techniques should be applied in order?
to overcome the pupils' problems?.

1.5 Research Hypotheses

- 1- The Basic Level curriculum in Sudan doesn't include sufficient teaching of English rules.
- 2- Teachers don't give much attention to teaching spelling rules.
- 3- There are various common spelling errors which are often committed by the pupil's English language.

4-Some possible modern methods or techniques should be applied in order to overcome the pupils' problem.

1.6 Limits of the Study

This study focuses on the problem of errors made by the pupils. It will be limited to the pupils and the teachers of some basic schools in Khartoum locality. The target pupils in Grade seventh are about 200 to 250 and the teachers taking part are about fifty.

1.7 Significance:

The importance of this study comes out from importance of English language itself, especially in Sudan. In addition for pupils teachers and syllabus.

It explores the causes of the pupils` failure to spell English words correctly in their writing and it suggests ways to overcome this problem.

1.8 Research methodology

The research will use a descriptive analytical methodology for conducting the study.

The tool of the study for collecting data will include tests and questionnaires which will be designed and conducted to a representative population's sample.

1.9 Definition of Term

1/ Errors: Errors reflect gaps in learner`s knowledge. They occur because the learners do not know what is correct, *Ellis(2000:11)*

1.10 Summary of the chapter.

This chapter has provided the theoretical framework of the study. It has mainly focused on the definition and description of the study problem and the research methodology.

Chapter Two

Literature Review

CHAPTER TWO

LITERATURE REVIEW

This chapter reviews the literature on spelling errors in general and in Khartoum Locality in particular it includes explanation of causes of committing spelling error, / Errors Vs Mistake, spelling and pronunciation, and spelling problems

2.1 Definition of spelling

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 rules to form words correctly, that is letters must appear in correct sequence to be meaningful, otherwise it will lead to spelling errors. **(Susan (2011).**

System of spelling is extremely complex and inconsistent of spelling (for one thing the Latin alphabet had fewer letters than English sound). Sound can be spelt in several ways, letters can represent several sounds, and must spelling "rules" have many exceptions!

It is widely believed that modern sloppy writing in modern everyday communication (e.g.-mail, S.M.S, or advertisement) has gain broad acceptance. The scientific professionals approve of improper spelling in scientific publications and they were considered them as spelling errors as typing errors that escaped the attention of authors or editor; they described that misspelled word as distracting and annoying to the reader. More importantly they consider spelling errors in scientific reported result were obtained with carelessness and that detracts the credibility of written scientific works.

We can say that spelling in a study of phonics as related to the grouping of words for spelling such as an , a man , can , etc , it is the study of syllabication because one learn to divide words and spell by syllabication such as , mul-ti-pli- cation, dic-ta-tion,re-la-tion. And the study of prefixes and suffixes as well because one can

also learn what they mean and how to use them. It is the study of learning pronunciation of words correctly to spell correctly.

2.2 Definition of Error

Throughout the history of English language teaching, a number of definitions of errors have been proposed by different experts. Basically these definitions may share the same meaning; yet here is much to be considered in terms of their differences. Some scholars are in favour of defining error using on their degree of frequency. **Cuming Worth (1987; P/87)** sees "*errors as systematic deviation from the norms of the language being learned*" Errors are the flawed side of learned speech or writing. They are those parts of speaking or writing that deviate from some selected form of mature language performance **Dulayetal, (1982- 138)** **Edge (1997- P 18)** define

"errors" is a simple way as followed "If a pupil can't self-correct a mistake in his or her own English , but the teacher thinks the class is familiar with the correct form , we shall call that sort of mistake an error".

This indicates that errors are made unconsciously. **Corder (1973)** classifies the errors in terms of the differences between the learner's utterance and the some required elements; additions of some unnecessary or incorrect elements; selection of incorrect elements; and disordering of elements. Nevertheless, **Corder** himself adds that this classification is not enough to describe errors. That is why he includes the linguistic level of the error under the subareas of morphology, syntax, and lexicon (**Corder.1973**).

Moreover, **Ellis** mentions that error classification in such ways helps diagnoses problems of learners' learning at any development stage and makes a plate of how changes in error patterns occur overtime.

2.3 Error Vs mistake:

It is vital that a clear distinction between error and mistakes be presented. There are two wide spread trends of view related to differentiation between errors and mistakes one states that mistake are a cover term for error whilst the other claims the opposite. **Lee (1990)**, and advocate of the later perspective sees "error" from two different points of view namely psycholinguistic / or Native speaker speech and Applied linguistics.

In addition for researchers in L2 acquisition make a clear distinction between errors and mistakes. This is based on **Chomsky's** distinction between "Competence" and "performance". This notion claims that error may be distinguished as errors of performance or errors of competence, and they attributed error of performance to carelessness and lapse memory, also explains the significance between errors and mistakes **Brown (2000, 127)** says that in order to analyze learners language in an appropriate perspective, it is crucial to make distinction between mistakes and errors, technically two very different phenomena"

But **Corder (1981)** did not agree with Brown (2000) that mistakes have importance in language learning, he also explains that is more difficult to distinguish errors from mistakes **Corder (1981, 16)** says that " however the problems of determining what is learner's error is one of some difficulty and involves much more sophisticated study and analyses of errors than is usually according them".

James (1989,83) agree with brown point of view that "it can be easy to distinguished between errors and mistakes ,he said that "errors cannot be self corrected , while mistakes can be self corrected "

But Brown (2000, 217) says that " the learner`s capacity for self –correct is objectively observable only in the learner`s actually self corrects, therefore, if such self correction occurs, we are still with no means to identify errors vs mistake"

2.4 Errors Analysis

One of the most important issues in applied linguistics is that of "EA"(Errors analysis)

Ellis (1999, 296) defines EA as

*" a procedure used by both researchers and teachers.
It involves collecting samples of learners language identifying
the sample describing these error, classifying them according
to their hypothesizes, causes, and evaluating their seriousness"*

The important of EA is divided into two types' errors and mistakes from the errors that always made by the second language (L2) learners.

L2 researchers realize that the errors a learner commits in the process of constructing a new system of language need to be analyzed carefully, for they possibly held some of the keys to understand the process L2 acquisition. As **corder (1967, 167)**

*"A learner`s errors are significant in (that)
they provide to the researcher evidence
of how language is learned or acquired,
what strategies or procedure the learner is
employing in the discovery of the language".*

Errors are a natural part of language learning this is true of the true of the development of child's first language (L1) as well as L2 learning by children and adults. The errors reveal the patterns of learners developing interlanguage systems (L2) showing where they have over generalized a L2 or where they have in appropriately transferred a L1 rule to the L2.

Human learning is fundamentally a process, which involves the making of errors. "To error is human", there for, the process of acquiring a skill, involves the making of a lot of errors. As **Crystal (1980, 134)** says "Errors began to help, describe and explain the way in which learners learned a language rather than their progress towards conform (ing) to asset of real or imagined standards of expression". For this in **Ruharods (1984, 95)** says that "*you can't learn without goofing*". They see an error or "goof" as natural product of the process of second language learning. However, the notion of errors itself is controversial. Its natural description and explanation depends mainly on the outlook on the process of human learning in general and language learning in particular.

In writing most people make spelling Errors, even some intelligent people are poor spellers. Everybody knows that poor spelling makes a writer appear careless or

worse, also misspelling distracts readers from the message. For this reason all pupils take care about the spelling so that as to convey their message to their readers.

2.5 Interlanguage

Ellis (1985) said that "the terms interlanguage was first used by **Selinker(1972)**

*"Refers to approximate systems and to Idiosyncratic dialect and transitional competence these terms reflect two related but difference concepts. First, interlanguage refer to the structured system. Which the learner constructs at any given stage in his development. Second the term refers to the series of interlocking system which from what **Corder,(1967)** called the learners built in syllabus".*

The L2 learner's errors are due to two types of errors interlingual errors and intralingual errors. As the contrastive analysis approach has claimed, that the interlingual errors are the errors which are made due to the influence of the mother tongue. In the view of errors analysis approach, interference errors are not considered as transforming first language habits into the second language learning, but as showing the learners hypotheses that a new language is just like the old one. While the intralingual errors are usually attributed to the nature of target language itself. English language (EL) for example the grammatical rule that is followed informing plural nouns is not consistent. Some noun takes an "s" morpheme like student students, boy – boys, boy, boys, while others change their stems for example, man – men, etc, as an attempt to realize. Correct plural nouns forms, learners over generalized "s" additions which result in such errors as "mans" – woman. Consequently the over generalized come up.

Sometimes similar errors of overgeneralization are made by children when they are acquiring their L1. **Brown (1987:82)** consequently, any beginning stage of learning a L2 is characterize by a good deal of interlingual transfer from native language or interference before the system of the sound languages is familiar That is because the native language is the only linguistic system in previous experience of learners.

Brown (1987,178) says that

"At early stages of language learning, it is noticed that learners are characterized by a predominance of interference interlingual transfer generalization within in the largest language is manifested".

Miller (1966, 66) says that,

"it would be meaningless to state rules for making mistakes. It will be using full, to refer to errors of performance as mistake, reserving the term errors to refer to the systematic errors of the learners from which we are able to reconstruct his knowledge of the language to date for example his transitional competence"

2.6 Reasons of Committing Spelling Errors

There are many reasons why students commit spelling errors. The first reason could be explained in terms of origin of English language. Spelling errors can be attributed to the origin of the words of English language.

Originally, old English was written phonetically. However, during the Normans time in England (11th -15th century) French influence significantly altered English language. Later, with developments in science, terms were create using Greek and Latin (**Bake off 2003**). Hence, terms spelling system balance a phonetic demand (the consistent spelling of morphemes among words) (**cummings,1988**) Latin language was the language of culture in Western Europe for more than 1.000 years and English took a great deal of its vocabulary from it in order to enrich the simple Germanic language.

The origin of English language comes from different language; this makes the words lack "uniformity" in their spelling rules. Regarding this: **Boer (1813)** argued that the study of English language reveals that its vocabulary is a mixture of Anglo-Saxon, Roman, Norman, French and later Latin and Greek" in other words, the roots of the problem are fascinating, and lie deep in the history of English language. To high light this truth.

Actually, English speakers throughout history have freely borrowed words from a dozen of language. To show the origin of these words English kept the origin spelling. All words with "PH" for example are from Greek. In addition, the Latin alphabet, which was adopted for writing English did not fit in, it had fewer letters than the English sounds have. The existing of English spelling conventions provides adequate solution for 42of 43 English phonemes. The 26 letters of the Roman alphabet can cater for all English spelling (**Bell, 2004**)

The second cause of spelling errors is that spelling of English words is difficult by itself; English language is not a syllabic language that means we do not sometimes write words as we pronounce them. This discrepancy between the spoken and written form contributed a lot to spelling errors of pupils since many words having the same sound are spelt differently, many others have silent letters in their spelling, and many words are not spelt as they sound. For centuries, many words have been spelt without rhyme or reason. However, with this lack of sensible methods, the spelling of many words has become fixed. Hence English unlike Ethiopian languages (Amharic, Oromo etc) do not have the same form both in written and spoken form to write words. This means in Ethiopian language, the person who knows how to write sounds can write any word said to him without a mistake, therefore, because the influence of mother tongue interference our pupil tries to write English **(J. Lang 2010, p, 106). Cults)** Words as the words are pronounced and commit spelling errors in their written communications; such kind of errors is committed due to transfer. Transfers refer to effect of L1 on the learning of L2 or foreign language. In transfer, the pupils borrowed the patterns of L1 from the mother tongue to the target language they learn **(AL- jarf, 2010)**. Pronunciation has changed drastically over the centuries, while spelling has stayed the same. 400 years ago, the new silent letters in write, knife and comb were pronounced. The "gh" in light and right sound is no longer used in English, consequently, pronunciations has changed drastically over the centuries while spelling has stayed the same. Moreover English language was changed faster than the written language, while logged behind those for pronunciation, these providing another source of divergence of the written form the spoken one **(Anthony, 2011; Kemmer, 2009)**. Learning the spelling rule of English words is very difficult due to the discrepancy between the pronunciations of many words and spelling system. Writing down and utterance into its graphemes are not simple cognitive task getting a pronunciation out of alphabetic. Writing requires people to analyze the sound string down to the level of component sound **(Kemmer, 2009)** hence; he further stated that the lack of consistent norms for

written representations, and the changes that took place over time in the English language sound system were all the forces that led to greater divergence of the written forms and the spoken string, a part from the dialect variation in English speaking community.

This reason makes English spelling difficult for Ethiopian pupils to write in line with its pronunciation. Besides unlike other skills, spelling is one of the most neglected parts of English lesson in Ethiopian curriculum and in the student`s text book.

The third possible reason could be learner`s lack of desire to learn correct spelling of English words. Many spelling errors are committed due to inattention of the learners when they spell words. Many English learners do not give attention to whether they write a word with the correct spelling or not. They simply write the way they feel rather than the way it is supposed to be written.

Harry ,(1970) stated that "pupils commit spelling errors because they are not motivated to learn correct spelling due to lack of desire to learn it" .

The pupils themselves too do not take time to learn the spelling rules or learn how to spell words and even they do not try to use all available means to learn how English words are supposed to be spell.

Furthermore, **Shaw (1970)** suggested that the pupils should develop a desire to learn, devote sufficient time to learn the spelling of English words and become component speller, he elaborated this case and state "the first and most important step in correct spelling is the desire to learn, to devote the necessary time to learn.

The third is to use all available means to learn"

Shaw, (1970) there are fewer books that emphasize spelling rules in the school libraries as a result of little or lack of attention given the importance of learning spelling rules, and also pupils lack interest to learn spelling. Furthermore, lack of interest on the part of the teachers to teach spelling of words is another cause of spelling problems. Even many teachers, some time seem to commit spelling errors themselves while writing some notes on either the blackboard or exercise books.

The fourth reason for errors made by second or foreign learners can be divided into interlingual and intra lingual errors. Interlingual errors are those that result from language transfer, which is caused by the learners` native language (L1) interlingual

errors are caused by the interference of the learners L1 (**Darus and Hein,2009**) (**Lado,1954**) hypothesized those errors in the second language (L2) are caused by the interference of the pupils native language. Native language (L1) before (1954) as **Darus and Hein (2009)** stated quoting **Hornby (1973)** the interlingual errors are the second category of errors.

These errors occur due to inadequate learning or difficulties inherent in the target language itself, faulty teaching, confused thinking or lack of contrast of both languages these types of errors reveal the students inability to separate L1 from L2. Hence, a contrastive analysis of L1 and L2, he thought, will help identify the areas of difficulty in L2 or FL.

AL-Jarf (2010) quoting **Odlin (1989)** **James (1980)** and **Brown (1980)** indicate that several processes cause pupils errors in L2 or FL such as transfer, over generalization and communication strategies. Transfer errors refer to the effect of L1 on the learning of L2 or FL.

In other words, in transfer errors, patterns from L1 are borrowed and used in L2 or FL. In over generalization, we extended the patterns of L2 by analogy. It is a common process to both L1 and L2 or FL. Thus; the students extend the use of grammatical rule of linguistic item beyond its accepted uses. Generally by making words or structures follow more regular pattern.

Moreover,**(Richard,1974)** explain that over generalization covers instances where the learners create deviant structures in the target language (**Richard, 1974**)

After having read or heard sentences such as "He reached the house at 10:00pm" a student may produce "He left the house at 6:00pm". A learner may write "she walked fastly to catch the bus "because he already knows "He walked quickly to catch the train"

Over generalization is caused by insufficient exposure to the target language. Thus, to avoid this, students should read more written materials in English.

Other causes that affect. The spelling, according to change. **Yu (2009)** can be different letter sound correlation. In English, letter. Sound correlation different in different words. Mapping between phonemes and graphemes are not regular.

So when one word is to be spelt, several "similar word is an activated at the same time" XIA YU. Yue " quoted in cheng – YU (2009) thus, it is cumbersome for the learners to use correct graphemes because some of the letters and consonant are replaced by those with similar pronunciation like misspelling of "editor" as " editor" "cap" as " kap" (**cheng – yu**) (2009).

Finally, and very important, causes of pupils Spelling errors could be ascribing to dyslexia.

Dyslexia is broad term defining learning disability that impairs a person`s fluency Or accuracy in being able to read, speak and spell and which can manifest itself as a difficulty with phonological awareness, phonological, decoding, orthographic coding,

Auditory short-term memory, and /or rapid naming (**Wikipedia, 2011**).

"Children or pupils who are dyslexic .have phonological difficulties, that is, they find it difficult to sort out the sound with in words".

This means that they have problem with reading, writing and spelling. (<http://www.dyslexiaparent.com/correction.html>).Moreover,common characteristic among people with dyslexia are difficulty with spelling, phonological processing (the manipulation of sounds) and /or rapid visual-verbal responding (**Wikipedia, 2011**) dyslexia is estimated to occur in about 4 to 8% of population (<http://www.dyslexia-parent.com/>).

Dyslexia pupils have difficulty with associating sounds with the letters. That represents them (sound- symbol correspondence that is very poor in spelling the alphabet or letters order. English has a comparatively deep orthography within the Latin alphabet system, with complex orthographic structures that employ spelling patterns as several levels, principally, letter sound correspondences, syllables, and morphemes (Wikipedia 2011).

2.7 Morphology

Some spelling errors can be avoided if one notices the morphology of the word, the parts of which it is made of for example "disappoint" is composed of the verb "appoint" plus the common prefix "dis" awareness composed of aware + ness

Many spelling errors result from a confusion of words containing an apostrophe and words spelt. In `s` with no apostrophe. The apostrophe has two meanings:

- It can indicate that something has been left out, that the form has been shortened as in "can't" "shouldn't"
- It can indicate the possessive form of nouns "boy's, boys' pupils', pupil's"
- The ordinary plural is just `s` with no apostrophe (the boys are sick). (the boy's dog is sick) (the boys' dog is sick), (`s) is written on the possessive plural of regular nouns

Pronoun: do not have an apostrophe in the possessive. It is (our/ their / yours) it is contraction of it is.

In speech, regular noun plural are formed by the addition of /s/ sound for example, cat / kat / cats / kats / a/z sound for example "witch, /witf/ witches / witfz/. In writing /s/ and /z/ are not normally both indicated by the letter sound /iz/ for es
(Akmajian, 2001:1?)

2.8 Causes of English language difficulty

English is used in many parts of the world as a first or second language, yet it is a very difficult to learn. There seems to be no logical pattern as to way English words are spelt and the way words are pronounced often doesn't help either, The reason why English is such an extraordinary language is that mixture of many other languages.

Origin of the English words (cap) long ago British Isles were invaded by many different races, and each of these contributed words to language which we speak now. An incited Britons spoke a language called Celtic. Then the Roman brought with them the Roman an alphabet which we use today when the Roman power declined, Britain was invaded by the Jutes, the Saxons and the Angles, eventually their language mingled to form Anglo / Saxons which is really the bases of the English language.

Over the centuries words from many other countries were gradually introduced into English as merchant travel across the world, and scholars were influenced the renaissances. Latin Greek was used by educated people and for more than a century Latin was the only language recognized in English schools.

The British ruled in India for two hundred years and many Indian words have absorbed into English from there (**Gee et al 1990; 3, 8**).

2.9 The Most Common Difficulties in Spelling

Any word which is not spelt the way it sounds may cause trouble, and there are six types of words which are more likely to cause errors. These are:

1 – Word containing a "colorless" vowel , a vowel in an unstressed position(ago agent , bachelor) is likely to be pronounced as a very weak "ah" this sound is called the colorless or neutral vowel , because it is quite common in English and because its sound gives no indication of its spelling . The colorless vowel is responsible for many spelling errors.

2- Word with "ie" or "ei" like "niece" or "receive" are frequently misspelled through interchanging of the "e" and the "i" . Most of these errors may be easily removed by the well know rule "i" is before "e" except after "c".

3- Word with irregular plurals form since most English noun repeated take "s" in the plurals form, all plural formed in any other way by constructed irregular. The most

likely problem occur in word ending with "o" or "y" are plurals to spell are those of noun in "o" or "y" such nouns have regular "s" plural s when the "o" or "y" immediately follows a vowel (key, keys studio, studios), but take an "e" before the "s" then the "o" or "y" follows a consonant for example (lady , veto).

4- Words with similar sound but different meaning, such as peace, piece, weak, week, weather, whether

5- Words which double the final consonant before a suffix beginning with a vowel. Some words double final consonant before adding a suffix beginning with a vowel (refer, referred) while other (benefit, benefited) don't generally such causes may spelling errors (**Mcc rimmon 1983:493**)

6- There are exceptions to the general rules. Any exception spelling is "o" likely to be difficult because of the tendency to make it conform to the regular patterns.

2.1,1 Selecting spelling words

Selecting spelling words is not easily job because there is no relationship between words and sound. For that we can say English language system is irregular, and there are many spelling programs agree with the philosophy that the English language system is irregular.

Norton(1980:172) say that

"An examination of words list major spelling books illustrated two different view point on the selection of spelling words . According to one judgment, the English language system is irregular consequently; spelling instruction

should emphasize gradual accumulation of the most useful word."

Horn (1919:52) says that the "one must show that a rule can be easily taught , that it can be remembered, and that it will function in the stress of actual spelling, evidence seem to cost a double of all three of these assumptions".

Horn *ibid* said that "there seem no escapes from the direct teaching of the large number of common words which do not conform in their spelling to any phonetic or orthographic rule".

By the end 1063, Horn believed that some emphasis on phonetic should be included in the spelling program, but he cautioned that "instruction in phonetics should be regarded, however as an aid to spelling rather that a substitute for the systematic study of the word in the spelling list".

In selecting spelling words first uses the list for the whole words that already taught. This depends on the beginning grades and the most difficult words in the advanced grades, words most frequently used in writing should be taught first.

To conclude this, the words should be taught according to the pupils needs, if one needs certain words in specific grade they should be taught in the appropriate grade.

2.1.2 Mastering other spelling difficulties

Sometimes failure to spell a word correctly is not due to the violation of any particular rules. A person may have trouble because he mispronounces a word, or he is weak in his knowledge of the sound of certain letters or combination.

Other difficulties are not a matter of misspelling a word but of confusing it with some other words. Those other words may be a homonym, near – homonym, or a word that is similar in its spelling. For example "weather and whether". For these difficulties spelling becomes a problem for Sudanese learners especially in basic schools.

Al- noor (2003:147) says that "learning the spelling of various vocabulary items of the English language is complicated, formidable and challenging task for learners. In fact, it is one of the areas of horror for the pupils learning in Sudan "therefore, the teachers did many activities for mastering the spelling. No one who is interesting in making frequent use of written language in school; work can escape the responsibility of being correct speller.

If one wants to spell accurately, he/she should acquire certain spelling habits, such as, establishing the habit of using the dictionary to check his spelling, observe the form of words with his eyes, hear them with his ears, and learn the rules that govern the spelling of many words.

Pupils must aware of spelling rules , correct every spelling errors that is called to their attention, they must be spelt correctly, and make up their own devices to fix in their minds the words that make some trouble, for example the word vegetable, business, there are remedial implication in pupils` spelling errors . Misspelling may reflect the nature of pupils` thinking and the stage of spelling he has achieved. For example name, letters, word pattern, syllable, joining.

Pupils need instruction that helps them develop a more complete logical method.

An English learner need help in seeing similarities among words like countries, babies. He needs to develop understanding of the pattern that exist within English words and apply his understanding as he /she writes.

In order to help pupils in this way, teachers must be able to look at a pupil`s errors and identify recurring patterns.

Faulty spelling have become more relaxed than formerly, reflecting the belief that pupils` should be encouraged to enjoy expressing themselves without being inhabit by fear of the consequence of spelling errors.

We have also moved away from spelling as an exercise in isolation to spelling as an activity closely related to words, pupils need for their written work within the curriculum. This does not mean that spelling does not need to be taught or that pupils can be left to pick up spelling from their reading.

Every school should be helped to realize that correct spelling of frequently used words is important and that there is a procedure for learning new words and words that they have spelt incorrectly.

There is a particular need for attention to spelling with pupils who are not having the same abilities of their classes in reading. In giving additional help for reading, it is easy to concentrate on the reading with insufficient attention to spelling and spontaneous writing. Phonetics work in reading and studying spelling of words with similar patterns complement and reinforce each other, attention to hand writing is a further aid

However, those causes where there is spelling disability sometimes associate with specific reading difficulties and sometimes in pupils whose reading is quite good. Some pupils seem to have a marked difficulty in keeping the sequence of letters or have poor memory in associating speech sounds with their spelling patterns. A study of their spelling errors may suggest a particular emphasis in teaching them.

In helping poor spellers one becomes aware of number of aspects which may have significance in particular cases. For example, spelling errors may reflect faulty pronunciation of speech immaturities or defects

Some pupils, specially the youngest ones may be poor in auditory discrimination. For example ball for bell. Recognizing and finding words that rhyme or which contain the same sound should help auditory awareness and support the teaching of words with particular spelling patterns.

Some pupils transpose letters for other, such as "b", "d". In other poor spelling seems reverses letters formation, bad spacing of words, confusion about capital and small letters, unskillful writing movements.

2.1,3 Spelling and pronunciation

Any one writes the English language does know why misspelling occurs. Some difficulties are caused by spelling system itself, other difficulties occur with people who try to use the system.

Akmajian(2001:71) says that

"if we try using the conventional English orthography spelling system " to present speech sound , we face problems of two major types: first , a single letter of the alphabet often represents more than one sound; and conversely ,a single speech sound is often represented by several different letters "

for example, the sound /K/ is represented by K as in kind /kaind/ and "C" as in cat /kát/ "ch " as in chemistry /kemistri/.

The reason that English is difficult to spell, is that a large gap has grown between writing and pronunciation. **Stone (1965:106)** says that *"English does not sound as it is written, is not written as it`s sound"*

The sound of the words changed in the sixteenth and seventeenth centuries, but the spelling did not change for that all kinds confusion has resulted.

A single letter can stand for more than one sound, or several letters group of letters can stand for the same sound e.g. through. also "K" sound is represented by letter "K" as in kind "ch" as in the word school ,"ch" as in chair , and "C" as in cow. Silent

letters are also made confusion for pupils for example "b" as in debt "g" as in sign "L" as in walk. Also some time the different letter indicates the same sounds as in any/eni/,many/meni/,blood /blʌd/ mud/mʌd/ **Irmisch,(1981,258)**says that

"English spelling is not strictly to make this observation is not to say that phonics don`t help in learning to spell , phonetics will help as long as you realize that particular sounds are always spell consistently and that only twenty- six letters are available to transcribe almost twice that number of sounds is the language.People who are interested in establishing that the English spelling system in chaotic point out the "sh: sound can be represented by at least fourteen differen spelling".

To conclude, some linguists disagree with this opinion that English language system is irregular, they maintain that there is high degree of regularity between the graphic presentation of written word and its corresponding sound.

Hodges and Rundorf ,(1965) investigated the relationship between phonemes and graphemes or between sounds and printed letters over 17.000 words, and found a higher degree of regularity between the sound and written letters.

Hanna and Hanna, (1965) recommended that a spelling program reflects the finding of the **Hodges and Rundorf** investigation, they believes that people should leave to spell words using phonetic approach.

2.1,4 Spelling problems

To spell word well involves recognizing situation that commonly leads to misspelling. Pronunciation can mislead in several ways, Different forms of the same

word may have different spelling and some word have more than one acceptable spelling

Mastering spelling is very important part of language learning. This is because written language consists of words and groups of words in which correct spelling is important

Therefore, the importance of spelling comes from the fact that so many words will change their meaning if their orthography or "spelling" forms are change. To give an example of this the two words "right"/rait/ and "write" /rait/ have the same sound , but they have different meanings according to their spelling . For these reasons great care was given to narrow the gap between the different spelling forms in English language.

Until recent centuries there were great differences in the spelling of English language words.

Byrne (1997:17), says that "English spelling was not standardized until eighteenth century"

The standardization of English spelling leads to the stability of the English language in different aspects. Although a lot of effort was done to unity the spelling of this language, still there are some spelling difference in British and American words do not change the meaning, however, the following words may be given example.

Table (2.1): comparison between American and British words.(Spelling)

| British | American |
|---------|----------|
| Colour | Color |
| Centre | Center |
| Realise | Realize |
| Humour | Humor |

Therefore, it is the responsibility of the teacher to point out the differences in spelling that affects the meaning and those which do not. At the same time the learners have to play the role in mastering rules.

Byrne (1997,15) says that "Responsibility for ensuring an adequate mastering of spelling should be divided between the teacher and learner".

Accordingly, it is apparent the exerting efforts from both the teacher and his/her classes are very important and highly needed.

Concerning spelling, teacher are expected to have a good background about the history of English and different changes that have taken place.

Having good knowledge of different language changes, and background about it is history; the teachers can give great help to their pupils especially the beginners who suffer a lot from spelling problems and other areas of weakness. Some of the words their pronunciation and spelling don't correspond, as in the word "listen" where the "t" is silent.

This can be seen in more than one vowel, but it is quite clear in the sound of the vowel "a" for example "a" stands for sound /ə/ as in indefinite article a man

/ a mæn / . Also stand for the sound /æ/ as in the word can /kæn/ in isolation.

In such cases the efficient teacher can easily guide his / her class carefully and patiently to avoid spelling difficulties that rise from similarities of some sounds of different vowel, diphthongs and sometimes consonant combination.

Consequently student concept about the spelling of English as a foreign language will be strongly improved. However, teachers who lack training, experience and good qualification will causes spelling problems instead of solving them, being the model for the learners.

To sum up, spelling problems are due to both intralingual and interlingual factors Intralingual in the sense, there are general English orthographic areas that are

acknowledged to be difficult for foreign language learner such as homophones words, vowel clusters that are pronounced as one phoneme, difference or variety between American and British spelling, and silent letters are the grapheme that are usually represent in writing but are not pronounced

2.1,5 Mother tongue interference

There is a strong assumption that most of the difficulties faced by the L2 learner are imposed by his or her L1, and where there are differences between L1 and L2, the learner's L1 know ledge interfere with the second language. **Lado (1975,2)** says that:

"Those individuals tend to transfer the forms and meanings and the distribution of forms and meaning of their native language and culture this foreign language and culture of their native language and culture to the foreign language and culture."

For this reason Arab learner of English has difficulty in pronouncing the English/P/because it doesn't exist in the phonological system of Arabic as distinctive sound, he usually replaces it with /b/.They say "bray" for "pray"people for people.

Nasr(1963,8)says that "a native speaker of Arabic has formed: habits of the phonological. Lexical and grammatical features of Arabic, in attempting to learn English".

Therefore, he may mistake in all the three areas, for example, Arabic students will not easily make the distinction between /p/and/b/in English.

Weinreich(1953,1) refers to these errors as "those instances of deviation from the norms of either language which occur in the speech of bilinguals as a result of their familiarity with more than one language"

Also little **Wood (1995,25)** say more that "in the case of transfer, the learner uses his previous mother tongue experience as means of organizing the second language data".

Most linguists such as **Ellis,(1000), little wood, (1995), Brown, (2000)**, believe that negative transfer causes interference errors.

In actual speech, sound exists in sequences, language may exhibit similarities and differences not in sound they are utilize, put in the ways these sounds are put together language differ as to what consonant, or consonant combination they allow.

The range of consonants cluster that occur in English is much wider then Arabic.

Arabic language doesn't have initial position; of course they cause serious problems to learners.

Initial two segmental clusters – Any two initial consonant clusters is a problem for Sudanese learners for example/p/in place, pupils introduce an initial/i/and produce none. English word, so they tend to say/pileis/.

Initial clusters with their consonant /str/,/sku/as in street, square, the researcher noticed that students insert short vowels to assist pronunciation. So they pronounce English like the following istreet isquare. Medial and fnal clusters/inst/,/kst/as in construct and next.

Syllables in English may start with one or more than one consonant, in fact up three.

There are words like, kill/ki/with a (eve) structure. Slub/slAb/, with strict/strict/, syllable finally, English allows up to four consonant cluster e.g. twelfths

/ twel^θs/ (ccvcccc).

To sum up this the researcher explains the initial, medial and final sequences in English, and all these are differ in Arabic do not occur in Arabic at all. Undoable the syllabics structure of pupil's native language Sudanese studying Arabic may be completely different from those of English, and there are some sounds that occur in different position in the syllable, so the problem is syllabic.

2.1.6 Relationship between spelling and meaning

Chomsky (1976:11) says that

"words mean the same tend to look the same even though they may have different pronunciation, thus, the words nation and national have similar spelling, the meaning are consistent even through the phonetics pronunciation is different, certain spelling patterns are considered consistent because they indicate a specific of speech".

For this the system seem both sensible and systematic

Zutell, (1978, 847) suggest that teachers apply linguistic and psycholinguistic findings by helping children develop their understand of the writing system. He says that *" teachers must consciously construct environment in with children have the opportunity to systematically examine words and to freely generate, text and evaluate their own spelling strategies".*

Such a spelling program would allow the students to examine their own writing, providing experiences for reading and vocabulary development, and provide word study activities that allow them to compare, contrast and categorize words according to root words, words origins and similarities

2.1,7 The English spelling system

The alphabet which used in English was not originally designed for it, but it was designed for Semitic language and was adopted by the Greeks and later by the Romans.

So English used a variety of this browed Roman alphabet letters were used to present one sound while one sound was represented by different letters. This gave English spelling in consistent and unreliable as a guide to the production of English sounds especially when the language is approached through the written medium.

English spelling is irregular. The irregularity of English spelling is recognized as major learning problems for native and non- native speakers of language.

Byron (1979,16) says that "because in English the relationship between symbol is a complex one, spelling is a problem for many users of the language, native and non native speakers alike " This is mainly due to the fact that in English there is no one - to – one correspondence between sound and letters. For this reason the written symbols don` t represent the speech sound, in spoken language they are forty four sounds, but we have only twenty six letters to represent them accordingly. Some letters must perform at least a double duty, for example, letters "a" represents different sound as following words

/æ/ as in bag

/ei/ as in take

/ə/ as in about

/a:/ as in start

/e/ as in many

/ə/ as in area

/ ɔ :/ as in hall

/ɔ / as in wash

The vowel also performs other function in combination of letters used to represent different sounds. For example the combination of the letters "ough" represent different sounds as

/əʊ/ as in bough

/ɔ :/ as in bought

/ʌ / as in enough

/u:/ as in through

However, there are features of English spelling which seem irregular when one attempt to relate letters to sounds.

They are caused by the compulsion when one tries to force everything in one system of regular sound symbol correspondences.

However, spelling is also affected by other variable as:

A. The position of occurrence of letter in words, for example, initial versus final.

A- Relations between orthographic symbol and higher levels of language, morphemes word classes and grammar which shows that English spelling is a phonetic and more phonemic as well.

Here, the symbol gives lexical and semantic information and therefore they are not always good predictors of production for example the "ed" morpheme are an ambiguous marker for past tense. We know from the spelling, for example that (cooked) /kkt/ and started / sta:tɪd/ are verbs in the past tense . Here the variation in the pronunciation of the "ed" marker in the two verbs is influenced by the sound which preceded it.

Crystal ,(1987,214) says that "it is difficult to arrive at a firm figure for the amount of spelling irregularity in language, because people differ over which words to include in the study".

We can summarize English spelling irregularities into the following:

- 1- Different letters may represent a single sound as with (u:) as in too, through , due
- 2- Different sounds can be represented by the same orthographic symbols as the sound /u:/ and /u/ which are represented by the letters (oo) in moon and look respectively , and the sound /e/ and /i:/ which are represented by the letters "ea" in head and lead .
- 3- Combination of letters can represent a single sound as in /ch/ in chair /ph/ in photo.
- 4- Some sounds are not represented in spelling in union.

2.1,8 Source of irregularity

This history of language provided many reasons for irregularities of English spelling.

- 1- The basic fact is that in Anglo-Saxon period, and alphabet of twenty seven graphemes represented by sound system of nearly forty (40) phonemes.
- 2- After Normans conquest, French scribes respelled a great deal of the language, introducing such convention as "qu" for "cu" , queen" gh" for "night" and c before e or I in such words as circle and cell .
- 3- The printing process caused complication. Many early printers were foreign, and they used their own spelling norms.

4- Especially after printing, the writing system did not keep pace with sound changes that were affecting the language. Great Vowel Shift of the 15th century was the main reason for the diversity of vowel spelling in such words as name, sweet, house.

Similarly letters that were sounded in Anglo- Saxon become silent for example, the " k" in the word know or final e in love.

5- In the 6th century, there was fashion to make spelling reflecting Latin Greek etymology e.g. g was added in reign and the b in debt.

Unfortunately , many false forms were concluded for example the "S" of island was added because the word was thought to come from Latin insula, where as in fact it is Anglo-Saxon in origin(**Chomsky1970:113**)

2.1,9 Spelling Rules

It is easy to learn spelling rules but it is difficult to apply them; the following rules pointed the way to good spelling:

A- Rule for "ei" combination to spell words like believe and receive, usually "i" is written before "e" except after "e" or when it sound like /ei/ as in neighbor and weight.

1- "i" before "e" believe and achieve

2- Expectation after "C" receipt perceive

3- Expectation :either , neither

B- Rules governing prefixes and suffixes :

1- If the final consonant of the prefix is the same as the first consonant of the root word, both consonant are retained miss+ spell misspell

2- If the word ends in "y" it changes to "i" it is preceded by a consonant :
busy +ness business

Lazy+ness laziness

3- If a suffix begins with a vowel and the word is one syllable word has accented last syllable composed of final consonant preceded by one vowel , the final consonant of the word is doubled :

Drop+ed dropped

Whip+d whipped

Occur+ed occurred

4- When adding a suffix to a word end in a silent "e"

a- If the ending begins with a vowel drop the silent "e" e.g. come+ing
exceptions: like ale

b- If the ending begins with a consonant , don't drop the silent "e"
example like+ly likely

c- When adding an ending to a word ends in "e" or "ge" don't drop the silent "e" unless the ending begin with "e"or"i" example: manage-
management

5- If suffix begin with a vowel but the word has accented last syllable the final consonant does not double

Offer+ ing: offering

Enter +ed : entered

Benefit+ed : benefited

6- Noun which end in "s" hissing sound (s,z,x,ch,sh) from the plural by adding "es" to the singular from churches , glasses

7- Nouns ending in "y" form their plural in two ways :

- a- If a consonant precedes the "y" they change "y" into "i" and add "es" ;
lady ,ladies , baby. Babies
- b- If a vowel precedes the "y" add "s" to the singular form toy , toys ,
day , days
- c- Some words change internally (man , men tooth , teeth)

8- Nouns ending in "o" are divided into two major groups :

Those with a vowel before the "o" and those with a consonant before the "o"

- a- If a vowel precedes the "o" the plural is formed by adding "s" to the singular form, example radios. Studios
- b- If a consonant precedes the "o" the plural form usually ends in "es" for example, heroes, and potatoes. There are many exceptions; however, all musical terms for instance end in "s" for example, quartos, and banjos. Some words moreover have both endings. For example cargoes, cargos mottos, mottoes.

c- some words do not change (dear ,sheep)

a- Most nouns ending in "f" or "fe" form the plural by changing the "f" to "v" and adding "es". Leaf- leaves , exception are (roof ,chief)

b- Letters, fingers ,symbol or words out of their normal context form their plurals by adding "s"

Letters

The A`s are legible in this Ms

Symbols

You have used 5`s too many here.

Words

The and`s and so`s are used many time in the paper.

Compound nouns from their plurals by adding “s” to the part of the compound which carries the meaning of the words, this part of the compound may be the first or the part of the compound.

Compound nouns: usually change the most important word (son-in-law) “sons-in-law”

d- Compound with full adds to the letters elements spoonfuls

1- Words borrowed from foreign language usually retain the plural from their own language

A - Latin and Greek.

1-Curriculum, curricula, stimulus, stimuli

2- French

3- Formula – formulae

2.2,1 Spelling is an important skill

Spelling is an important activity in the process of learning a foreign language. **Al khafaji and A-Shayib (1987,7)** state that "to spell correctly make written communication easier while misspelling might lead to interruption of communication and misunderstanding" spelling is a linguistic skill.

Learners should be taught that how speech sound (phonemes) of the language correspond to the letters (graphemes) that make up words termed the "alphabetic principle"

These skills are helpful in reading and spelling skills. Spelling skills also depending one's ability to find the meaningful roots in words (e.g. suffixes and prefixes). Know word origins, and remember letters and words.

This skill referred to as orthographic memory. Rather than root memorization of spelling lists, teaching spelling requires direct instruction in the language forms (i.e. morphology); sound structures, word meanings , and origins.

On the other hand, according to **Al-Hamash (1974, 14)** "spelling is message for composition and composition writing strengthens the mastery of correct spelling through is different from composition".

He adds that the mastery of spelling demands the mastery of English spelling patterns at the level recognition (reading) and at the level of production (writing).

Sounds, letters, words parts, word meaning, and word history are those elements which play the important role in learning to spell the words of English Language.

Spelling is a reflection of one's word and more words learners know how to spell, they will be able to tackle new and challenge words. It has been noted and many experts also said that because of correspondence between sound and letters of words, their origin and meanings, learners over generalize the one rule to other words and this thing may cause creating errors.

2.2,2 The important of learning spelling of words

English has an alphabetic writing system based on the Roman and church officials in brought to Anglo- Saxon England by Christian missionaries and church officials in the 600s (**Kemmer2009**). Alphabetic writing system are based on the principle of representing

Spoken sounds systems, specifically those at the level of consonants and vowel, by written characters, ideally one for each sound system. He also explained that the Roman alphabet, being designed for a language with a very different phonological system, was never perfectly adopted for writing English even when first used to represent Anglo –Saxon.

His further elaborated that norms of writing word consistently with an alphabetic characters set are collectively called orthography. Consistency in writing was never absolute in Anglo- Saxon because the whole system was new and norms of writing words in insistent way took time to develop **(Kemmer, 2009)**

It is not easy for writers to remember single orthography representation, called a spelling, for a word; yet this is what is required for standardization, unless there is perfect one - to one correspondence between phoneme and graphemes, which is on ideal rarely reach with alphabetic systems.

Writer seem to prefer to produce written forms they have seen before for specific words ,even if there is not a good match between written character and sounds

2.2,3 -Teaching Writing

Pupils are very often puzzled by English spelling and spelling seem to them to be not only arbitrary but unrelated to any other port of their causes, linking spelling and pronunciation, is a good way of teaching spelling. It is better for the teacher to say the sound of the letter while she / he write it on the board. Then asks pupils to give words that contain this sound. In the first time a new sound of the letter that is already known sometime distract them from the current pronunciation rather than help them. But when master the sound the sound that helps them a lot in spelling many words.

Learning to spell words well reduces learners spelling errors. One must make sure the learners understand the meaning of the words before they try to memorize its spelling, and look it up in dictionary if there are uncertain.

The teacher must pronounce the word correctly and loudly then writes it on the board. A teacher should use visual aids and writes words on the blackboard, and then he must explain to his pupils how to consult a dictionary for difficult words to make sure about their meaning and spelling

Nasr, (1965,106) says that

"in teaching English spelling, teacher must first emphasize that fact that correct spelling is just as important in writing as correct pronunciation is in speaking here are some technique used in the actual process of teaching spelling"

Nasr (1963,106) says that *"start with mono spelling words. This is exceeding important, for in the first place"*, Arab pupils have more difficulty with English vowels than with consonant, and by using monosyllabic word at first, pupils are made to consonants on one vowel sound a time.

In second place, syllable spelling is very helpful to pupils in transferring to longer words

For example,

1-The spelling of such words as homework, would case no problem if the pupils have already mastered monosyllabic words homework.

2- Where area possible, use pattern correcting spelling with pronunciation. For example:

a can be used to correlate with the sound /æ/ in hat , cat

3-make it point to associate the spelling of a word with its meaning.

This can be best accomplished by reading illustrated sentences and stories, for ultimately, a pupils spelling proficiency depends, first upon his familiarity with it in printed form.

4-Give pupils sample opportunity to practice spelling. This can accomplish directly by the use of dictation or indirectly by the use of other written exercise.

2.2,4 Advice for developing Good Spelling

Christ (1985:476) suggested some point for developing spelling:

- 1) Know the meaning and pronunciation of each word. When in doubt, look up the word in dictionary.
- 2) Spend all your spelling time studying the misspell words. If you misspell your teacher does not test spelling , when he / she assigns a spelling lesson , have some note book at home read the words are they as written , then list a missing word in the note book. Circle or underline the spot that gives troubles. Study each word until you can spell it correctly every time.
- 3) Add to the note book a list of words that are spelt in composition, letters and test. Study, the test until the lists are mastered. Review the list every two weeks. Refer to it when correcting and written work.
- 4) Do not guess if you are not sure of any word, first look u p in a dictionary or ask the teacher.
- 5) Observe words strongly, when correcting the papers, look up every word that does not look right. Most poor spelling is pure carelessness.
- 6) Learn to apply basic spelling rules for example the rules of final “e” and “y” and doubling final consonant.

2.2,5 Previous Studies on Spelling Errors

The conducted studies in spelling difficulties and spelling errors are studies conducted by many researchers. The date of those conducted studies started in late nineteen thirties. The first conducted study that the researcher found refer to the 1937 which is conducted by Gate. In fact there were more detailed studies conducted in the range of periods between (1937- 1989) if anyone needs more detailed studies, he can refer to the conducted study by **(Mohammed, 2006)**. Spelling errors in Written English in written composition, un published thesis, University of Sudan of science and technology (2006) as an exception the researcher is concerned with two conducted studies which were made by Arab researchers such as **AL- khateeb (1982) and Ramadan (1986)**, the researcher will mainly focus on the conducted studies which are conducted in the Nineteen Nineties because those studies can be classified as contemporary studies. With regard to the Arab researchers the researcher considers their studies were more significant because those Arab researchers had made their researchers in areas of EFL.

Those two conducted studies are more similar to the subject of this study.

The following conducted studies were made Arab researchers **AL- khateeb (1982)** conducted studies to analyze some spelling errors made by the Basic stage pupils in Jordan. It is sample consisted of (288) pupils drawn from eight basic schools in the city of Amman). He found that the errors attributed to misapplying spelling rules were significantly the lights, then came to the errors attributed to phoneme – grapheme divergence.

But the errors attributed to first language interference were the lowest. The second Arab researcher who had conducted a researcher in spelling errors was Ramadan. He conducted this researcher in the year 1986. It is study's follows.

Ramadan (1986) conducted a study which aimed at investigating spelling errors in composition written by the third preparatory and the third secondary school students

in Jordan it is sample consist of (200) student after analyzing his data he found that the most difficult areas of misspell words occurred in the vowel in the third secondary classes were 59 and 57 respectively. Silent letters seemed to be problematic for both classes. He found that there no significance differences in the performance of spelling errors between males and females with each class.

He found that also most of the misspelling errors were intrasmorpheme errors. It was also found that the description of spelling in the third preparatory classes in each type was similar to that of the third secondary classes.

Azzam (1990) presented descriptive study on reading and spelling errors made by children learning Arabic. The purpose was to unfold to provide a more comprehensive and systematic description of misspelling and misreading primary school children make. The second purpose was to provide some empirical rather than impressionistic evidence about aspects of the Arabic script which pose problem. The types of misreading consist mainly of errors with diaertics. In spelling, the errors `centered, on content sensitive race, Letters (their addition and omission and hand writing problem. **Vise (1992)** conducted study to compare adults and children responses in one area of literary acquisition that if spelling as it relates to knowledge of letters founds and word patterns. The first study examined the spelling errors of the adults and children who were matched for general spelling achievement on first four instructional levels. The second study again matched children and adults by instructional level and analyzed the order in which the two groups mastered a variety of spelling features. The combined results of the two studies indicate that spellers to both adults and children, make similar errors at similar instructional levels on most of spelling features. The differences which were found can be divided into two major categories. The adults made significantly more non phonetic errors than the children. These errors include the substitution of the whole words (straight for children); and of infected ending (ed for ing) – the adults scored higher than. Children on word feature which related to knowledge of visual patterns

and common spelling conventions (fight not fite). Developmental spelling patterns emerge. Which, though stranger in children than adults, was present in both groups?

Mager (1995) conducted a study to investigate the cognitively and linguistically predictable spelling errors that Spanish – speaking children who are literate in

Spanish make when learning to spell in English. The study hypothesizes that Spanish there will be three main effects. For this study. The first hypothesis is that students in lower grades will make more predictable errors than the children in the older grades. The third hypothesis is that for English – speaking students, the error rate will decline monotonically as the grade level increases; Spanish – speaking students will show that the same pattern for non- predictable errors, but for predictable errors. The error rate will first rise from the second to the third grade and then fall as the grade level increases. The subjects were (135) students in grade 2, 3, 4 and 5 who were divided into three language groups. Spanish – speaking, English – speaking and bilingual. All of the students were given a list of sixty organized words to spell. Each spelling was scored as correct, incorrect- predicted, incorrect – non – predicted or missing. A predicted error is misspelling of an English word that can be attributed to the correct application of Spanish language orthography, or phonology, and non predictable errors is a misspelling of English word that can be attributed to the correct application of Spanish language orthographical rules to English – ANOVA was used to see whether the predicted hypothesis would be upheld. The findings of this study were the first hypothesis about monotonic decline in the number of predicted and non – predicted errors made was upheld. Finally the third hypothesis predicting a two – way interaction between grade and language was upheld.

Snyder (1995) analyzed (660) substitution spelling errors from seventy – six timed, quiet essays by English – speaking with no other second language experience in

first year university Spanish courses . The analysis showed little difficulty with ambiguous phoneme – grapheme correspondence, but errors in phonetics, especially in inter. Linguistic lexical transfer these result suggested that learners transfer spelling strategies from their first language and use lexical orthographic representations in spelling their second language, rather than applying phoneme – grapheme correspondence to phonological representation. The results also support the view of the bilingual lexicon as a network organized around similarity in form and shared lexical information rather than by language.

Lenis (1996) conducted a study to explore the link between the development spelling errors of the students with language learning disabilities (LLD) and practices the beliefs of teachers of the students with (LLD) results from interviews with the teachers of the students with (LLD)varied teachers considered their role in the spelling instruction to be valuable, the findings of this study appears to show that the students with (LLD) like normal populations, construct spelling hypothesis overtime.

Shen (1996) investigated spelling and orthographic knowledge development in elementary (Chinese – speaking children from age one through six. The entire study consists of two sub studies study A and B study. Study a first examines the pattern of children’s spelling errors. The study conducts that understanding of children’s orthographic knowledge levels and literary development level in Chinese.

Emery (1997) made a study to investigate the spelling errors made in technical report written by Omani Trainees in the Foundation Program at Petroleum Development of Oman. A corpus of (600) misspell words were used; she categorized the spelling errors into four categories vowel re-ordered, vowels, omitted, vowels substitution and consonant error. She analyzed these particular types of errors and attempted to give reasons for their continuous occurrence. She found that the spelling errors made by Arabs fall into dyslexic native speaker, that the errors occurred in writing of more advanced students of English as well as that of low level learners, and didn’t always seem to disappear when a student became more proficient.

2.2,6 Summary of the chapter

This chapter has first reviewed literature on some key concepts in the study problem. This is followed by a review of some previous related studies

Chapter Three

Research Methodology

CHAPTER THREE

RESEARCH METHODOLOGY

3. 0 Introduction

This chapter is devoted to the description of the methodology used in the study.

The present study adopts the descriptive analytic method, which depends on the description of phenomena. The research tools for collecting data are a questionnaire for teachers and test for pupils

3.1 Research Population and Sample:

For conducting this study two tools are used

: A test for the pupils

: A questionnaire for teachers

The population of this study is teachers of English and pupils at some basic Schools in Khartoum locality; they are about 50 teachers; and 100 pupil's in7th grade.

These teachers have been selected randomly from these schools which are shown in two tables.

Table: 3.1 Sample of Teachers and their Schools.

| Schools | Teachers | Percent % |
|-------------------------------------|-----------------|------------------|
| Elfurqan Basic Level School | 18 | 36% |
| Elsalheen Basic Level School | 3 | 6 % |
| Elzakheera Basic Level School | 2 | 4% |
| Elkauther Basic Level School | 2 | 4% |
| Mohamood Shareef Basic Level School | 3 | 6% |

| | | |
|-------------------------------------|-----------|-------------|
| Elmaali. Basic Level School | 14 | 28% |
| Elqurwan Basic Level School | 1 | 2% |
| Zaid Ibnthabit Basic Level School | 1 | 2% |
| Eleman Scientist Basic Level School | 6 | 12% |
| Total | 50 | 100% |

The above table shows the total of the teachers and their percentage. Elfurqan and Elmaali Schools are higher percentage than the others because they are big foundations and some teachers in some schools were absent.

Table: 3.2 Sample of Pupils and their Schools.

| Schools | Pupils | Percent% |
|-------------------------------|---------------|-----------------|
| Elzakheera Basic Level School | 71 | 71% |
| Elfurqan Basic Level School | 12 | 12% |
| Elsalheen Basic Level School | 17 | 17% |
| Total | 100 | 100% |

The above table shows that pupils of Elzakhera School have higher percentage in their participation because it is governmental school but the others are private schools.

3.2 Data collection instruments

The questionnaire is designed for teachers who teach English at basic Schools.

The teachers` questionnaire (TQ) consists of introductory part that deals with teachers` personal information including the years of experiences in the field of teaching, and schools where they work. The second part deals with an investigation into Basis level pupils' spelling errors.

In the teachers' questionnaire (TQ) the table consists of five options, ranging from "strongly agree to strongly disagree".

3.3 Procedures of data collection

The researcher distributed about 50 questionnaires to the teachers while 20 questionnaires were distributed by his colleagues in addition to 100 tests to the pupils in the 7th grade. All of these were distributed by hand.

3.4 Validity of the tools

According to". (Guy, Mills (2009: 154 *validity is defined as* " ***the degree to which test measure what it is supposed to measure***".

In order to assure the validity of the tools, the researcher took two steps, first the tools were given to a number of experts in Sudan University of Science and Technology to see whether the tools could answer what they were intended to measure.

The experts made some modifications by deleting, adding and reforming some of the statements. Before the tools were tested they were given to the supervisor for the final evaluation.

3.5 Reliability of the tools

The concept of the term reliability is defined by Lado (1962:160) as *the “the stability of the source to the same sample”* that means a test is reliable if the testers get nearly the same source in the same test on different occasions.

Reliability is expressed as “reliability coefficient “. According to Gay Mills and Air Asian the standard coefficient of the test 1.00 and high reliability should be close to 1.00.

In this study to calculate the reliability the researcher used Cronbach`s alpha equation as shown below:-

$$\text{Reliability coefficient} = \frac{n}{N-1} (1 - \frac{\text{Total variations questions}}{\text{variation college grades}})$$

Coronach alpha coefficient = (0.72), a reliability coefficient is high and it indicates the stability of the scale and the validity of the study.

Validity coefficient is the square of the islands so reliability coefficient is (0.85), and this shows that there is a high sincerity of the scale and that the benefit of the study.

Table 3.3 shows chi- square , df,sig and median of scales of the teachers questionnaire

| No. | Statement | Chi-Square | df | Sig. | Median | Scale |
|-----|---|------------|----|-------|--------|----------|
| 1 | The curriculum of the education system in Sudan doesn't include sufficient teaching of English spelling rules | 26.000 | 3 | 0.000 | 4.00 | Agree |
| 2 | Teachers don't give much attention to teach spelling | 14.600 | 4 | 0.006 | 3.00 | Not sure |
| 3 | Many pupils don't discriminate between(p) and (b) as in (but-put) | 53.400 | 4 | 0.000 | 4.00 | Agree |
| 4 | Some pupils are not aware that the letter /c/ is pronounced /s/ as in (cement) and /k/ as in (cat) | 37.840 | 3 | 0.000 | 4.00 | Agree |

| | | | | | | |
|----|--|--------|---|-------|------|-------|
| 5 | Silent letters cause a big problem for Khartoum schools basic level pupils of English | 34.400 | 4 | 0.000 | 4.00 | Agree |
| 6 | Some spelling errors among Khartoum schools basic level pupils are mainly in vowel letters | 10.600 | 4 | 0.031 | 4.00 | Agree |
| 7 | Khartoum basic schools pupils of English cant differentiate between /ie/ and /ei/ spelling | 15.200 | 4 | 0.004 | 4.00 | Agree |
| 8 | Some pupils don't keep he letter /e/ as in (love) and (like) | 33.800 | 4 | 0.000 | 4.00 | Agree |
| 9 | Many pupils don't write double consonant letter as (swimming – running) | 45.000 | 4 | 0.000 | 4.00 | Agree |
| 10 | Some pupils commit spelling errors because the lack of desire to learn correct spelling | 10.400 | 4 | 0.034 | 4.00 | Agree |
| 11 | Some spelling errors committed by basic level pupils of English are due to the same sound and difference in spelling | 31.600 | 4 | 0.000 | 4.00 | Agree |
| 12 | Ineffective teaching method causes spelling difficulties | 23.400 | 4 | 0.000 | 4.00 | Agree |
| 13 | Many pupils don't know the spelling of the word there fore seem to write the word as they feel it to be written | 37.000 | 4 | 0.000 | 4.00 | Agree |
| 14 | Spelling is one of the most neglected areas of the English syllabus | 19.000 | 4 | 0.001 | 4.00 | Agree |

Statement No(1) whereby value appraised chi-square (26.000) with probability value (0.000) and it has statistical connotation and there are variances which have statistical connotation on sample study in favor of those who answered agree

Statement No(2) whereby value appraised chi-square (14.600) with probability value (0.006) and it has statistical connotation and it is find variances which have statistical connotation on sample study in favor of those who answered agree

Statement No(3) whereby value apprised chi-square (53.400) with probability value (0.000) and it has statistical connotation and it is find variances which have statistical connotation on sample study in favor of those who answered agree

Statement No(4) whereby value appraised chi-square (37.840) with probability value (0.000) and it has statistical connotation and it is find variances which have statistical connotation on sample study in favor of those who answered agree

Statement No(5) whereby value appraised chi-square (34.400) with probability value (0.000) and it has statistical connotation and it is find variances which have statistical connotation on sample study in favor of those who answered agree

Statement No(6) whereby value appraised chi-square (10.600) w0ith probability value (0.031) and it has statistical connotation and it is find variances which have statistical connotation on sample study in favor of those who answered agree

Statement No(7) whereby value appraised chi-square (15.200) with probability value (0.004) and it has statistical connotation and it is find variances which have statistical connotation on sample study in favor of those who answered agree

Statement No(8) whereby value appraised chi-square (33.800) with probability value (0.000) and it has statistical connotation and it is find variances which have statistical connotation on sample study in favor of those who answered agree

Statement No(9) whereby value appraised chi-square (45.000) with probability value (0.000) and it has statistical connotation and it is find variances which have statistical connotation on sample study in favor of those who answered agree

Statement No(10) whereby value appraised chi-square (10.400) with probability value (0.034) and it has statistical connotation and it is find variances which have statistical connotation on sample study in favor of those who answered agree

Statement No(11) whereby value appraised chi-square (31.600) with probability value (0.000) and it has statistical connotation and it is find variances which have statistical connotation on sample study in favor of those who answered agree

Statement No (12) whereby value appraised chi-square (23.400) with probability value (0.000) and it has statistical connotation and it is find variances which have statistical connotation on sample study in favor of those who answered agree

Statement No (13) whereby value appraised chi-square (37.000) with probability value (0.000) and it has statistical connotation and it is find variances which have statistical connotation on sample study in favor of those who answered agree

Statement No (14) whereby value appraised chi-square (19.000) with probability value (0.001) and it has statistical connotation and it is find variances which have statistical connotation on sample study in favor of those who answered agree

3.6 Summary of the chapter:

This chapter gives full description of the methods and techniques which the researcher used to conduct this study.

It shows that the study methodology is descriptive and analytical. Then it describes the population and the sample of the study.

It explains the procedures which the researcher followed to test the validity and reliability of his tools and how he collected the data of the study and how he analyzed them.

Chapter Four

Data Analysis, Results and Discussion

CHAPTER FOUR
DATA ANALYSIS, RESULTS AND DISCUSSION

4.0 Introduction

In this chapter, analysis of the data collected is made. The results are displayed in tables, graphs and texts

4.1 Data analysis

Below, the results of the questionnaire are displayed and discussed.

4.1,1 Personal information

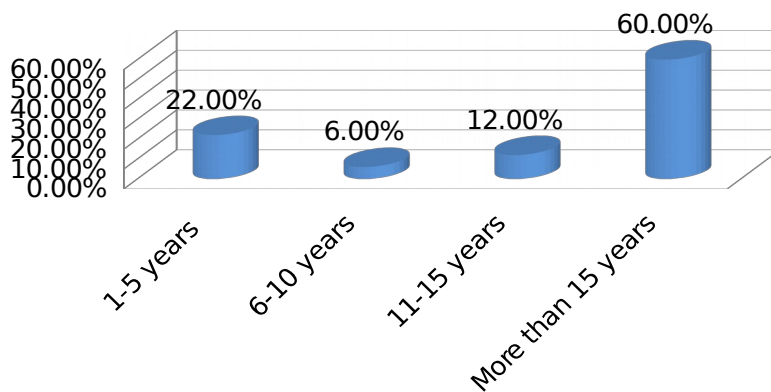
The below table shows the experiences of the teachers who took part in the study.

4.1.2 Years of experiences

This table is about teachers` experiences in teaching English language.

Table(4.1) teachers` experiences in teaching English

| Valid | Frequency | Percent |
|--------------------|-----------|---------|
| 1-5 years | 11 | 22.0% |
| 6-10 years | 3 | 6.0% |
| 11-15 years | 6 | 12.0% |
| More than 15 years | 30 | 60.0% |
| Total | 50 | 100.0% |



Graph (4.1)

The table and figure above show that, the distribution of the sample by the statement as follows 1-5 years by (22.0%) and 6-10 years (6.0%) and 11-15 years by (12.0%) and more than 15 years by (60.0%).

It is quite clear that the results above of working experiences exhibits that above 60% of the teachers have been teaching more than 15 years in the field of English, which means that the majority of the teachers have a good experience background

4.1.3 Teachers` evaluation of spelling errors

Statements in this part of the study teachers' questionnaire deal with the teachers' evaluation of spelling errors by basic level pupils of some Schools in Khartoum locality.

There will be able for each item or statement in the teachers' questionnaire.

The tables will show the frequencies and their percentage.

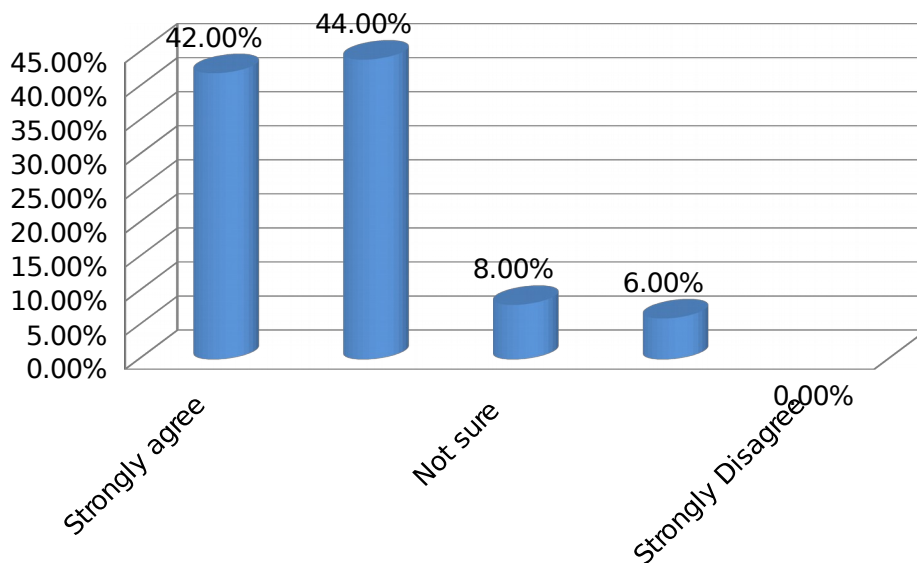
4.1.4 The curriculum of education system in Sudan.

The curriculum of education system in Sudan needs more studies especially in spelling system.

Statement (1) the curriculum of education system in Sudan doesn't include sufficient teaching of spelling rules.

Table (4.2) The curriculum of education system in Sudan doesn't include sufficient teaching of spelling rules.

| Valid | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly agree | 21 | 42.0% |
| Agree | 22 | 44.0% |
| Not sure | 4 | 8.0% |
| Disagree | 3 | 6.0% |
| Strongly Disagree | 0 | 0.0% |
| Total | 50 | 100.0% |



Graph 4.2

Table 4.1.4. above is about system of teaching English spelling rules it is seen that 86% of the teachers agree. Few of the participants, about 6% disagreed in their attitudes and 8% not sure. 86% is high percentage which means that education system in Sudan doesn't include sufficient teaching of English spelling rules.

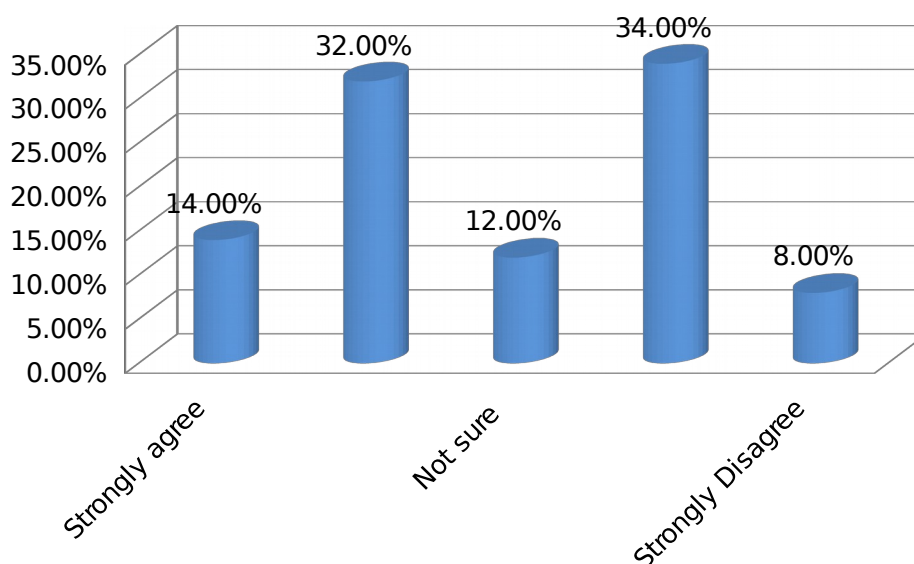
4.1.5 Teachers don't pay attention to teach spelling

Teachers don't give the pupils more spelling during the year.

Statement (2) Teachers don't give much attention to spelling.

Table (4.3) **Teachers don't pay attention to spelling**

| Valid | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly agree | 7 | 14.0% |
| Agree | 16 | 32.0% |
| Not sure | 6 | 12.0% |
| Disagree | 17 | 34.0% |
| Strongly Disagree | 4 | 8.0% |
| Total | 50 | 100.0% |



Graph 4.3

It is quite clear that 46% of the participants agree with above statement, while 42% disagree which shows that the number of the teachers who agree more than those who do not agree, and 12% are not sure, but the scale is till towards agreement.

The above table shows that 86% from the participants agree with the study hypotheses "the curriculum in Sudan doesn't include sufficient of English rules which support the study theme. 4% from the teachers are not sure, while 10% are disagreeing in their opinions.

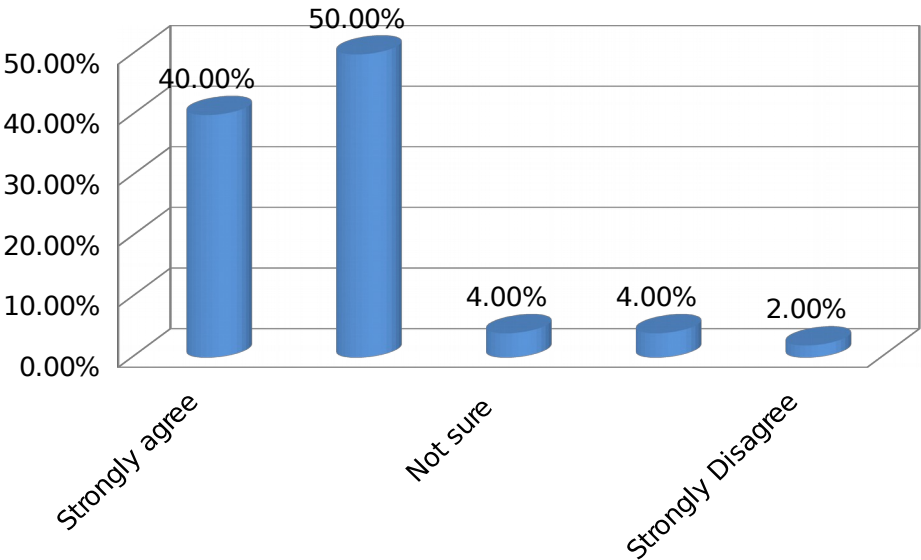
4.1.6 /p/ and /b/ distinction:

Many pupils find difficulties between /b/and/p/ spellings
Statement (3)

Many pupils don't discriminate between /b/and/p/ as in (put –but)

Table (4.4) /p/ and /b/ distinction

| Valid | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly agree | 20 | 40.0% |
| Agree | 25 | 50.0% |
| Not sure | 2 | 4.0% |
| Disagree | 2 | 4.0% |
| Strongly Disagree | 1 | 2.0% |
| Total | 50 | 100.0% |



Graph 4.4

The table above states the confusion between /b/ and/p/ spellings. From positive variable given, it is apparent that 90% of the teachers agree to the statement that pupils of English cannot differentiate between / p/&b/.4% of the teachers are not sure ,while 6% disagree to the assumption . To distinct between /p/&p/ teachers must use tape recorder. This statement supports this question: “what possible methods or techniques should be applied in order to overcome the pupils’ problems?”

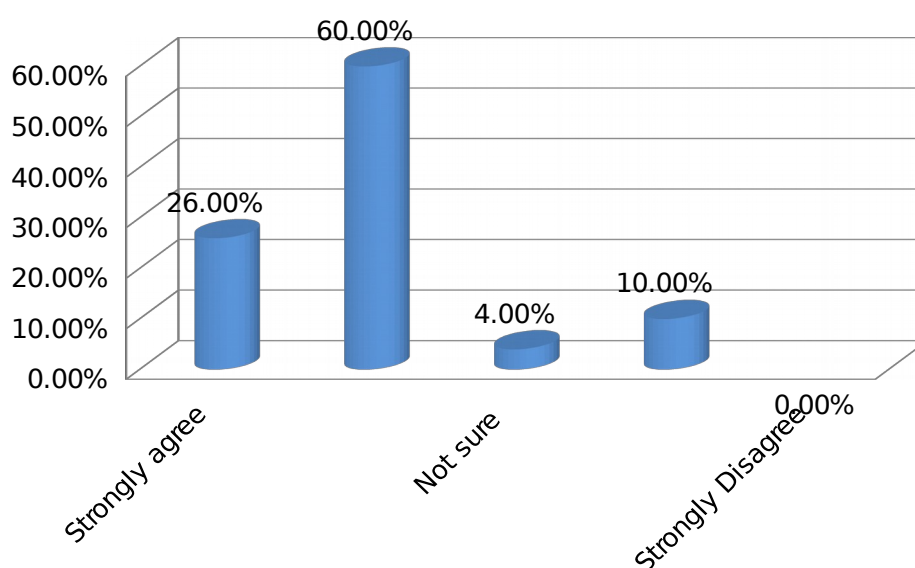
4.1.7 The letter /c/ is pronounced /s/ and/k/

Some pupils are not aware that the letter /c/ is pronounced /s/ and/k/ because they lack knowledge spelling rules.

Statement (4) some pupils are not aware that the letter /c/ is pronounced /s/ as in (cement) and /k/ as in (cat).

Table (4.5) The letter /c/ is pronounced /s/ and/k/

| Valid | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly agree | 13 | 26.0% |
| Agree | 30 | 60.0% |
| Not sure | 2 | 4.0% |
| Disagree | 5 | 10.0% |
| Strongly Disagree | 0 | 0.0% |
| Total | 50 | 100.0% |



Graph 4.5

The above table shows that 86% of the participants agree with the study hypothesis “The curriculum in Sudan doesn’t not include sufficient of exercises or English rules” which supports the study theme .4% from the teachers are not sure , while 10% are disagree in their opinions

4.1. 8 Silent letters Problems:

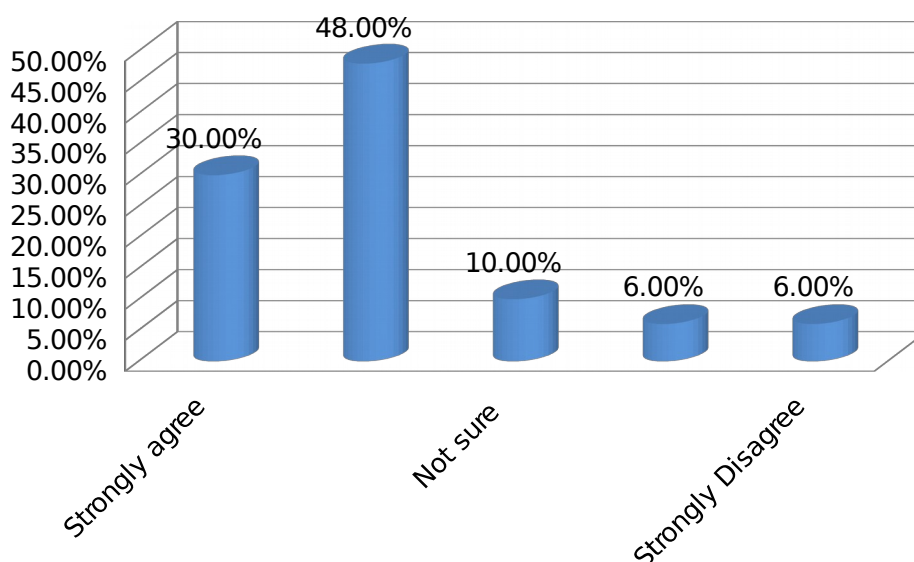
Silent letters are one of the major spelling difficulties encountered by foreign learners.

Statement (5) Silent letters cause a big problem for Khartoum schools basic level pupils of English.

Table (4.6) Silent letters problems

| Valid | Frequency | Percent |
|----------------|-----------|---------|
| Strongly agree | 15 | 30.0% |

| | | |
|-------------------|----|--------|
| Agree | 24 | 48.0% |
| Not sure | 5 | 10.0% |
| Disagree | 3 | 6.0% |
| Strongly Disagree | 3 | 6.0% |
| Total | 50 | 100.0% |



Graph 4.6

The above table expresses that some of the spelling errors among Khartoum schools basic level pupils of English are due to silent letters.

Large numbers of teachers 78% attributed those spelling errors to silent letters; while only 12% disagreed to the statement. 10% are not sure in their attitude. 78% is very high percentage because silent letters don't have rules also Arabic language doesn't have silent letters.

4.1.9 Vowel Letters Problem:

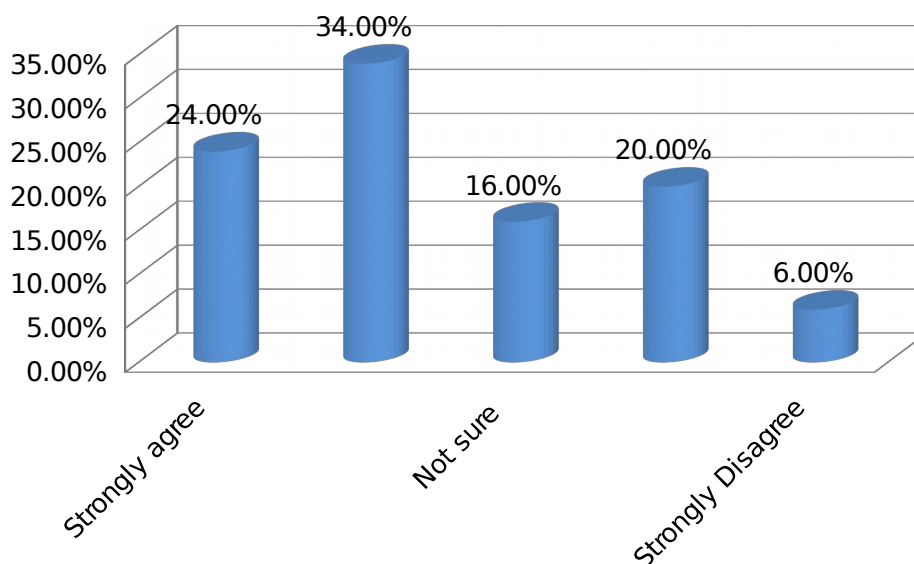
Vowel letters make a big problem to the pupils.

Statement (6) some spelling errors among Khartoum schools basic level pupils of English are mainly in vowel letters.

Table (4.7) Vowel Letters Problem

| Valid | Frequency | Percent |
|----------------|-----------|---------|
| Strongly agree | 12 | 24.0% |
| Agree | 17 | 34.0% |

| | | |
|-------------------|----|--------|
| Not sure | 8 | 16.0% |
| Disagree | 10 | 20.0% |
| Strongly Disagree | 3 | 6.0% |
| Total | 50 | 100.0% |



Graph 4.7

The above table states that some of the spelling errors among Khartoum schools basic level pupils are due to vowel letters. 58 % from the teachers are agreeing with the researchers. 26% are not disagrees 16% are not sure. This statement asserts the hypothesis “There are various common spelling errors which are often committed by the pupils English language”.

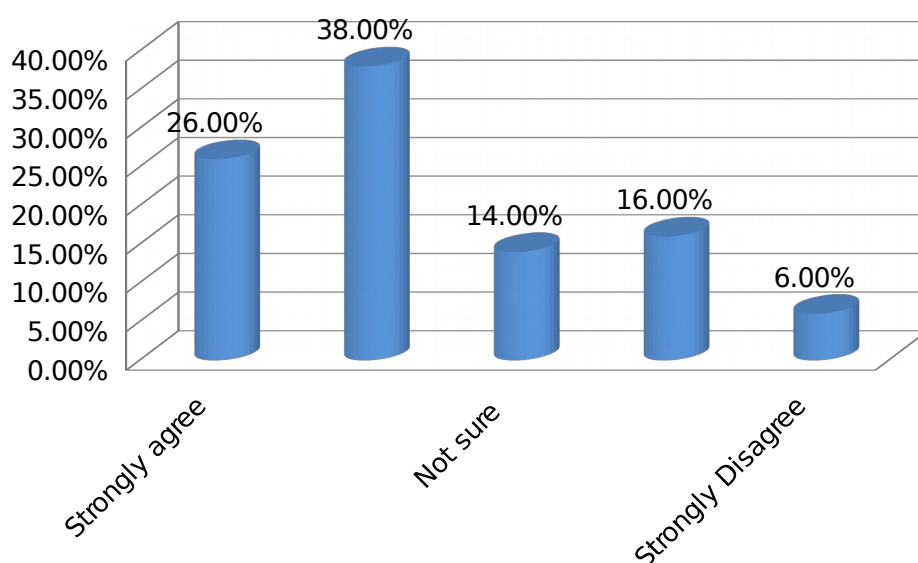
4.1.10 IE &EI Distinction

For some pupils its difficulties to differentiate between /ie/ and /ei/ spelling

Statement (7) Khartoum basic schools pupils of English cannot differentiate between /ie/ and /ei /spellings.

Table (4.8) IE &EI Distinction

| Valid | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly agree | 13 | 26.0% |
| Agree | 19 | 38.0% |
| Not sure | 7 | 14.0% |
| Disagree | 8 | 16.0% |
| Strongly Disagree | 3 | 6.0% |
| Total | 50 | 100.0% |



Graph 4.8

The above table shows that some of the spellings errors among Khartoum Basic Schools pupils of English are due to the difficulty of differentiate between /ei/ and /ie/ spellings.64% of the teachers are agree , while 22% are disagree with researcher .14% are not sure in their attitudes . The distinctions between /ei/ /ie/ is confused because it is not only spelling it has something to do with phonetics long and short vowel, this why high percentage of the teachers agree to the assumption

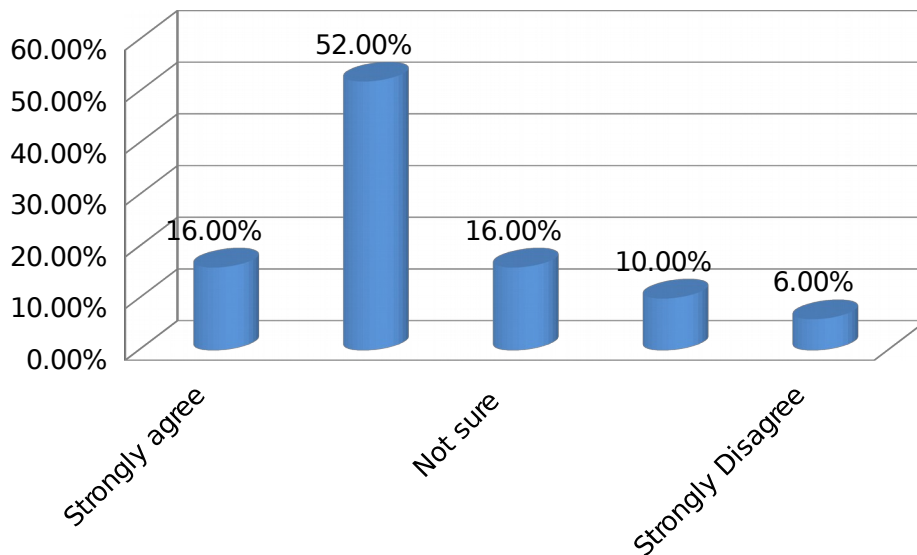
4.1.11 Dropping final /E/

Some pupils do not write the letter (e) at the end of word as in (love –like)

Statement (8) some pupils don not keep the letter /e/as in (love and like)

Table (4.9) Dropping final /E/

| Valid | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly agree | 8 | 16.0% |
| Agree | 26 | 52.0% |
| Not sure | 8 | 16.0% |
| Disagree | 5 | 10.0% |
| Strongly Disagree | 3 | 6.0% |
| Total | 50 | 100.0% |



Graph 4.9

As can be seen the table shows that 68% from the teachers are agree. 16% of the teachers are disagreeing, while 16% are not sure.

The high percentage asserts that many pupils are not kept the letter /e/ at the end of words

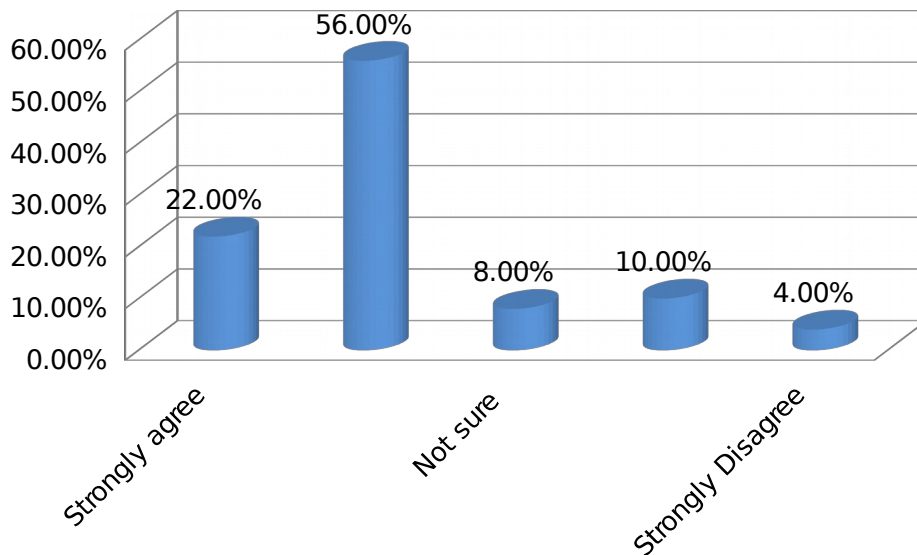
4.1.12 Doubling the consonant letter

Many pupils do not know word of one syllable having one vowel and ending in a single consonant double the consonant.

Statement (9) many pupils don't write double consonant letter as in (swimming – running)

Table (4.10) Doubling the consonant letter

| Valid | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly agree | 11 | 22.0% |
| Agree | 28 | 56.0% |
| Not sure | 4 | 8.0% |
| Disagree | 5 | 10.0% |
| Strongly Disagree | 2 | 4.0% |
| Total | 50 | 100.0% |



Graph 4.10

The above table shows that 78% of the teachers agree, while 14% disagree in their attitudes 8% are not sure. This statement affirms the hypothesis “The curriculum of the education system in Sudan doesn’t include sufficient teaching of spelling rules”.

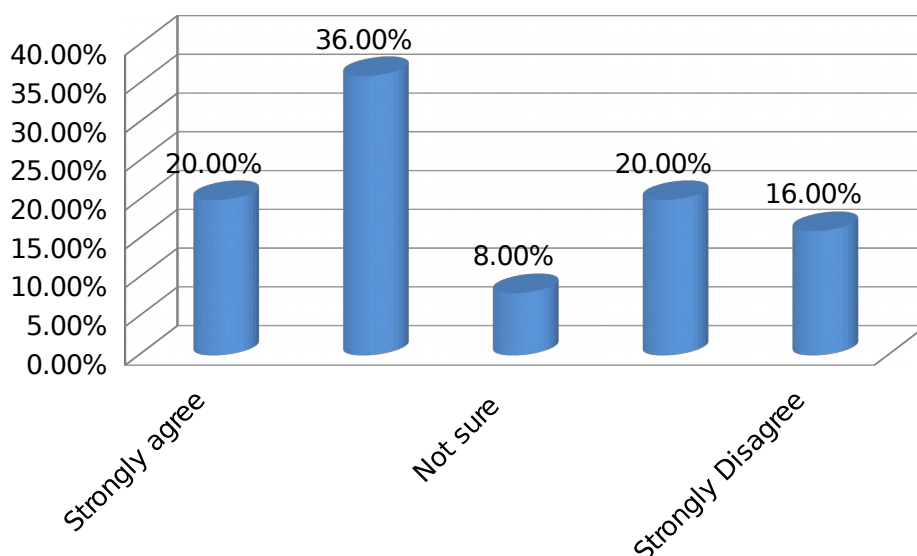
4.1.13 A lacking of desire

Many spelling errors among the pupils are result of lack of desire to learn correct spelling.

Statement (10) some pupils commit spelling errors because they lack of desire to learn correct spelling

Table (4.11) A lacking of desire

| Valid | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly agree | 10 | 20.0% |
| Agree | 18 | 36.0% |
| Not sure | 4 | 8.0% |
| Disagree | 10 | 20.0% |
| Strongly Disagree | 8 | 16.0% |
| Total | 50 | 100.0% |



Graph 4.11

It is seen that 56% of the teachers state some pupils commit spelling errors because they lack of desire to learn correct spelling .36% of the teachers are disagree. Few of the participants, about 8% are not sure in their attitudes. This statement supports the question: “what possible methods or techniques should be applied in order to overcome the pupils` problems?”

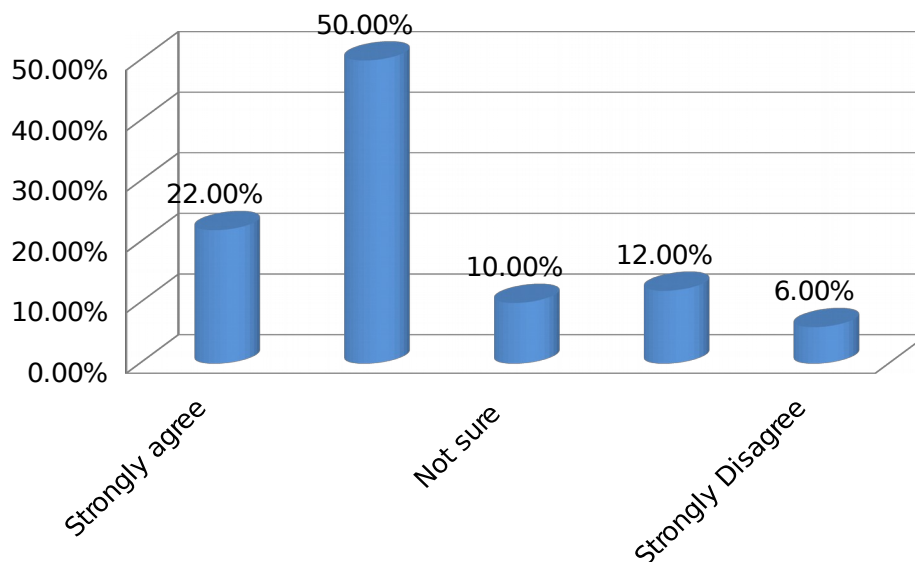
4.1.14 Homophone words:

Homophone words are two words that have same sound but different spellings e.g. week and weak

Statement (11) some spelling errors committed by basic level pupils of English are due to the same sound and different in spelling.

Table (4.12) Homophone words

| Valid | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly agree | 11 | 22.0% |
| Agree | 25 | 50.0% |
| Not sure | 5 | 10.0% |
| Disagree | 6 | 12.0% |
| Strongly Disagree | 3 | 6.0% |
| Total | 50 | 100.0% |



Graph 4.12

The above table considers the existence of homophone words in spelling errors. Due to the positive variables strongly agree and agree it is noticed the most of the teachers, about 72% supports the researcher's opinion that some spelling errors are due to the existence of homophone words are 10% are not sure in their attitudes ; while 18% of the teachers are disagree to the assumption . The percentage is high because English Language is full of homophone words, therefore foreign learners are committed errors.

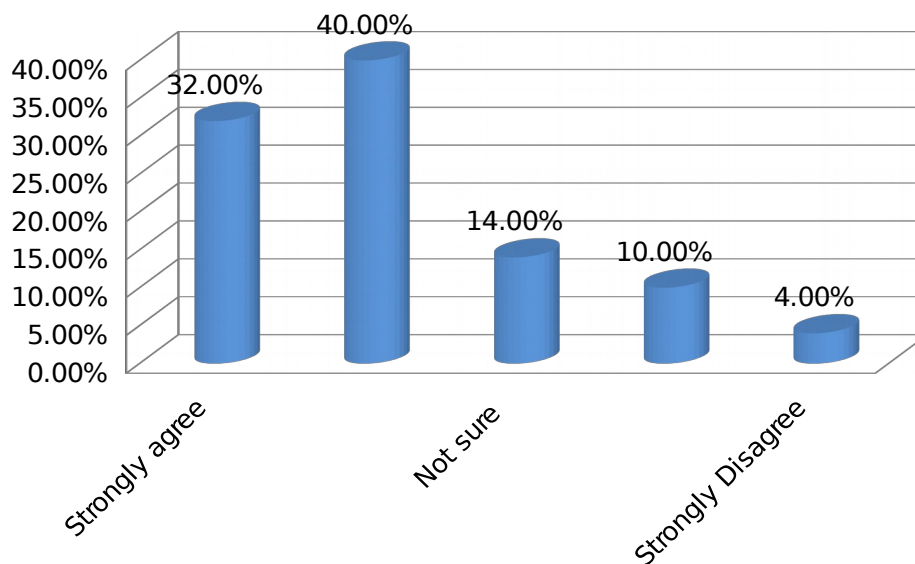
4.1.15 Traditional teaching methods cause spelling difficulties:

Teachers must use spelling game, puzzles in order to make the lesson pleasant.

Statement (12) ineffective teaching methods cause spelling difficulties.

Table (4.13) traditional teaching methods cause spelling difficulties

| Valid | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly agree | 16 | 32.0% |
| Agree | 20 | 40.0% |
| Not sure | 7 | 14.0% |
| Disagree | 5 | 10.0% |
| Strongly Disagree | 2 | 4.0% |
| Total | 50 | 100.0% |



Graph 4.13

The above table states 72% of the teachers agree that ineffective teaching cause spelling errors. 14% from the teachers are disagreeing. 14% from the teachers not sure. This statement strongly supports the following hypothesis “Some modern method or techniques should be applied in order to overcome the pupils ` problems.

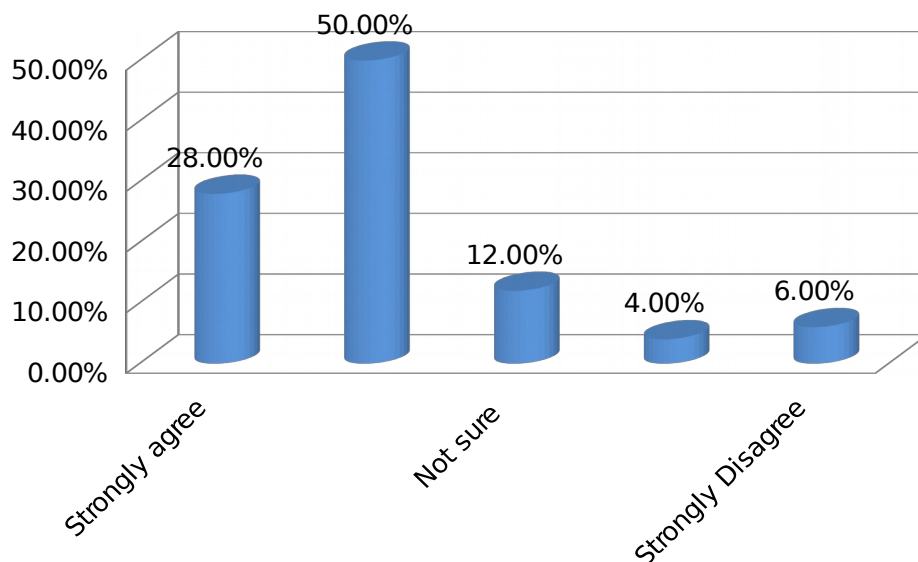
4.1.16 Many pupils write the words as they feel them to be written:

Spelling errors are due to many pupils write the words as they feel it to be written.

Statement (13) “many pupils don`t know the spelling of the word therefore seem to write the word as they feel it to be written.

Table (4.14) Many pupils write the words as they feel them to be written

| Valid | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly agree | 14 | 28.0% |
| Agree | 25 | 50.0% |
| Not sure | 6 | 12.0% |
| Disagree | 2 | 4.0% |
| Strongly Disagree | 3 | 6.0% |
| Total | 50 | 100.0% |



Graph 4.14

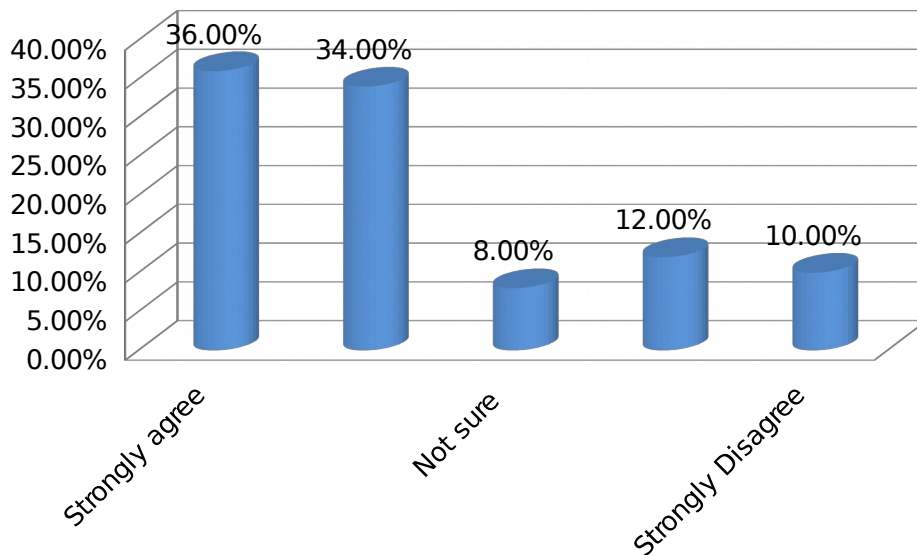
The above table shows that, 78% from the teachers are agree with the researcher. 12% are not sure in their opinion, while 10% are disagree, here pupils must use dictionary.

4.1,17 Areas of the English Syllabus

Statement (14) spelling is one of the most neglected areas of the English syllabus in Sudan.

Table (4.15) Areas of the English Syllabus

| Valid | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly agree | 18 | 36.0% |
| Agree | 17 | 34.0% |
| Not sure | 4 | 8.0% |
| Disagree | 6 | 12.0% |
| Strongly Disagree | 5 | 10.0% |
| Total | 50 | 100.0% |



Graph 4.15

It is seen that 70% of the teachers state that spelling is one of the neglected areas of the English syllabus. 22% of the participants are disagree, only 8% are not sure in their opinions, 7% is high percentage because spelling is not taught in detail.

4.1.18 Conclusion for questionnaire results

This part analyze the data, the results discuses them, it reveals that most of the teachers are very qualified with sufficient writing experience in teaching English , which means their response to the questionnaire is positive ,but the researcher has noticed that a lot of teachers in their opinions agree that the spelling errors are due to some pupils don` t add the letter /e/ at the end of word as in / like / and /love/ , the researcher disagree with them , because many pupils don` t know when they add and omit letter /e/ , at the end of word, this one is needed to practice in spellings .

Also in distinctions between /ei/ and /ie/ spellings 70% of teachers agree with statement (Khartoum basic schools pupils of English can not differentiate between /ie/ and /ei/ spellings), the researcher disagree with them because /ie/ and /ei/ is confused, because it is not only spelling it has something to do with phonetics long and short vowel as in sieve /S I V/ chief / tʃI:f/ .

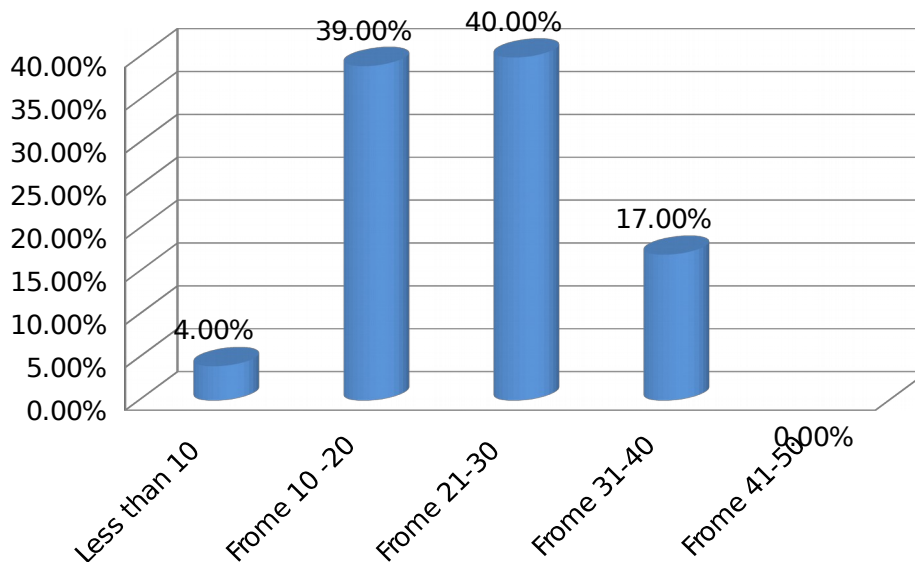
Finally, the researcher calls the teachers uses computers games may help a lot in solving spelling mistakes

Now we turn to the results of the pupils test

4.2 Pupils` Test

Table (4.16) Pupils`Test

| Valid | Frequency | Percent |
|--------------|-----------|---------|
| Less than 10 | 4 | 4.0% |
| From 10 -20 | 39 | 39.0% |
| From 21-30 | 40 | 40.0% |
| From 31-40 | 17 | 17.0% |
| From 41-50 | 0 | 0.0% |
| From 51-60 | 0 | 0.0% |
| From 61-70 | 0 | 0.0% |
| From 71-80 | 0 | 0.0% |
| From 81-90 | 0 | 0.0% |
| From 91-100 | 0 | 0.0% |
| Total | 100 | 100.0% |



Graph (4.16)

| N | Mean | Std. Deviation | Pass | Fail |
|-----|-------|----------------|------|------|
| 100 | 22.16 | 7.556 | 38.0 | 62.0 |

The table above shows that total of the pupil`s are 100, the mean of the pupils 22.16, while deviation of the pupils is 7.556, pass is 38.0 and fail 62.0

This result explains that there is a big problem among Khartoum Schools Basic level Pupils which concern of spelling errors.

4.2.1 General comments

According to the results of the test and the questionnaire pupils write the word as they feel it for instance / tall/ they write /tol/.

Many pupils adding /ing/ and /d/ to the verb directly without rule.

Pupils can't differentiate between /ie/and /ei/ spelling .Also they don't know Latin and Greek origin words are irregular plural forms

4.2.2 Verification of hypotheses

In this section the hypothesis will be discussed. The first hypothesis state that the curriculum in Sudan doesn't include sufficient teaching of English rules, this hypothesis is true the results show that 86% of the teachers agree. Few of the participants, about 6% disagree in their attitudes and 8% not true.

The second hypothesis of the study is teachers don not give much attention to teach spelling rules.

The hypothesis was confirmed because a lot of teachers don't pay attention to teach spelling rules in addition to that pupils test showed that many pupils don't know word of one syllable having one vowel and ending in a single consonant double the consonant as in (swimming).

The third hypothesis states that there are various common spelling errors which are often committed by the pupil's English language this hypothesis is true some of them write these word as cat, kat , people , beople , throw ,srow and street ,istreet .

The last hypothesis states that some modern methods or technique should be applied in order to overcome the pupils` problem this hypothesis is true because traditional teaching methods cause spelling difficulties. About 72% of the teachers agree that ineffective teaching cause spelling errors. 14% from the teachers are disagreeing. 4%from the teachers are not sure.

4.2.3 Summary of the chapter

This chapter has discussed the results obtained from a questionnaire for teachers and test for pupils.

In the light of finding the study hypotheses have been tested .All the hypotheses have been positively confirmed.

Chapter Five

Summary, Conclusions, Recommendations and Suggestions for Further Studies

CHAPTER FIVE SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

5.0 Introduction

This is the last chapter of this study. It provides a summary of the study, conclusion, recommendations base one the findings of the study and suggestions.

5.1 Summary of the Study

This study investigates Basic Level pupils' spelling errors and teachers' attitude towards by some basic schools in Khartoum locality.

These are four hypotheses concerning this study. First, the curriculum in Sudan doesn't include sufficient teaching of English rules. Second, teachers don't give much attention to teaching spelling rules. Third, there are various common spelling errors which are often committed by the pupils English Language. Fourth, modern method or techniques should be applied in order to overcome the pupils' problems.

In order to verify the above hypotheses, the researcher uses two tools a questionnaire for the teachers of English from nine schools. The sample consisted of fifty teachers of English.

A test for the Basic Level pupils in grade seventh. The sample consists of 100 pupils from three schools.

5.2 Conclusion

Here are findings of this study that fulfill the assumptions and the objectives raised in the study.

- 1- The investigation showed that spelling is one of the most neglected areas of the English syllabus.
- 2- Khartoum Basic School pupils of English can not differentiate between /ie/ and /ei/ spelling.
- 3- Ineffective teaching method causes spelling difficulties.
- 4- One of the main findings is that some spelling errors among the pupils are due to silent letters.
- 5- A large number of the pupils are not aware of the fact there are exceptions to the spelling rules.
- 6- Many pupils don't know the spelling of the word; therefore, seem to write word as they feel it be written.
- 7- Some spelling errors are due, many pupils do not discriminate between /b/ and /p/ spellings
- 8- Basic school pupils always think adding /s/ to the plural form therefore they find difficulties.

5.3 Recommendations

In the light of the findings of study, some recommendations are formulated below: The researcher recommends that pupils should be taught spelling strategies in order to improve spelling skills.

- Teachers should motivate the pupils towards extensive reading for better improvement in spelling practice, some pupils lack the sound /p/ in their mother tongue, and teachers should use tape scripts in the classroom.
- Spelling is very important in writing English and that the curriculum of the education system should include sufficient teaching of spelling rules exercise.
- Pupils should be trained to use dictionaries and phonetics
- Pupils should share by writing in weekly, monthly newspaper; these activities may help them in spelling.

5.4 Suggestion for further studies

- 1- Further studies are needed on how new technology such as computer which can be utilized in facilitating the spelling problems
- 2- Further research is needed in this area to overcome the pupils` spelling errors.

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Appendixes

Appendixes

Appendix No. (1)

Sudan University of Science and Technology

College of Graduate Studies

A questionnaire for teacher of English

Dear Teachers

This questionnaire is a part of study entitled “An investigation into Basic Level Pupils’ Spelling Errors: A case Study of some Basic Schools in Khartoum Locality” for partial fulfillment of an M.A. degree.

Your answer to the following questions will be used confidentially for scientific purposes only. Would you please answer the questions carefully?

Thank you for your cooperation

Algeili Saeed Mohmmmed Gourashi

M. A Candidate

- 1- Name of school where you Work
- 2- Experience in teaching English (put a tick (√))
 - a) 1-5 years ()
 - b) 6-10 years ()
 - c) 11-15 years ()
 - d) more than 15 years ()

Part (B)

Teachers are requested to tick (√) the suitable answer.

| | Strong Agree y | Agree e | Not sur e | Disagr ee | Strong ly disagr ee |
|---|---------------------------------|--------------------------|----------------------------|----------------------------|--|
| 1- The curriculum of the education system in Sudan doesn't include sufficient teaching of English spelling rules. | | | | | |
| 2- Teachers don't give much attention to teach spelling | | | | | |
| 3- Many pupils don't discriminate between (p) and (b) as in (but-put) | | | | | |
| 4- Some pupils are not aware that the letter /c/ is pronounced /s/ as in (cement) and/k/ as in (cat). | | | | | |
| 5- Silent letters cause a big problem for Khartoum schools basic level pupils of English. | | | | | |
| 6- Some spelling errors among Khartoum schools Basic level pupils are mainly in vowel letters. | | | | | |
| 7- Khartoum basic schools pupils of English can't differentiate between /ie/ and /ei/ spellings. | | | | | |
| 8- Some pupils don't keep the letter /e/ as in (love) and (like). | | | | | |
| 9- Many pupils don't write double | | | | | |

| | | | | | | |
|-----|---|--|--|--|--|--|
| | consonant letters as (swimming - running). | | | | | |
| 10- | Some pupils commit spelling errors because they lack of desire to learn correct spelling. | | | | | |
| 11- | Some spelling errors committed by Basic level pupils of English are due to the same sound and difference in spelling. | | | | | |
| 12- | Ineffective teaching method causes spelling difficulties. | | | | | |
| 13- | Many pupils don't know the spelling of the word; therefore, seem to write the word as they feel it to be written. | | | | | |
| 14- | Spelling is one of the most neglected areas of the English syllabus. | | | | | |

Appendix No. (2)

Part (B): Pupils` Test

Name Class: School:
.....

Year:

Time allowed 40 minutes

Question (1)

Draw a circle round the correct spelling for each word ?

| | | |
|-------------|--------------|--------------|
| a. Tal | b. Tall | c. Tol |
| a. Lorry | d. Lory | e. Lorri |
| f. Terrible | g. Terrible | h. Terribl |
| i. School | j. Skool | k. Schol |
| l. Yellow | m. Yello | n. Yellow |
| o. Beople | p. People | q. People |
| r. Potatoes | s. Potatoes | t. Potatos |
| u. Street | v. Istreet | w. Estreet |
| x. Eggz | y. Eggs | z. Egges |
| aa. Writing | ab. Writeing | ac. writting |

Question (2)

Underline the silent letter ?

1- gril

2- light

3- white

4- listen

5- comb

6- answer

7- autumn

8- write

9- know

10- plumber

question (3)

add (ing) to the following verbs ?

1/ fly (.....)

2/ swim (.....)

3/ sit (.....)

4/ dig (.....)

5/ lie (.....)

6/ draw (.....)

7/ ride (.....)

8/ eat (.....)

9 / Sing (.....)

10/ work (.....)

Question (4)

Put / ie/ or / ei / in the suitable places

1- fr.....nd

2- p...ce

3- ch...f

4- th....r

5- th...f

6- bel...ve

7- exper....nce

8- c...ling

9- sold...r

10- rec...ve

Question (5)

(a) underline the plural form from the following words ?

| | | |
|------------------|------------------|-------------------|
| a- boyes | b- boyes | c- boies |
| a- city | b- cities | c- cityes |
| a- mans | b- men | c- mens |
| a- tooths | b- teeths | c- teeth |
| a- sheep | b- sheeps | c- sheepes |

(B) Underline the past tense from the following words?

| | |
|------------------|-------------------|
| a- stoped | b- stopped |
| a- copied | b- copyed |
| a- loveed | b- loved |
| a- plaied | b- played |
| a- paid | b- payed |

