3.1 Introduction:

This chapter will explain the methodology of the study. In that it will describe the population of the study, sample of the study, and the tools of the study, validity of the tools and reliability and validity of the questionnaire.

3.2 The methodology:

This study is descriptive in nature. It will focus on the 'what' of the problem in question. The study will attempt to investigate the different aspects of the problem and it will shed light on the areas that need attention.

3.3 Population of the study:

This study was conducted in Sudan University of science and technology; college of education, first year student. The target study field focus on first year students.

3.4 Sample of the study:

The researchers selected randomly forty students that represent the first year student.

The tools of the study:

The tools of the study are questionnaire and a dictation test.

he researchers used   these tools because they believe that questionnaire and testing are important instruments in providing information to the frame work of the study ,also they think the spelling test is valid if it is used to test spelling skill only ,concerning with tools ,the participants were given spelling test which consist s of 60 words .they were chosen from cook(1997)spelling test, Macmilan spelling tests ,and Waller et al (2000)spelling test.

The second tool is a questionnaire which includes ten   statements. They were designed to fit the level of students.

Student were given options to choose one of the alternative answers provided by putting tick in front of each.

3.6 Construction Tools:

The construction of the tools was checked by experts from Sudan University of science and technology Collogue of Education.

3.7 Reliability and validity of the questionnaire:

The tool is considered reliable if it gives the same results and the same measurement under the same condition of calculating in more than one time .the reliability can be defined as degree of accuracy of data measurement.

Reliability coefficient= z×r÷z+r

R=person correlation coefficient

The result is=0.69

From the above result we have seen that high reliability and validity of the students answer that have given reliable result.

4.1 Introduction

This chapter we discuss the result of the test and questionnaire:

Number of learners making spelling error in the table below according to four categories suggested by Cook (1997) table1:

Type of error	No of learners	Actual word	Example
Insertion	24 55.8%	Hour	Houre
Omission	28 65.11%	friend	Frind
Substitution	32 74.41%	Few	Vew
Transposition	8 18.60%	because	Because
No errors	1 2.32%		
Others	27 63%	Egypt	Egypt

Eighty five (85%) of the student committed at least one error. Type of errors committed by large numbers of learners was substitution and omission. The main cause of substitution error is lack of knowledge of the relationship between sounds and written symbols and faulty pronunciation. In omission type, student omits some letter from word s, because they do not know the actual spelling of the words.

4.2 - Second the result of questionnaire:

	agree	Strongly Agree	disagree	Strongly disagree
1.Some students make spelling errors because they do not know spelling rules	50.0%	55.5%	5.0%	2.5%
2.Some students make	44.0%	40%	2.5%	5.0%

spelling errors because they lack practice in spelling				
3.spelling rules happen due to mother tongue interference	30.5%	45.0%	2.5%	5.0%
4.spelling errors can overcome by teaching spelling strategies	35.0%	40.5%	0-0%	2.5%
5.spelling errors happen due to some faulty teaching strategies	20.5%	45.0%	5.0%	2.5%

6.spelling errors can be overcome by dictation test	30.5%	48.0%	2.5%	0-0%
7.some students make spelling errors because they spell the words as they pronounce it	42.0%	50.0%	2.5%	5.0%

When the students respond statement number one the student has agree with it because they choice as their best answer.

It found in the statement number two there choice is strongly agree as best choice of answer.

When student asked to answer question number three they have selected agree as best choice of answer.

It found when student asked to answer question number four the majority of them chosen agree as best answer.

When student asked to answer question number five they chosen agree as best choice, this means most students agree with this idea.

When student asked to answer question number six they chosen agree as their best choice.

When student answer the last question they choice agree as best answer which mean they agree with it.

5.1 Introduction:

This chapter summarizes the main findings and shows the recommendations.

Summary of findings: from the results that presented in this study, it can be concluded that:

1. The most spelling errors made by students were substitution and omission features.

2. Students made spelling errors due to irregularity of English sounds and letters.

3. Addition and disordering were less proportion of errors types.

4. Students made spelling errors because English spelling system is different from Arabic.

5. Most spelling errors happened due to mother tongue interference.

5.2 Recommendations:

The study provides the following as recommendations:

1. Teachers should explain the rules of spelling to their students.

2. Students should receive more practice in listening skills.

3. Teachers should encourage students to read more in order to develop their writing skills.

4. Teachers should tell students to say and spell the word loudly.

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