



Sudan University of Science and Technology
College of Graduate Studies



Investigating English Spelling Difficulties in Basic Level Pupils

(A Case study of some Basic level Schools in Omdurman Locality)

تقصي الصعوبات الهجائية التي تواجه تلاميذ مرحلة الاساس

(دراسة حالة بعض مدارس مرحلة الاساس في محلية ام درمان)

A Thesis Submitted to College of Languages in Partial Fulfillment of the Requirements of the Degree of M.A in English (Applied Linguistics)

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July, 2017

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

(1. اقرا باسم ربك الذي خلق 2 خلق الانسان من علق.)

(1. Recite in the name of your lord who created-2 created man from a clinging substance.) Holly Quran (Iqra-1:2).

Dedication

This Thesis is dedicated:

To the soul of my father

To my affectionate mother

To my kind wife

To my lovely kids

ACKNOWLEDGEMENTS

Surely no work of value could be accomplished without the help of Allah; hence countless praises go to that great creator. Then all kindness and respect to my supervisor Dr Muntasir Hassan Mubark for his continuous assistance and encouragement throughout the study, I find myself highly indebted for his advice and keen supervision. I extend my gratitude to my committee members. This work would not have been done without the feedback of English department at SUST. Many deep thanks as well to the staff members of the whole department of English language at Sudan University of science and technology for their considerable efforts in presenting this work. Also my special thanks extend to Dr Alsadig, Dr Hilary and Dr Wigdan for their help. Eventually my thanks is due to my colleagues in batch four linguistics and literature for their help and support.

Abstract

The present study aims at investigating English spelling difficulties at Basic level pupils, and reflecting the importance of spelling in learning English language. The researcher has followed the quantitative and analytical method to analyze the results.

Two tools have been used for data, questionnaire for fifty teachers and test for eighty pupils in Omdurman locality. The data were analyzed by using the statistical programs (SPSS) which provides percentage results for questionnaire and test. The obtained findings indicate that the pupils should be trained of how to use dictionaries, also should learn phonetics and spelling rules to help them learn correct English spelling.

The investigation showed that some of the main reasons of spelling errors include visual memory, silent letters, doubling consonant, lack of practice and first language interference. The researcher presented some recommendations to raise learner's awareness in using English spelling.

These findings encourage the researcher forward to present some suggestions for further studies.

ABSTRACT

(ARABIC VERSION)

هدفت الدراسة الحالية الي تقصي الصعوبات الهجائية التي تواجه تلاميذ مرحلة الاساس و اشارت الي أهمية الهجاء في تعليم اللغة الانجليزية . لقد قام الباحث باتباع الاسلوب الوصفي والتحليلي للحصول علي النتائج المرجوة . حيث استخدم اداتين لجمع البيانات, وهي الاستبانة لعدد خمسين من الاساتذة والاختبار لعدد ثمانين من التلاميذ بمدارس مختلفة في محلية ام درمان, تم تحليل البيانات بواسطة برنامج الحزم الاحصائية للعلوم الاجتماعية (SPSS) للنسب المئوية للاستبانة والاختبار. والنتائج التي تحققت في هذا البحث تشير الي ضرورة تدريب التلاميذ علي استخدام القاموس وتعليم الصوتيات وقواعد الهجاء, لتساعدهم في تعليم الهجاء الصحيح وتشير نتائج البحث ان بعض الاسباب الرئيسة للأخطاء الهجائية تشمل صيغ الجموع والماضي, والذاكرة البصرية, والحروف الصامتة, وعدم الممارسة والتداخل بين اللغة المستهدفة واللغة الام . قام الباحث بتقديم بعض التوصيات لرفع وعي الدارسين لاستخدام الهجاء في اللغة الانجليزية, هذه النتائج شجعت الباحث لتقديم بعض المقترحات لدراسة مستقبلية.

TABLE OF CONTENTS

CONTENTS		Page No
	Preface	I
	Dedication	II
	Acknowledgements	III
	Abstract / English	V
	Abstract / Arabic versions	VI
	Abbreviations	VII
	List of Table Contents	VIII
	List of Figures	VIII
CHAPTER ONE INTRODUCTION		
1.0	Background	1
1.1	Statement of the Problem	2
1.2	Research Question	2
1.3	Hypotheses of the Study	3
1.4	Objective of the Study	3
1.5	The Significance of the Study	3
1.6	Research Methodology	4
1.7	Limits of the Study	4
1.8	Summary of the Chapter	4
CHAPTER TWO LITERATURE REVIEW AND PREVIOUS STUDY		
2.0	Introduction	5
2.1	Definition of Spelling	5
2.2	Definition of Error	6
2.3	Spelling is an Important Skill	7
2.4	Error VS Mistakes	7
2.5	Spelling System	8
2.6	Spelling Difficulties	9
2.7	Same Spelling Different Pronunciation	9
2.8	Selection Spelling Words	10

2.9	Spelling and Pronunciation	11
2.10	Spelling and Dyslexia	14
2.11	Causes of Spelling Problem	15
2.12	Spelling Rules	16
2.13	Common Spelling Rules	16
2.14	Error Analysis	19
2.15	British versus American Spelling	21
2.16	Relationship between Spelling and Pronunciation	24
2.17	The Previous Study	25
2.18	Summary of the Chapter	28
CHAPTER THREE RESEARCH METHODOLOGY		
3.0	Introduction	29
3.1	Research Population and Sample	29
3.2	Data Collection	30
3.3	Procedures of Data Collection	31
3.4	Validity of Tools	31
3.5	Reliability of the Tools	32
3.6	The contents of the Test	32
3.7	Summary of the Chapter	32
CHAPTER FOUR DATA ALYSIS, RESULTS AND DISCUSSION		
4.0	Introduction	33
4.1	Data Analysis	33
4.2	Personal Information	33
4.3	Conclusion for Questionnaire	46
4.4	Pupils Test	47
4.5	General Comments	72
4.6	Verification of Hypotheses	73
4.7	Summary of the Chapter	73
CHAPTER FIVE SUMMARY , CONCLUSION, RECOMMENDATION, SUGGESTION FOR FURTHER STUDIES		

5.0	Introduction	74
5.1	Summary of the Study	74
5.2	Conclusion	75
5.3	Recommendation	75
5.5	Suggestions	76
	References	77
	Appendix(1) Teachers	78
	Appendix(2) Students	79

LIST of TABLES

Tables	Page
Table(3.1) Sample of Teachers and their School	30
Table(3.2) Sample of the Pupils and their School	30
Table(4.1.1) Academic Qualification	33
Table(4.1.2)Teacher Experience in Teaching English	33
Table(4.1.3)Language Interference	34
Table(4.1.4)Poor Visual Memory	35
Table(4.1.5)Reasons of Spelling Problem	36
Table(4.1.6)The problems of the Letter/c/	37
Table(4.1.7)Spelling Rules	38
Table(4.1.8)Distinction between p&b	39
Table(4.1.9)The Problem of /ie/&/ei/	40
Table(4.1.10)The Problem of Silent Letters	41
Table(4.1.11)The Problem of Teachers' Syllabus	42
Table(4.1.12)The Problem of Ineffective Teaching Methods	43
Table(4.1.13)Lack of Attention	44
Table(4.1.14)Neglecting of Spelling	45
Table(4.2.1)The Word Ball	47
Table(4.2.2)The Word Mother	48
Table(4.2.3)The Word People	48
Table(4.2.4)The Word Writing	49
Table(4.2.5) The Word Tomatoes	50
Table(4.2.6)The Word Friend	51
Table(4.2.7)The Word Their	52
Table(4.2.8)The Word Ceiling	53
Table(4.2.9)The Word Piece	53
Table(4.2.10)The Word Soldier	54
Table(4.3.1)The Verb Dry	55
Table(4.3.2)The Verb Run	56
Table(4.3.3)The Verb Come	57
Table(4.3.4)The verb Sit	58
Table(4.3.5)The Verb Cook	58

Table(4.3.6)The Word Knife	59
Table(4.3.7) The Word Wednesday	60
Table(4.3.8)The Word Island	61
Table(4.3.9)The Word Teacher	62
Table(4.3.10)The Word Listen	63
Table(4.4.1)The Word Woman	64
Table(4.4.2)The Word Foot	64
Table(4.4.3)The Word Child	65
Table(4.4.4)The word Country	66
Table(4.4.5)The Word Boy	67
Table(4.4.6)The Verb Robe	68
Table(4.4.7)The Verb Give	69
Table(4.4.8)The Verb Like	70
Table(4.4.9)The Verb Drink	71
Table(4.4.10)The Verb Play	72

LIST OF FIGURES

Figure	Page
Figure(4.1.1)Teachers Experience in Teaching English	34
Figure(4.1.2)Language Interference	34
Figure(4.1.3)Poor Visual Memory	35
Figure(4.1.4)Reasons of Spelling Problem	36
Figure(4.1.5)The Problems of the Letter(c)	37
Figure(4.1.6)Spelling Rules	38
Figure(4.1.7)Distinction Between p & b	39
Figure(4.1.8)The Problem of[ie] and [ei]	40
Figure(4.1.9)The Problem of Silent Letter	41
Figure(4.10)The Problems of Teacher's Syllabus	42
Figure(4.1.11)The Problem f Ineffective Teaching Methods	43
Figure(4.1.12)The Lack of Attention	44
Figure(4.1.13)Neglecting of Spelling	45
Figure(4.2.1)The Word Ball	47
Figure(4.2.2)The Word Mother	48
Figure(4.2.3)The Word People	48
Figure(4.2.4)The Word Writing	49
Figure(4.2.5)The Word Tomatoes	49
Figure(4.2.6)The Word Friend	50
Figure(4.2.7)The Word Their	51
Figure(4.2.8)The Word Ceiling	52
Figure(4.2.9)The Word Piece	52
Figure(4.2.10)The Word Soldier	53
Figure(4.3.1)The Verb Dry	54
Figure(4.3.2)The Verb Run	55
Figure(4.3.3)The Verb Come	55
Figure(4.3.4)The Verb Sit	56
Figure(4.3.5)The Verb Cook	57
Figure(4.3.6)The Word Knife	59
Figure(4.3.7)The Word Wednesday	60
Figure(4.3.8)The Word Island	61
Figure(4.3.9)The Word Teacher	62

Figure(4.3.10)The Verb Listen	63
Figure(4.4.1)The Word Woman	63
Figure(4.4.2)The Word Foot	64
Figure(4.4.3)The Word Child	65
Figure(4.4.4)The Word Country	66
Figure(4.4.5)The Word Boy	67
Figure(4.4.6)The Verb Robe	68
Figure(4.4.7)The Verb Give	69
Figure(4.4.8)The Verb Like	70
Figure(4.4.9)The Verb Drink	71
Figure(4.4.10)The Verb Play	72

CHAPTER ONE

INTRODUCTION

CHAPTER ONE

Introduction

1.0 Background of The Study

Language is the mirror that reflects what is going on in the human mind. It is the audible behavior, which distinguishes man from other living things Yule (2006:9). On the other hand, language is an acquired habit of the systematic vocal and non- vocal activities representing meanings coming from human experience. People use spoken and written language in addition to other means of paralinguistic communication. English language is far from ideal writing systems, as anyone with spelling difficulties is well aware. In fact, English does not contain a single instance of two -way-one-to one correspondence- letters to sound and sound to letter Norman (2000:39). In the present study, efforts will be exerted on dealing with the spelling errors in the context of English as the second language. The care given to this language result from its importance as a means of communication, and its being widely used in science, technology, literature and etc. Mastering of the writing system of any language includes the ability to spell properly error in spelling may sometimes lead to obscurity and these make comprehension virtually impossible. Spelling is important for everybody to communicate his/ her idea. Correct pronunciation is important for conveying the right meaning of a writing discourse. But spelling is a hindrance for the reader to get the meaning of written language. Spelling is very important in writing language, and many mistakes in spelling can affect the written product and may lead to misunderstand. Therefore, correct spelling of vocabulary is essential to convey the intended meaning Corder (1981:78) the study concerned with a topic related to the written part of the language. Namely the problems that face Basic level schools pupils class eight in sounds recognition and the use in English spelling. And how these problem can be solved. It has been noticed that English sounds cause a lot of problems to the Basic level pupils. Many of the spelling errors due to these sound problems. So, pupils have a clear weakness in English spelling. English writing system

based on word form and not pronunciation, and the relationship between sound and symbol, arbitrary not a clear to one sound to one symbol. Therefore, pupils face difficulties with spelling. Many spelling errors are due to spelling rules, silent letters, lack of practice language interference and transposition of the sounds. Some pupils also fail to use the rules correctly, and rely on their tongue when they transmit ideas to a target language. The pupil's language is Arabic. They were studied (spine) English language courses introduced in basic and secondary school in Sudanese Educational system. In basic schools level English classes were given mainly in Arabic with little use of English. Classroom hours in basic school are only two lessons per week, forty minutes per lesson. In secondary schools, students were given three to four English classes per week. All these instructions at classroom by Arabic with little use of English language. And the problem also extended to University.

1.1 Statement of the problem

English spelling performance of Basic level pupils has recently been declined and has become a problematic area in the process of teaching English as a foreign language. It has been noticed that Basic school pupils have a clear weakness in English spelling. Therefore pupils make a lot of spelling errors, also it has been noticed that, they are incapable of performing even basic writing task. This problem is due to the fact that the pupils do not know the spelling rules, and English sounds recognition. Also they are not formalized with correct pronunciation system.

1.2 Research Questions

1. To what extent do Basic schools pupils have spelling problems?
2. What are the common causes of spelling errors that basic level pupils made in their writing?
3. What are the causes of spelling errors?

1.3 Hypotheses of the Study

1. Basic level pupils have spelling problems due to the nature of writing English.
2. There are various common spelling errors committed by Basic level pupils, such as the lack of discriminations between the rules of spelling and silent letters.
3. There are many causes of spelling errors are due to the teachers' syllabus don't contain enough practice in spelling and method of test does not focus on spelling.

1.4 Objectives of the Study

The main objectives of this study:

1. To investigate Basic level school pupil's problems in spelling due to the nature of writing English.
2. To investigate the most common spelling errors those Sudanese pupils made in their writing and suggests a suitable solution.
3. To discover the causes of spelling errors that Students made in their writing.

1.5 The significance of the Study

The significance of this study lies behind the fact that spelling is very useful and important to learn language. Furthermore this study is expected to enable the pupils to know the importance of the spelling and to use it correctly.

The present study intends, among other few studies in the

same field to investigate and analyze the English language, particularly in English spelling. Although, they studied the same curriculum (spine) in their schools, but their standard are different in English spelling.

This might be due to the various factors such learning abilities, school circumstances, teachers etc.

1.6 Research Methodology

The research used a descriptive analytical methodology for conducting the study.

The tools of the study for collecting data will include test for Basic level schools pupils and questionnaires for teachers which will be designed and conducted to a representative population's sample. The researcher using SPSS to analysis the data.

1.7 Limits of the Study

In this study, the researcher examined the difficulties of spelling, faced by Sudanese learners of English language at Basic level schools.

The problem of poor spelling is serious. Misspelling are, at least, distracting, more importantly, they can lead to misunderstandings, harm one's credibility, imply that one does not care enough to ensure accuracy, and lead some people to conclude perhaps one does not care about the quality. So the problem of the spelling errors seems to be ubiquitous. It is apparent at all levels of Education, when poor spelling is uncorrected for pupils; they carry it with them into the work or college classroom, where employers and professors must face it.

1.8 Summary of the chapter

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

CHAPTER TWO

Literature Review and Previous Studies

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Literature Review and Previous Studies

2.0 Introduction

This Chapter reviews relevant Literature on the issue of spelling and other related topics, on the emphasis on the spelling rules. It is divided into parts; the first one is on the theoretical framework and other one is on the previous study.

The first part will tackle the following issues, Definition of spelling, definition of error, error vs. mistakes, spelling as important skill, spelling system, error analysis, selecting spelling words, spelling problems, spelling and pronunciation, spelling rules and the second part will review five previous studies in the field of spelling.

2.1 Definition of Spelling

Hornby (2000) says " Spelling is a Linguistic process of phonemic orthography "various writes define spelling differently. For instance, spelling is defined as the act of forming words correctly from individual letter). This means spelling has its rules to form words correctly, that is, letters must appear in correct sequence to be meaningful; otherwise it will be lead to spelling errors. We can say that spelling is the study of phonics as related to the grouping of words for spelling such as, man, cat etc. It is the study of syllabication because one learns to divide words and spell by syllabication such as: mul-ti-pli-ca-tion; dic-ta-tion; re-la-tion. And the study of prefixes, and suffixes as will 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. Also spelling originated as transcriptions of sounds spoken Language according to the alphabetic principle. They remain largely reflective of the sounds, although fully phonemic spelling is an idea that most languages' orthographies only approximate, more and more closely

than other. This is true for various reasons, including that pronunciation changes over time in all languages, yet spellings as visual norms may resist change. In addition, words from other language may adopted without being adapted to the spelling system, and different meanings of a word or homophones may be deliberately spelled in different ways to differentiate them visually.

Halliday (1985, p.44) explains the genesis and subsequent development of writing language as follows:

Writing evolved for a range of distinct social functions; it was not a new way of doing old things with language. In other words it came into being precisely so that new registers could be created. So that there could be, a written language that was not the same as spoken.

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;

Worth(1987:p.87), sees errors as "systematic deviation from the norms of the language being learned" Dulay(1982,138)says Errors are the flawed side of learned or write; they are those parts of speaking or writing that deviate from some selected form of mature language performance.

According to Corder (1967), an error is characterized with two features namely systematic deviancy and learner's deficiency to self-correct.

In applied Linguistics, an error is a deviation from accepted rules of a language made by learner of the second language. Such errors result from the learner's lack of knowledge of correct rules of the target language.

Brown (1941) has defined errors as" a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner.

Also error can be defined as an act that had been performed as a result of

bad judgment. It is a deviation from accuracy or correctness or can be defined as the holding of mistaken opinions. This word is used in formal situations and is mostly used in written language. Error is a term that is often used with regard to computing and programming problems, since it is more technical than casual.

2.3 Spelling is an Important Skill

Spelling is an important activity in the process of learning a foreign language. Al-Khaffaji and Alshajib(1987,7) *state that "to spell correctly makes written communication easier while misspelling might lead to interruption of communication and misunderstanding"*. Spelling is linguistic skill; learners should have good phoneme (sound) and word awareness skill.

Learners should be taught that how the speech sounds (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 skill depends on 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 is referred to as orthographic memory.

According to Al-Hamash(1974-114) *says that "Spelling is necessary for composition and composition writing strengthens the mastery of correct spelling"* though spelling is different from composition, sound, 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 knowledge.

2.4 Error V.S Mistakes

It is vital that a clear distinction between mistakes and errors be presented. There are two widespread trends of view related to differentiation between errors and mistakes. One states that mistakes are a cover term for errors whilst the other claims the opposite.

Lee (1999), advocate of the letter perspective, sees "errors" from different points of view namely psycholinguistics/ or native speaker speech and

applied linguistics/ or English Language Teaching (ELT).

Since error and mistakes are two very frequently used words and people often use them interchangeably, though they have slightly different meanings, it is important to know the difference between error and mistake. Both terms refer to something done incorrectly due to personal misjudgment or inattention, but they are used in different situations, to be more fitting. The word error is only used as a noun and verb. As a verb, it is an irregular verb. Error is also used in the sense of mistake; therefore, it is interesting to find out the difference between error and mistake.

Shaghi (2014), Says" *Errors are rule-governed; they are systematic and show the lack of knowledge of learners, but mistakes are random deviations, unrelated to any system*" Mistakes may occur in writing of native speaker, or during speech, such as slips of tongue, slips of pen, and slips of ear. Sometimes the distinguishing between mistakes and errors is difficult, but according to linguistics, mistakes have a rather low frequency but errors have high frequency and they are systematic.

2.5 Spelling System

An English language learner has to know English spelling system in order to write down English sentences. Kenworthy (1990) said" that the spelling system are considered in two different situation: The situation of the reader and that of the writer" In writing, a person has to recall the spelling of the a word that he or she wants to write down, something must be pulled out of memory, whereas, in reading, a person uses the patterns on the page to decide how to pronounce a particular word. It is true that the problems of the reader and writer are not the same. However in English Language, the problem of the readers is certainly usually simpler than writers' problem. Bose (2005) argues that one of the important errors in learning of English language is spelling errors. He believes that most of the language learners make errors in spelling due to wrong leaning of the spelling of the words and lack of practice in spelling. He mentions that the words are spelt according to their syllables in order to remember the spelling and good dictionary can help the learners to improve the spellings in English language.

2.6 Spelling Difficulties

Spelling is the learner's ability to write a word correctly from memory.

Effective writing depends on effective spelling and so understanding learners' spelling difficulties can help teachers support the development of learners' writing. Phenix (2001) believes that spelling difficulties can be divided into two categories: linguistic, which are related to the nature of the language, and personal, which relate to the different stages of development learners go through. Phenix (2001) describes these stages as follows:

Pre-phonetic- learners use mixture of pictures, shapes, letters, or signs;

Semi-phonetic- learners, use letter names to represent sounds;

Phonetic- learners use known sounds to write words and they become aware of word boundaries and leave spaces between words.

Visual- learner's use most letters correctly, if not in the right order; they use vowels in every syllable.

Mature- learners use a full range of strategies to spell words and they are able to make analogies from known spelling patterns; they are able to recognize incorrect spelling.

Cook (1999, p.2) discusses spelling difficulties and suggests three main problems which are single words, pronunciation-based, and spelling-correspondence problems. Single word problems come from the fact that English consists of many individual words and so the learners have to study some words individually. Pronunciation-based problems occur when learners do not know the English sound system and therefore use the wrong letters. Spelling- correspondence problems, Cook argues, are "the most difficult aspects of English spelling for many students".

2.7 Same Spelling/ Different Pronunciation

Observe the variety of pronunciations represented by the same letter or series of letter in different words. Consider the pronunciation of the

following words, all of which are represented in part by letters ough:

Cough	"koff"
Tough	"tuff"
Bough	"bow"
Through	"thru"
Though	"tho"
Thoroughfare	"thurafare"

Though the precise sounds of words cough, tough, rough, through and thoroughfare may vary somewhat among English speakers, still the lesson of the distant relationship between sounds and letters will not be lost on any of them.

2.8 Selection Spelling Words

Selecting spelling words is not easily job because there is no relationship between words and sound. For that we can see English language system is irregular, and many spelling programs agree with philosophy that English language system is irregular. Also the researcher believed that English spelling system is complicated and has irregular form.

Norton(1980:172) says that "*An examination of words list major spelling books illustrated two different view point on the selection of the spelling words*" According to one judgment, the English language system is irregular consequently; spelling instruction should emphasize gradual accumulation of the most useful words.

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 be function in the stress of actual spelling, evidence seem to cost a double of all three of these assumptions. Horn 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 of 1063, Horn believed that some emphasis on phonetic should be included in the spelling program, but cautioned that "instruction is phonetics should be regarded, however as an

aid to spelling rather than a substitute for systematic study of the word in spelling list. In the selection spelling word 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.

2.9 Spelling and Pronunciation

Beare (2016) says spelling words in English language is challenging work. As a matter of fact, many native speakers of English have problems with spelling correctly. One of the main reasons for this is that many, English words are not spelled as they are spoken. This difference pronunciation and spelling, causes a lot of confusion. The combination "ough" provides an excellent example:

Tough_____ pronounced__ tuf (the 'u' sounding as in cup)

Through_____ pronounced__ throo

Dough_____ pronounced__ doe (long 'o')

Bought___ pronounced___ bawt

This feature provides a guide the most common problems when spelling words in English.

Swallowed syllables- Three syllables pronounced as two syllables.

Aspirin_____ pronounced_____ asprin

Different_____ pronounced_____ diffrent

Every_____ pronounced_____ evry

Swallowed syllables---four syllables pronounced as three syllables

Comfortable_____ pronounced_____ comftable

Temperature _____ pronounced _____ temprature

Vegetable _____ pronounced _____ vegetable

Homophones__ words that sound the same

Two, too to _____ pronounced _____ too

Knew, new _____ pronounced _____ nnew

Through, threw _____ pronounced _____ throo

2.9.1 Problems with Silent Letters

Richard (2016) "says *in English pronunciation, silent letter is an informal term for a letter of the alphabet or a letter combination*" Here are many examples to show that:

S _____ Island, scissors

D _____ sandwich, Wednesday

G _____ sign, foreign,

GH _____ daughter, light, right

H _____ why, honest, hour

K _____ know, knight, knob

L _____ should, walk, half

P _____ cupboard, psychology

T _____ whistle, listen, fasten

U _____ guess, guitar

W _____ who, write, wrong

2.9.2 Unusual Letter Combinations

GH _____ "F" cough, laugh, enough, rough

CH_____ "K" chemistry, headache, Christmas, stomach

EA==== EH_____ breakfast, head, bread, instead

EA===EI_____ steak, break

EA===EE_____ weak, streak

OU===UH_____ country, double, enough

2.9.3 Different Kinds of Silent Letters

There are many different kinds of silent letters in English as stated by Edward (2012),

Author of a survey of English spelling, distinguishes two kinds of silent letters: auxiliary and dummy

"Auxiliary letters are part of a group of letters that spell a sound that does not have a usual single letter to represent it. For example

/th/_____ thing, /th/ there, /zh/ treasure, /sh/ shore /ng/ song

Dummy letter have two subgroups: Inert letters and empty letters: Inert letter are letters that in a given word segment are sometimes heard and sometimes not heard for example:

Resign (g is not heard)

Resignation (g is heard)

Malign (g is not heard)

Malignant (g is heard)

Empty letters are letters that don't have function, like auxiliary letters or inert letters. The letter U in the word gauge is empty. Here are some examples of silent consonants:

Silent b: dumb, thumb, doubt

Silent c: indict

Silent ch: yacht

Silent d: bridge, ledge, edge

Silent g: foreign, sign, design, assign

Silent h: rhinoceros, spaghetti

Silent k: knee, knit, knob, know

Silent l: calf, talk, could, should, would

Silent m: mnemonic

Silent n: autumn, column

Silent p: raspberry, receipt

2.10 Spelling and Dyslexia

Spelling is difficult for many people, but there is much less research on spelling than there on reading, to tell us just how many people spell poorly or believe they spell poorly. Less is known about reading achievement because there is no national test for spelling and many states don't test student's spelling ability.

Hirsh & Treiman (1985), stated that " if children with dyslexia have difficulty appreciating the phonological basis of written language, how do they make any progress in reading"?

One possible answer Olson (1985), says that they employ visual strategies to try compensating for their phonological weakness. Almost all people with dyslexia, however, struggle with spelling and face serious obstacles in learning to cope with this aspect of their learning disability. The definition of dyslexia notes that the individuals with dyslexia have " conspicuous problems" with the spelling and writing, in spite of being capable in other areas and having, normal amount of classroom instruction. Many of individuals with dyslexia learn to read fairly well, but difficulties with spelling and handwriting, tend to persist throughout life, requiring

instruction, accommodations, task modifications and understanding form those who teach individual.

2.11 Causes of Spelling Problems

There are many causes of spelling problem as stated by Bruck(1988)believed that spelling problems stem from a poor visual memory for the sequences of the letters in words. Recent research, however, shows that a general kind of visual memory plays a relatively minor role in learning to spell. Spelling problems, like reading problems, originate with language learning weakness. Therefore, spelling reversal of easily confused letters such as b and d, p and b or sequences of letters, such as wnet for went are manifestation of underlying language learning weaknesses rather than of a visually based problem. Most of us know individuals who have excellent visual memories for pictures, colour schemes, design elements, mechanical drawing, maps, and landscape features, for example, but who spell poorly. The kind of visual memory necessary for spelling is closely" wired in" to the language processing network in the brain. Poor spellers have trouble remembering the letters in words because they have trouble noticing, remembering, and recalling the features of that those letters represent. Most commonly, poor spellers have weaknesses in underlying language skill including the ability to analyze and remember the individual sounds associated with j , ch or v, the syllables, such as la, mem, pos and the meaning parts(morphemes) of longer words, such as sub, pect, able. These weaknesses may be detected in the use of both spoken language and written language; thus these weaknesses may detect when someone speaks and write. Like other aspects of dyslexia and reading achievement; spelling ability is influenced by inherited traits. It is true that some of us were born to be better spellers than others, but it is also true that poor speakers can be helped with good instruction and accommodations. It is important that students learn to spell words for writing and not just for spelling tests. Transfer to spelling in everyday writing is essential. It helps if students are taught to be use a proof reading procedure that involves checking for one element at time, such as punctuation, capitalization, spelling, sentence structure, and organization. Computer spellcheckers are not helpful unless

the student has already achieved basic skill, at about a fifth- grade level and unless the student receives other proofreading help. Spellcheckers don't identify all errors.

Bradley and Bryant (1983) said "A student who is a poor speller may have problems seeing a word written correctly in their mind, which is why any analysis of spelling difficulties in students should begin with a child's vision"

2.12 Spelling Rules

Some spelling rules are worth learning; others are too complicated or have too many exceptions. Instead of learning all the rules, focus on learning rules which address your particular spelling problems. The following are some helpful information on the rules of building new words:

Vowels_____ (a,e,i,o,u) the other 21 letters of alphabet are consonant

Prefix_____ element added to the front of a word (e.g., un/in= not, pre= before, anti =against)

Suffix_____ element added to the end of a word (e.g., ing, able, ed, ly, ful, ment, tion)

Syllable _____ a word or section of a word with single sound (e.g., read, fa- mous, dif-fi-cult)

Stress_____ the emphasis given to a syllable (see underlined syllables: famous, focus, occur, infer)

2.13 Common Spelling Rules

Adverb formation- spelling ly

Swan (2005, p.554:55) we normally change an adjective into an adverb by adding- ly

Late_____ lately

Right_____ rightly

Hopeful_____ hopefully

Real_____really(not realy)

Definite_____ definitely

Complete_____ complete

Exception

True_____ truly, whole_____wholly, due_____ duly, full_____ fully

Spelling Final [e]

When an ending that begins with a vowel(e.g,- ing, able- ous) is added to a word that ends in- e, we usually drop the – e.

Hope- hoping. Note – notable, fame- famous, write- writing

Final <e> is not dropped from words ending in – ee, oe, or ye

Agree_____ agreeable, canoe_____canoeist, see _____seeing , dye _____dyeing.

Rule	Examples	Memories
1. Ie or ei Write before "e" Except after "c" 2. Write "ie" after "c" for words with shen sound. 3. Write "ei" when the vowels sounds an 'a' as in 'weigh'	1. Achieve, believe, friend, receive, receipt, perceive 2. Ancient, efficient, sufficient, conscience 3. Neighbour, vein, reign, rein, deign	Exceptions: Words like a lots, dous, pianos, radios, solos, sopranos, studios, Videos, typos
's or es'	1. Arch > arches,	Exception:

<ol style="list-style-type: none"> 1. Add 'es' if a word ends in "ch", sh, ss, x, or z 2. Add 'es' for the most words ending in 'o' 	<p>clash > clashes, class > classes, box > boxes, quiz > quizzes,</p> <ol style="list-style-type: none"> 2. Tomato > tomatoes, hero > heroes, go > goes, do > does 	<p>Words like, counterfeit, either, neither, heigh, leisure, forfeit, foreign, science, species, seize and weird</p>
<p>'y' to 'i' or not</p> <ol style="list-style-type: none"> 1. For word ending in 'y' preceded by 'a' vowel, retain the 'y' when adding 's' or 'a' suffix. 2. For word ending in 'y' preceded by a consonant, change the 'y' to 'i' before any other suffix 3. 	<ol style="list-style-type: none"> 1. Convey > conveys, employ > employer 2. Try > trying, justify > justifying, certify > certifying, study. studying 3. Try > tried, justify > justifies, certify > certifiable, mystify > mystified, laboratories > laboratory 4. 5. 	<p>Exceptions: Words like, dryness, shyness</p>
<p>'T' or 'tt' when adding – ing , ed and some suffixes to verbs</p> <p>1 double the't' for verbs of one syllables with a single vowel, or a short vowel sound.</p> <ol style="list-style-type: none"> 3. Double the't' for verbs of more than one syllables when the stress is on the last 	<ol style="list-style-type: none"> 1. Rot > rotting – rotted – rotten, fit > fitting – fitted, knot > knotting, Knotted, abet > abetting, allot > allotting – allotting – allotted, commit > committing – committed, emit > emitting – emitted, forget > forgetting – forgotten 	<p>Exceptions: Don't double the 't' for verbs of one syllable with double vowel sound (treat- treating – treated, great – greating – greated</p>

syllables.		
"L" or 'll' when adding -ing, Ed and some suffixes to verbs. Double the 'l' when it is preceded by a single vowel.	Cancel > cancelling - cancelled - cancellation, enroll > enrolling - enrolled, fulfill > fulfilling - fulfilled - fulfillment, travel > travelling - travelled, level > levelling - leveled	

2.14 Error Analysis

James(1998), says" *error analysis is a branch of applied linguistic*" It is concerned with the compilation, study and analysis of errors made by second language learners and aims at investigating aspects of second language acquisition.

Some researchers distinguish error analysis from transfer analysis, which compares the learner's data with the respective first language, whereas error analysis compares the learner's data with the target language norm and identifies and explains.

Development. Error analysis was first used as a way of studying second language acquisition in the (1960s).Corder's seminal paper" The significance of learner's errors (1967), had shifted researcher attention from the teaching perspective to the learning perspective, and therefore, also away from contrastive analysis, behaviorism and structuralism towards cognitive psychology. This development went hand in hand with the turn towards a communicative approach in language teaching. Order posited that the second language learners discover the target language by hypothesizing about it and testing their hypotheses more or less like children do. The process does not happen randomly, follows the learner's built in syllabus, so that errors will necessarily be made, Corder used the term transitional competence for what has since become a widely accepted and often used concept; that of interlanguage. Selinker (1972)"The learner's individual, dynamic

approximation of the target language"

According to this view, errors indicate that a learner actively learns the target language, as they occur whenever hypothesis tested by learner does not work. In error analysis. The language learning process is regarded as being influenced by learner's first language, his or her interlanguage and the target language. Thus, all of these three languages system have an influence on which errors a learner makes. But the gap between the interlanguage the target language is considered the most important factor of the three. Even more importantly, however the learner makes errors because of the learning strategies he or she employs to discover the target language. For all these reason, inductive error analyses were carried out in order to arrive at generalizations about errors, interlanguage ultimately, second language acquisition. Error analysis reached its zenith in the (1970s), but soon turned out to be deficient as a research tool. By the late (1970s), it was merely contributing to broader second language acquisition theory and research, as it still today.

Sandie and Blackley (2012:15-58), Learning to spell words is more difficult than learning to read them. Spelling requires not just word recognition but, application of complex network of knowledge that includes the word's meaning and meaning parts(bases, prefixes and suffixes), its speech sound structure and what letters represent both the speech sound and the meaning parts in specific contexts. For example, consider the word<kissed>. It sounds like/kist/ but the speller must know that the base ends- with <ss> and the suffix is spelled<ed>even though it sounds like /t/. Even more complex, in a word like<behaviour> the speller must know that the<e> in the base (behave) is dropped and this suffix is spelled <ior> as opposed to<or><ir><er>etc.

This juggling act requires awareness of and sensitivity to words, as well as lots of exposure to them in both spoken and written forms. Spelling skill typically develop slowly over the years of formal schooling- however, some spellers continue to struggle, despite ample exposure, instruction and effect for some people with language processing difference, spelling and writing

from the tip of iceberg. They are only really obvious symptoms of the language processing disorder. Ongoing research is shedding light on how the brain's language, centers, which developed first to process oral language cross-map spoken and printed words. Research has provided evaluation tools for pin- pointing the perceptual and processing glitches that can derail upper level literacy skills as well as provided guidance for when there is enough concern to suggest an evaluation.

2.15 British Versus American Spelling

Rosso stated that, there are several areas in which British and American are different. These are the main ones to be aware of.

2.15.1 Words Ending in-re

British English words that end in – re often end – er in American English

British English	American English
Centre	Center
Fibre	Fiber
Litre	Liter
Theatre	Theater or Theatre

2.15.2 Words Ending in – our

British English words ending in –our usually end in – or in American English:

British English	American English
Colour	Color
Flavour	Flavor
Humour	Humor
Labour	Labor
Neighbour	Neighbor

2.15.3 Words Ending in – ize or ise

Verbs in British English that can be spelled with either – ize or ise at the end are always spelled with – ize at the end in American English:

British English	American English
Apologize or Apologise	Apologize
Organize or Organise	Organize
Recognize or Recognise	Recognize

2.15.4 Words Ending in – yse

Verbs in British English that end in – yse are always spelled – yze in American English:

British English	American English
Analyse	Analyze
Breathalyse	Breathalyze
Paralyse	Paralyze

2.15.5 Words Ending in a Vowel Plus l

In British spelling, verbs ending in a vowel plus/double the/ when adding endings that begins with a vowel. In American English, the/ is not doubled:

British English	American English
Travel	Travel
Travelled	Traveled
Travelling	Traveling
Traveller	Traveler

Fuel	Fuel
Fuelled	Fueled
Fuelling	Fueling

2.15.6 Words Spelled with Double Vowels

British English words that are spelled with the double vowels ae or oe are just spelled with an e in American English:

British English	American English
Leukaemia	Leukemia
Manoeuvre	Maneuver
Oestrogen	Estrogen
Paediatric	Pediatric

2.15.7 Nouns Ending with – ence

Some nouns that end with – ence in British English are spelled – ense in American English:

British English	American English
Defence	Defense
Licence	License
Offence	Offense
Pretence	Pretense

2.15.8 Nouns Ending with – ogue

Some nouns that end with – ogue in British English end with either – og or ogue in American English:

British English	American English
Analogue	Analog or Analogue
Catalogue	Catalog or

	Catalogue
Dialogue	Dialog or Dialogue

The distinctions here are not hard and fast. The spelling analogue is acceptable but not very common in American English; catalog has become the US norm, but catalogue is not uncommon; dialogue is still preferred over dialog.

2.16 Relationship between Spelling and Pronunciation

Khansir (2012) mentions that the English language has words which are sometimes spelt quite differently from the way are pronounced. In other words, English spelling and English pronunciation are hostile and strangers to each other; hostile, because neither accepts without a quarrel the usage of other, strangers, because they often one does not recognize the other.

Note that the learning of English spelling and English pronunciation are as important as learning English grammar and vocabulary to language learners.

Today, no one deny that in spite of English advantages, the writing system of modern English contains number of deviations in its phonemic representation.

Falk (1978), said it is important to remember that the phonological system of every language changes, but writing systems do so very slowly. There are many so – called silent letters in modern English spelling which originated at a time when they actually did represent sound segments. For example the letter"gh" in fight, light and right date back to the old English sound segment.(x), a voiceless fricative produced at the position of articulation of either (k) or (c). Just as English has borrowed spelling forms other languages.

Pronunciation is occasionally affected by the way in which a word is spelt, and spelling may gradually be modified in accordance with changes in the phonological system. Perhaps because writing is visible and permanent and because it is formally taught in schools, many people object to change or

variations in spelling, although they may fail to even notice parallel changes in pronunciation in addition Bloom (1933,p21); Observes that " writing is not language but merely a way of recording language by means of visible marks" it needs to have a systematized form of making use of components, namely graphemes, vocabulary, syntax, and so as to make a decoder understand it clearly.

Pronunciations always play the key role in recognition of a word speech. Learning correct pronunciation of English words is the most important factor in learning and teaching a foreign and second language. In other words this is a big problem for English language learners, because the English language does not have fixed phonetic rules. An important point to note about the above sentence is that the English language has borrowed words and expressions extensively from many languages throughout its history. That in fact is the main reason for the pronunciations of those words which naturally sound different from the spelling since they were borrowed from other languages into English language.

Ur(1996,p.52) mention that" the aim of pronunciation improvement is not to achieve a perfect imitation of a native accent, but simply to get the learner to pronounce accurately enough to be easily and comfortably comprehensible to other to other[competent] speakers.

2.17 previous Studies

This part involves an overview of some studies done in spelling problems of the students in writing English words. Most researchers who have dealt with this area state that: spelling problems of student have varied. So the researcher is going to give a brief summary for five previous studies.

2.17.1 *Mugahid Adam Hassan* (2015). In his study [spelling problems of secondary students in writing English language], He touches the area of vowel, and consonants areas. He made test in order to investigate the real problem of students writing English words and he has done case study at ALforgan International secondary schools. His hypothesis that, there are insufficient spelling lessons provided by teachers in writing English, courses

and methods applied are insufficient for solving spelling problems of students, the most important problematic areas are sounds and silent letter.

2.17.2 Babu Maki Babu [2014] conducted a study entitled "EFL teachers' attitude towards spelling difficulties encountered by Sudanese university students" Sudan University Graduate College, faculty of language. The main questions were: why do Sudanese university students violate spelling rules when they formulate plural of Latin and Greek origin words? What is the effect of homophones in spelling errors? Why do some students of English omit, and replace vowels letter? The main objectives are to draw teacher's attention to the importance of English spelling, to reflect the unconventional relation between spelling and phonetic system. To investigate the reasons behind spelling errors encountered by Sudanese university students of English. The main hypotheses were: Sudanese university students of English are not aware of the fact that there are exceptions to the spelling rules. Some spelling errors are due to the system of pronunciation. English arbitrary spelling system plays great role in spelling difficulties encountered by Sudanese university students in English. The population of this study is some teachers of English, who work at some Sudanese universities; they have been selected randomly from these universities, Sudan University of science and technology, Omdurman Ahlia University, Khartoum University and ALhfad University. They were thirty teachers. The main findings were: Teachers must show the main differences between American spelling and the British one. In order to solve the silent letters problems students must consult their dictionaries and the basic knowledge of phonetics. Using computer games may help a lot in solving spelling mistakes

2.17.3 ELgeili Saeed Mohammed (2016) conducted a study in " spelling errors encountered by basic level pupils. The study hypothesizes that: The basic level curriculum in Sudan doesn't include sufficient teaching of English rules. Teachers don't give much attention to teaching spelling rules. There are various common spelling errors which are often committed by the pupil's English language. The quantitative analytical method has been followed.

Two tools have been used for data collection: a questionnaire for the teachers and a test of the pupils. The obtained findings indicate that the pupils should use new technology such as computers to overcome the spelling problems. The investigating has shown that spelling errors among basic schools in Khartoum locality are largely due to silent letters; vowel letters and plural past forms. This study has arrived at the many useful findings and has provided some useful recommendation and suggestions for further studies.

2.17.4 Woralak Bunch (2013) the conducted studies in "causes of spelling errors" The study aimed to investigate types of spelling inaccuracy and to examine the causes of misspelling found in the first year Thai university students sentence writing. Participants were 31 first year Thai university students at prince of Songkla University. The findings showed ten types spelling errors including consonant substitution, vowel substitutions, space consonants, inflectional endings, letter reversal, vowel omissions, and consonant omission. The result revealed that differences between English and Thai writing systems were not the major causes of errors. In fact it was the lack of adequate awareness of phonology and insufficient knowledge of inflectional morphology that were found to be the prime causes of their mistakes.

2.17.5 Ali Alsaawi(2015),He conducted study in " spelling errors made by Arab learners of English" The study took place in Saudi Arabia, Qassim region, on 26 intermediate high school Saudi students aged 11- 18 years old. The students were in their senior year. All participating students were tested before taking a part in the study. The results of this study are consistent with previous research, which found that spelling errors made by Arabs learners are associated with the impact of their L1. The common spelling errors are consonant doubling, silent letters, final[e] and vowel in general.

2.18 Summary of the Chapter

This chapter has first reviewed literature on some key concept in the study problem. This followed by a review of some pervious related study.

CHAPTER THREE
Research Methodology

CHAPTER THREE

Research Methodology

3.0 Introduction:

This chapter is devoted to the description of the methodology used to Investigate English spelling difficulties among basic level pupils in some schools in Omdurman locality. The present study adopts the descriptive analytic method, which depends on the description of phenomena. This in addition to the analysis of the data gathered so as to find out the reasons behind the occurrence of spelling difficulties. It focuses mainly on the subjects, the research tool and the procedures of data collection.

3.1 Research Population and Sample:

For conducting this study two tools are used

A test for pupils and a questionnaire for teachers

The population of this study are teachers of English language and pupils at some basic schools in Omdurman Locality; they are about 50 teachers from different schools and 80 pupils in 8th grade, they have been selected randomly from these schools their ages about 12 to 14 , they study the spine series. They started learning English at the fifth grade of Basic school level. So, these subjects had an average of four years of formal instruction in English as a foreign language at school. The purpose behind the choice of the class eight pupils comes from the fact that, pupils have finished their Basic education after four years of learning English as a foreign language. At the same time their task (spelling test) will prove whether the spine series has provided an appropriate material which enable them to write clear readable language and to pronounce a word correctly, so as to avoid spelling errors in their future.

Table 3.1 Sample of Teachers and their Schools.

Schools	Teachers	Percent
Almihwar Basic level school	9	18%
Algimaabi Basic level school	7	14%
Salha Basic level school	5	10%
Nor alyagheen Basic school	8	16%
Others	21	42%
Total	50	100%

The above table shows the total of the teachers and their percentage. Almihwar schools are higher percentage than others because is they are big foundation. Also the researcher investigated some teachers from different schools.

Table 3.2 Sample of Pupils and their Schools.

Schools	Pupils	Percent
Almihwar Basic level school	30	37.5%
A lgimaabi Basic level school	22	27.5%
Salha Basic level school	12	15%
NorAlyagheen Basic school	16	20%
Total	80	100%

The table above shows the pupils sample of these schools.

3.2 Data Collection Instruments

The researcher investigated the methods of the data collection gathered from some of the previous studies, so as to find the most appropriate one which would work effectively in given the required data results the researcher has found that questionnaire for both teachers and pupils will not be useful in this study because pupils are not aware of their problems. So the researcher

uses questionnaire and test.

The questionnaire is designed for teachers who teach English at basic school. The teachers' questionnaire (T Q) consists of introductory part that deals with teacher personal information including the year of experience in the field of teaching, and the school where they work. The second part deals an investigation or test into Basic level schools pupils' errors.

In the teachers' questionnaire (T Q) the table consists of five options, ranging from "strongly agree to strongly disagree"

3.3 Procedures of Data Collection

To investigate the problem of the class eight basic schools in English spelling difficulties 80 pupils were chosen as a sample of this study and 50 teachers has chosen for questionnaire to prove that. The researcher distributed about 30 questionnaires to the teachers while 20 questionnaires were distributed by his colleagues in addition to 80 tests to the pupils in 8th grade. All these tests were distributed by hand.

3.4 Validity of Tools

The term validity is defined by many linguists.

Definition of the term validity gives the reader clear vision of what researcher should do, to achieve his goal in the right way. Let us take some quotations of the definition of the term validity.

Validity refers to factors that data collection tool measures what is supposed to measure Best and Kahan (1986) for instance, Halliday and Hassan cohesion taxonomy was unutilized by many researchers Onner (1984) Micculy Stotan, Richard Son and Wolffrom (1990), another definition by Gay Mills (2009: 154) who defined it as" validity refers to the degree to which test measure what it supposed to measure"

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

intended to measure. The experts made some modifications by deletion, adding and reforming some of the instruments. 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 defined by Lado(1962:160)" as the stability of some source to the same sample" that means of a test is reliable if the testers get nearly the same score in the same test on the different occasion. The researcher chose the test as the source for the data because when pupils write as a test they take it seriously as their exam with aims of producing well written, which the researcher assumed it was reliable data because it is their real work. Reliability is expressed as "reliability coefficient".

3.6 The Content of the Test

The test consists of three questions each question consists of ten sub-questions, which designed to check whether the learners can be able to use spelling correctly or not.

3.7 Summary of the Chapter

In this chapter the researcher described the methodology of the research, tools and the procedures used for conducting the study.

The chapter provided full descriptions of population of the study and selected sample. Moreover, it gave full descriptions of the tool of the research. In addition to that, it discussed the validity and reliability of the study tool and procedure that followed for conducting the research.

CHAPTER FOUR

Data Analysis, Results and Discussion

CHAPTER FOUR

Data Analysis, Results and Discussion

4.0 Introduction

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

4.1 Data Analysis

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

4.2. Personal Information

The following two tables show the degree and experience of the teachers who took a part in the study.

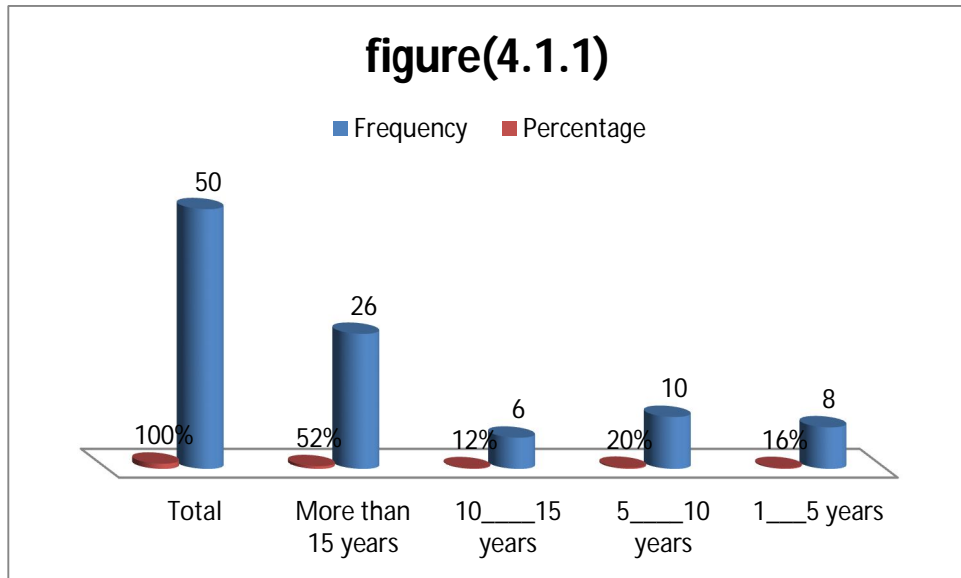
Table 4.1.1 Academic Qualifications.

Qualification	Frequency	Percent
B.A	21	42%
Postgraduate-Diploma	4	8%
M.A	22	44%
PHD	3	6%
Total	50	100%

This table is about teachers experience in teaching English

Table (4.1.2) Teachers Experience in Teaching English

Experience	Frequency	Percentage
1-5 years	8	16%
5-10 years	10	20%
10-15 years	6	12%
More than 15 years	26	52%
Total	50	100%



The table and figure above show that, the distribution of the sample by statement as follow.

1-5 (16%), 6-10 (20%), 10-15 (12%), more than 15 (52%). It is quite clear that the result above of working experiences exhibits that above 52% of the teachers have been teaching more than 15 years in the field of English which means that the majority of teachers have a good experience background.

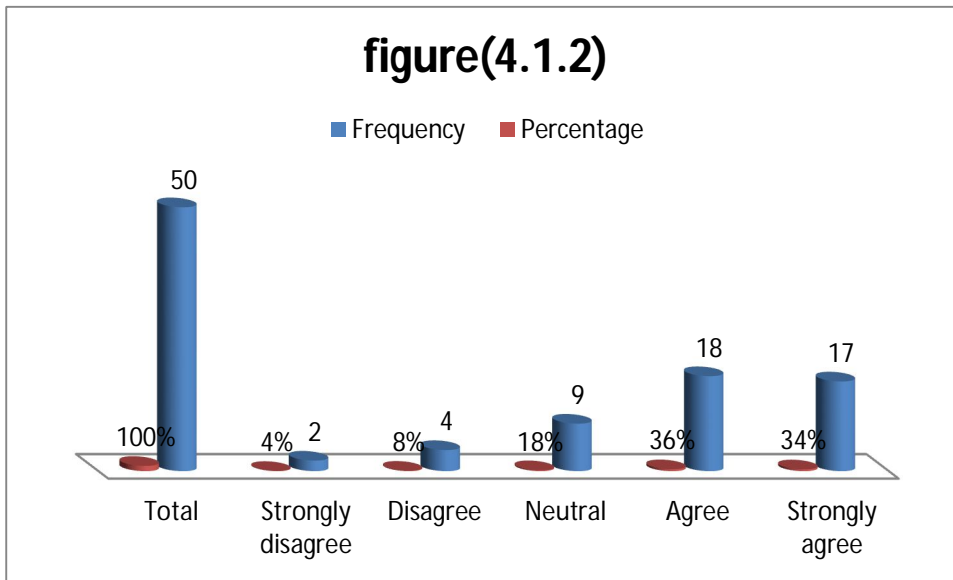
4.3 Teachers Evaluation of Spelling Errors:

Statements in this part of the study teachers' questionnaire deal with teachers' evaluation of spelling errors by some basic level pupils in Omdurman locality. There will be a table for each item or statement in the teachers' questionnaire.

4.1.2 Language Interference:

Statement (1) Some spelling errors among basic level pupils are due to the first language interference.

Option	Frequency	Percentage
Strongly agree	17	34%
Agree	18	36%
Neutral	9	18%
Disagree	4	8%
Strongly disagree	2	4%
Total	50	100%

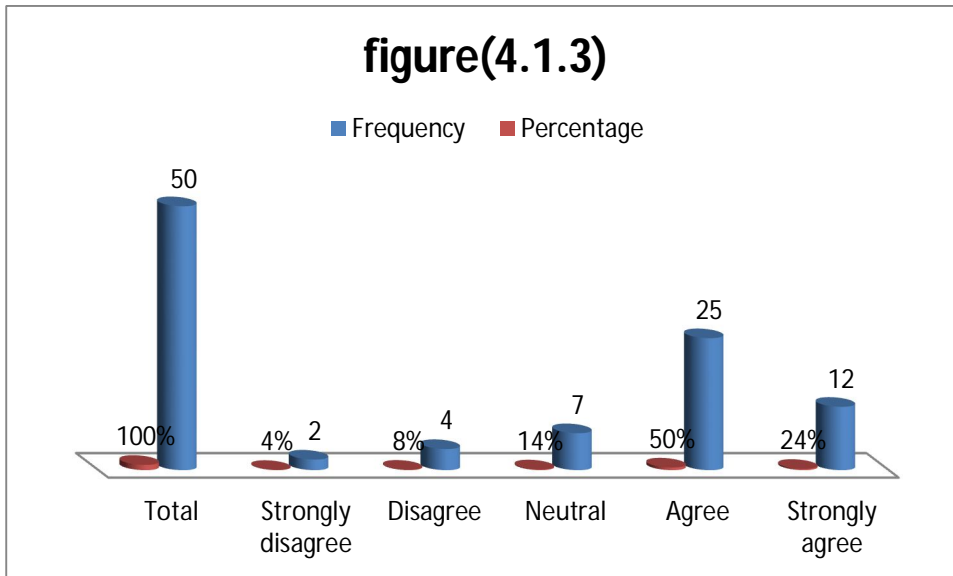


The table 4.1.2 above is about the effects of language interference in spelling. It is seen that 70% of the teachers agree. Few participants, about 18% neutral in their attitude and 12% disagree. 70% is high percentage which means that language interference played important role in spelling errors among basic level pupils, mother tongue influences second language learning regardless the differences between the two languages. Because pupils use to transfer Arabic spelling rules into English ones and *this support the first hypotheses*.

4.1.3 Poor Visual Memory

Statement (2) the spelling problems of basic level pupils are due to pupil's poor visual memory for sequence of the letters and words.

Option	Frequency	Percentage
Strongly agree	12	24%
Agree	25	50%
Neutral	7	14%
Disagree	4	8%
Strongly disagree	2	4%
Total	50	100%



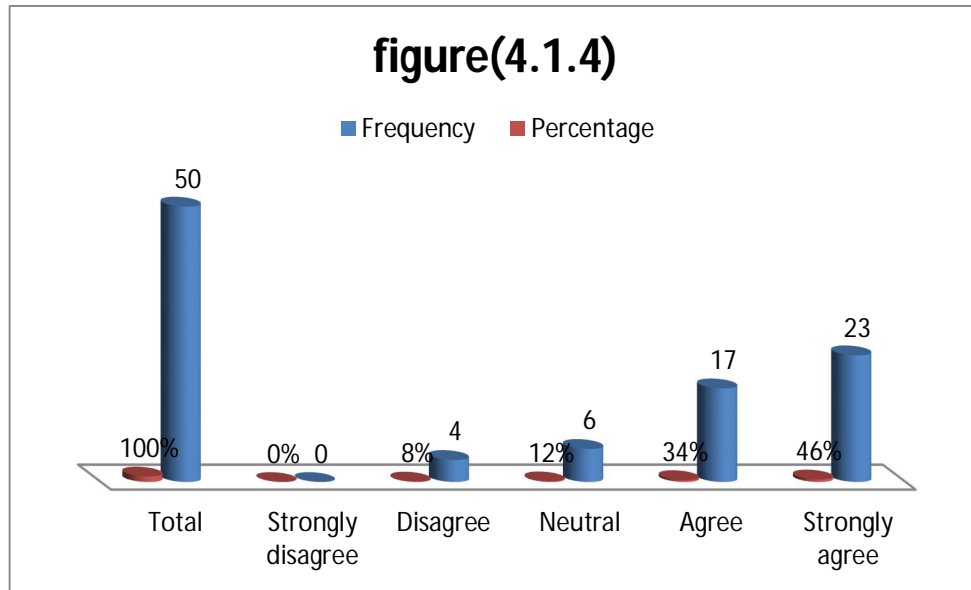
The figure 4.1.3 it is quite clear that 74% of the participants agree with above statement while 14% neutral and 12% disagree which show that the number of teachers who agree more than those who do not agree, and this emphasize that visual memory is a real problem of making spelling errors.

4.1.4 Reasons of Spelling Problem

Statement (3) one of the main reasons of spelling problems is that many words are not spelled as they are spoken.

Table(4.1.4)

Option	Frequency	Percentage
Strongly agree	23	46%
Agree	17	34%
Neutral	6	12%
Disagree	4	8%
Strongly disagree	-	0%
Total	50	100%



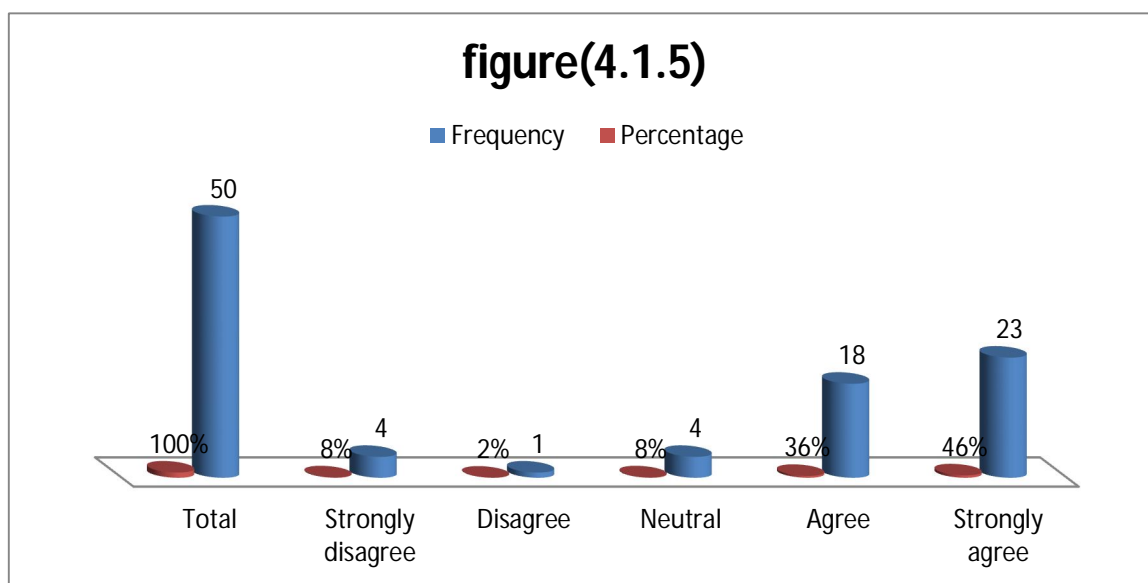
The table and the figure above show that 80% agree that one of the main reasons of spelling problems is that many words are not spelled as they are spoken, 12% not sure and only 8% disagree so this means positive result.

4.1.5 The Problems of the Letter (c)

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

Table (4.1.5)

Option	Frequency	Percentage
Strongly agree	23	46%
Agree	18	36%
Neutral	4	8%
Disagree	1	2%
Strongly disagree	4	8%
Total	50	100%



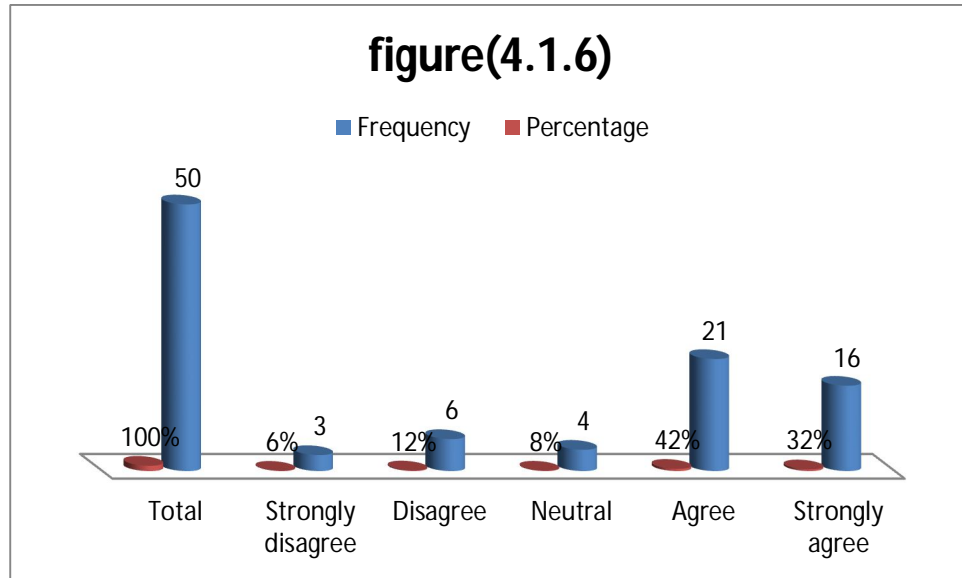
As seen from table and figure above is about the problems of the letter [c] it is clear that 82% of the teachers agree about this problem, 8% are neutral, 9% disagree, and that indicates majority of participants agree of this problems.

4.1.6 Spelling Rules.

Statement (5) the majority of basic level pupils do not discriminate between the rules of spelling and silent letter

Table 4.1.6

Option	Frequency	Percentage
Strongly agree	16	32%
Agree	21	42%
Neutral	4	8%
Disagree	6	12%
Strongly disagree	3	6%
Total	50	100%



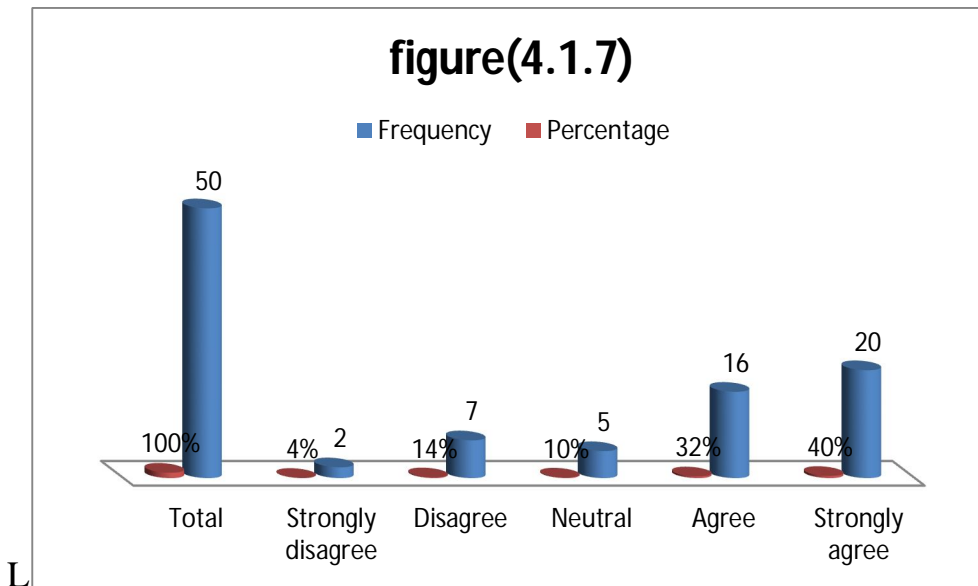
The table and figure above express that some of the spelling errors are due to the lack of rules of the language for basic school, 74% agree only 8% not sure and 18% disagree, the number of strongly agree and agree is quite enough, and this support the first question, what are the common causes of spelling?

4.1.7 Distinction between p and b

Statement (6) many pupils do not distinguish between (p) and (b) as in but and put

Table (4.1.7)

Option	Frequency	Percentage
Strongly agree	20	40%
Agree	16	32%
Neutral	5	10%
Disagree	7	14%
Strongly disagree	2	4%
Total	50	100%



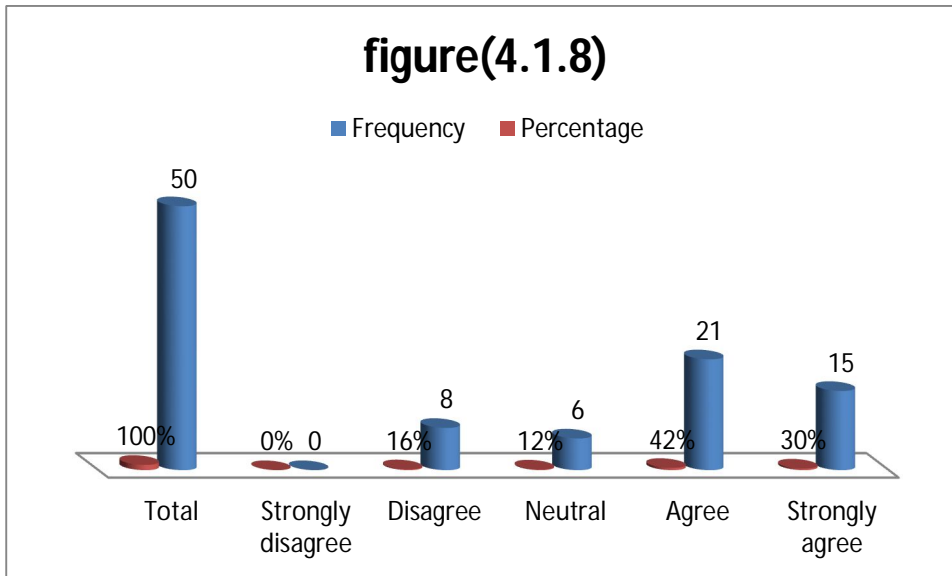
According to the table and figure above we can see the answers of teachers, we find 40% with strongly agree and 32% answered with agree that pupils do not distinguish between letter/ p /and/ b/ while 10% answered with neutral and 10% with disagree and 4% answered with strongly disagree. The total number of strongly agree and agree together represent (72%) this means positive results.

The problem of [ie] and [ei]

Statement (7) majority of basic level pupils of English cannot differentiate between (ie) and (ei) spelling.

Table (4.1.8)

Option	Frequency	Percentage
Strongly agree	15	30%
Agree	21	42%
Neutral	6	12%
Disagree	8	16%
Strongly disagree	-	0%
Total	50	100%



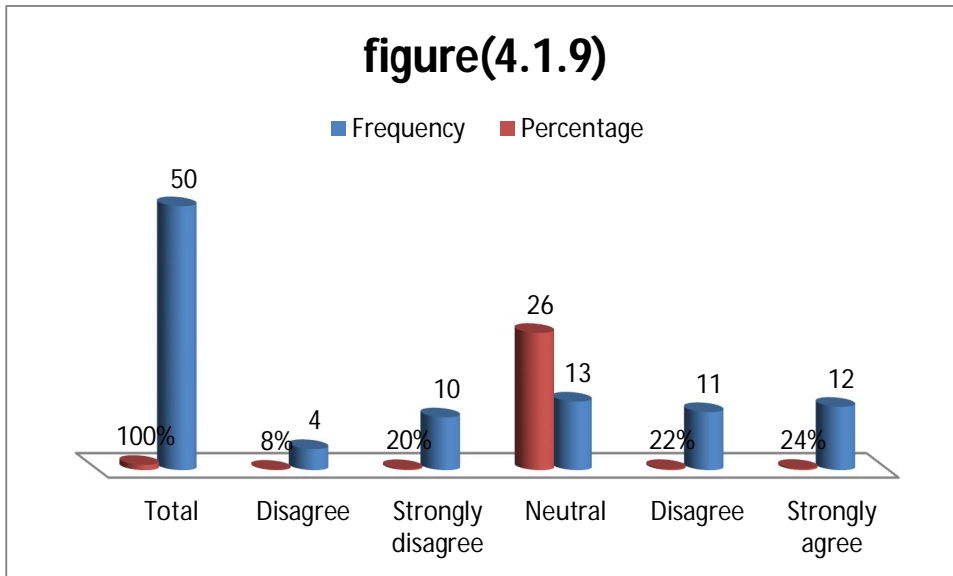
The chart and table above shows 30% strongly agree, 42% agree, 12% not sure, 16% disagree and strongly disagree 0%, so the researcher noted that the number of participants who marked agree and strongly disagree is very high and that indicates basic level pupils have real problem in using (ie) and (ei) in their spelling, the distinctions between /ie/ and /ei/ is confused because it is not only in spelling but also it has something to do with phonetics.

4.1.9 The problem of silent letters

Statement (8) silent letters cause a big problem for Omdurman basic level pupils of English.

Table 4.1.9

Option	Frequency	Percentage
Strongly agree	12	24%
Disagree	11	22%
Neutral	13	26
Strongly disagree	10	20%
Disagree	4	8%
Total	50	100%



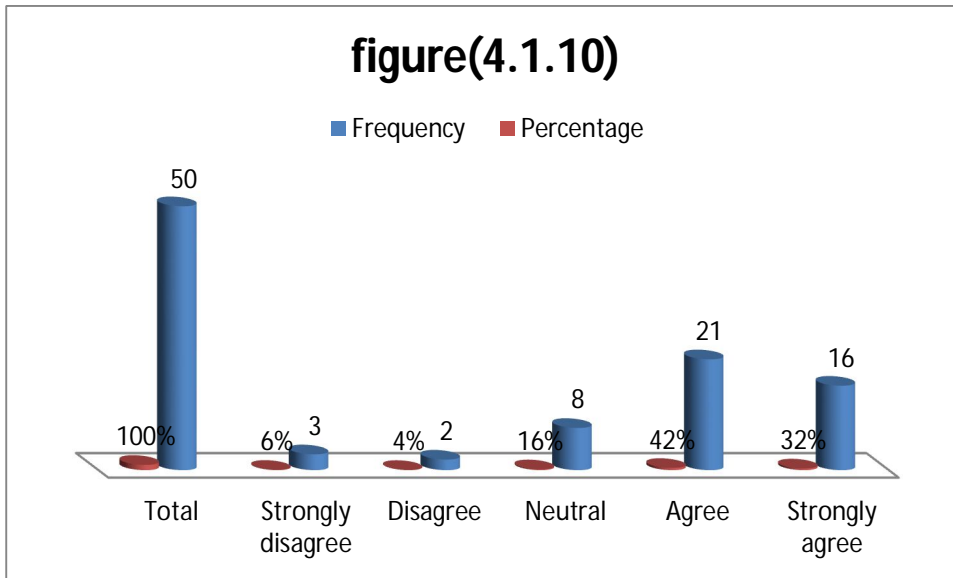
As the figure (4.1.9) shows that 24% strongly agree, 22% agree while 26% neutral, 20% strongly disagree and only 8% disagree. 46% is high percentage which means that silent letters cause a big problem for Omdurman basic level pupils, because silent letters don't have rules also Arabic language doesn't have silent letter.

4.1.10 the problem of teacher's syllabus

Statement (9) one the causes of spelling errors teacher's syllabus do not contain enough practice in spelling.

Table 4.1.10

Option	Frequency	Percentage
Strongly agree	16	32%
Agree	21	42%
Neutral	8	16%
Disagree	2	4%
Strongly disagree	3	6%
Total	50	100%



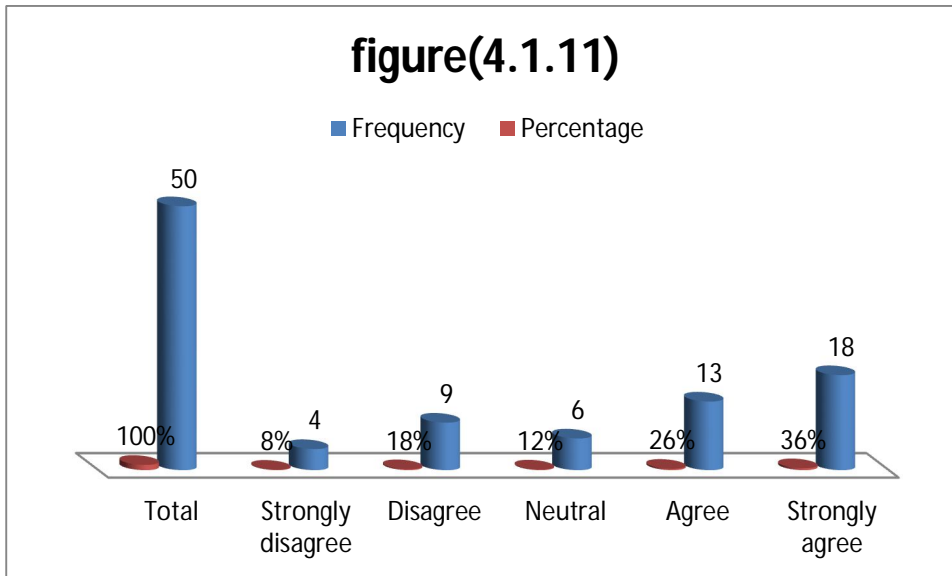
The figure and table above show that 32% of the participants are strongly agree, 42% also agree while 16% are not sure, 4% disagree and 6% are strongly disagree. That means the teacher's syllabus is truly do not contain enough practice in spelling.

4.1.11 the problem of ineffective teaching methods

Statement (10) ineffective teaching methods cause spelling difficulties.

Table 4.1.11

Option	Frequency	Percentage
Strongly agree	18	36%
Agree	13	26%
Neutral	6	12%
Disagree	9	18%
Strongly disagree	4	8%
Total	50	100%



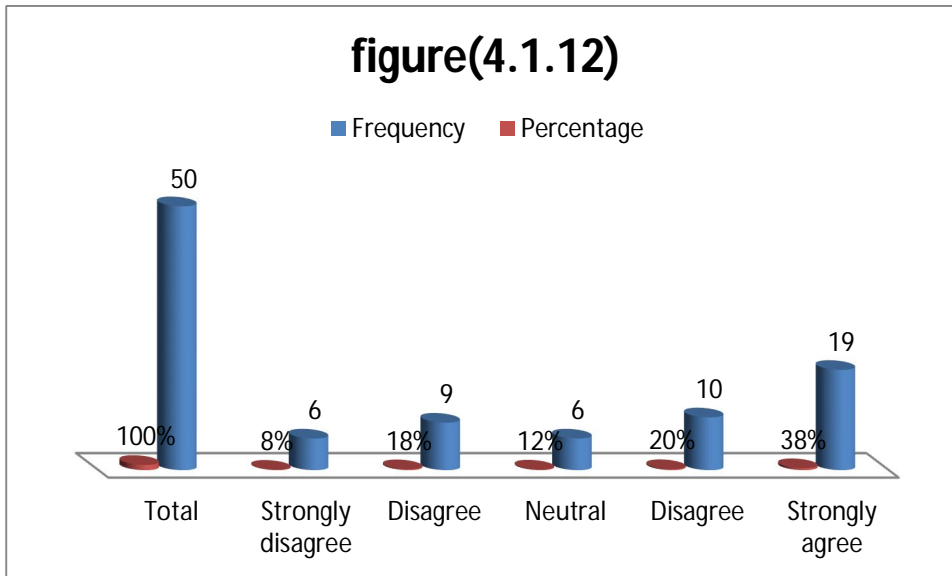
The table and chart above is about the ineffective teaching methods, it is seen that 62% of the teachers agree, few of participants, about 12% not sure, 26% disagree. So 62% is high percentage which means ineffective teaching methods cause spelling problem difficulties in basic school.

4.1.12 lack of attention

Statement (11) teachers do not pay much attention to teach spelling.

Table 4.1.12

Option	Frequency	Percentage
Strongly agree	19	38%
Disagree	10	20%
Neutral	6	12%
Disagree	9	18%
Strongly disagree	6	8%
Total	50	100%



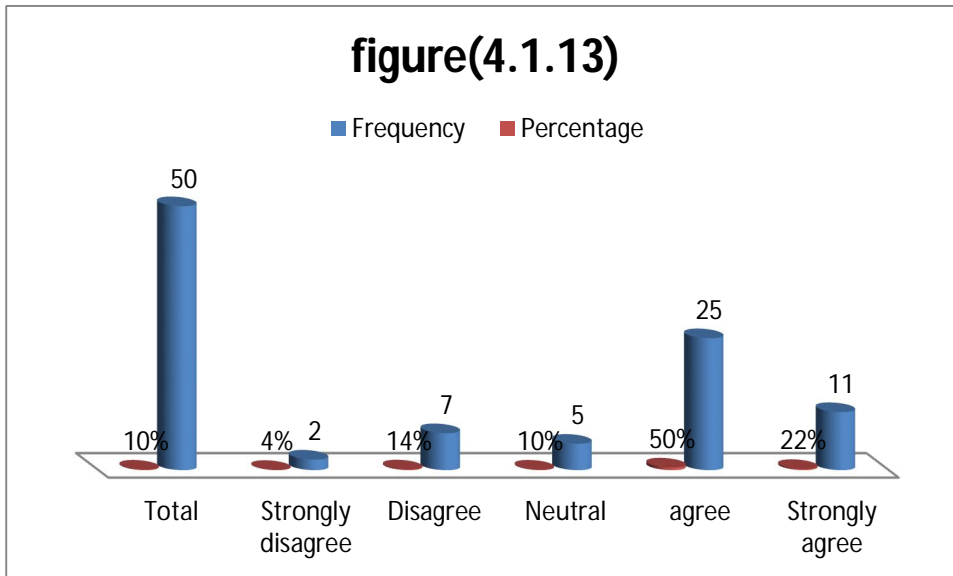
According to the figure and table above we notice that 38% strongly agree, 20% agree, 12% neutral, 18% disagree and 12% strongly disagree. 58% is highest percentage which means teachers do not pay much attention to teach spelling and this is one of the deterioration of spelling in basic school, this statement affirm the third hypotheses" the teachers' methods in spelling doesn't contain enough practice".

4.1.13 neglecting of spelling

Statement (12) spelling is one of the most neglected areas of English.

Table 4.1.13

Option	Frequency	Percentage
Strongly agree	11	22%
Agree	25	50%
Neutral	5	10%
Disagree	7	14%
Strongly disagree	2	4%
Total	50	100%



The above figure and table show that the total of the teachers who agree and strongly agree about 72%, neutral 10% disagree 14% and strongly disagree only 4%, 72% is high scale which means spelling is really one of the most neglected field of English.

4.3 Conclusion for Questionnaire Results

This study analyze the data, the result discuss them, it reveal that most of the teachers are very qualified with sufficient writing experience in teaching English, which means their response to the questionnaire is positive, the researcher has noticed that a lot of teachers agree that the spelling errors are due to language interference, silent letters, teachers' methods don't contain enough practice. The researcher noticed that spine series is poor of spelling practice and teachers also don't pay full attention of spelling.

4.4 Pupils Test

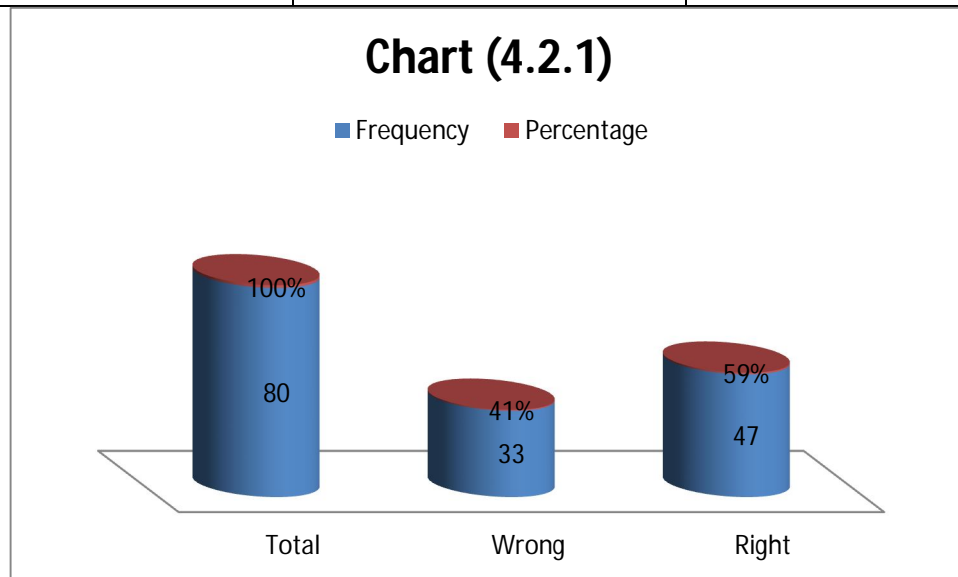
4.2.1 Question One

(A) Draw a circle around the correct spelling for each word

4.2.1 The word (ball)

Table (4.2.1)

Factor	Frequency	Percentage
Right	47	59%
Wrong	33	41%
Total	80	100%

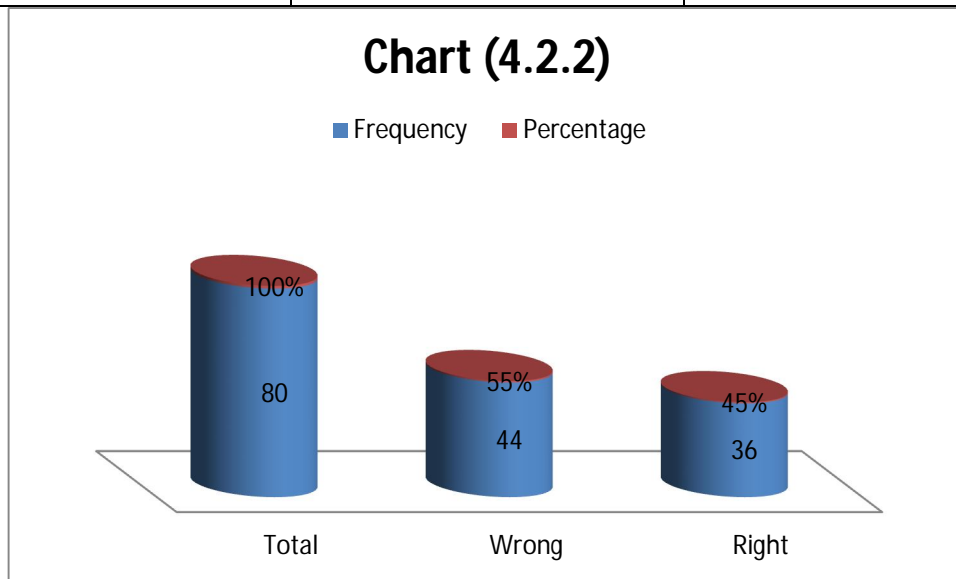


This chart and the table emphasized that (59%) of the pupils got right answer and (41%) got wrong answers this means that majority of the pupils aware of the answer also may be the word (ball) is easy to recognize it.

4.2.2 The word (mother)

Table (4.2.2)

Factor	Frequency	Percentage
Right	36	45%
Wrong	44	55%
Total	80	100%

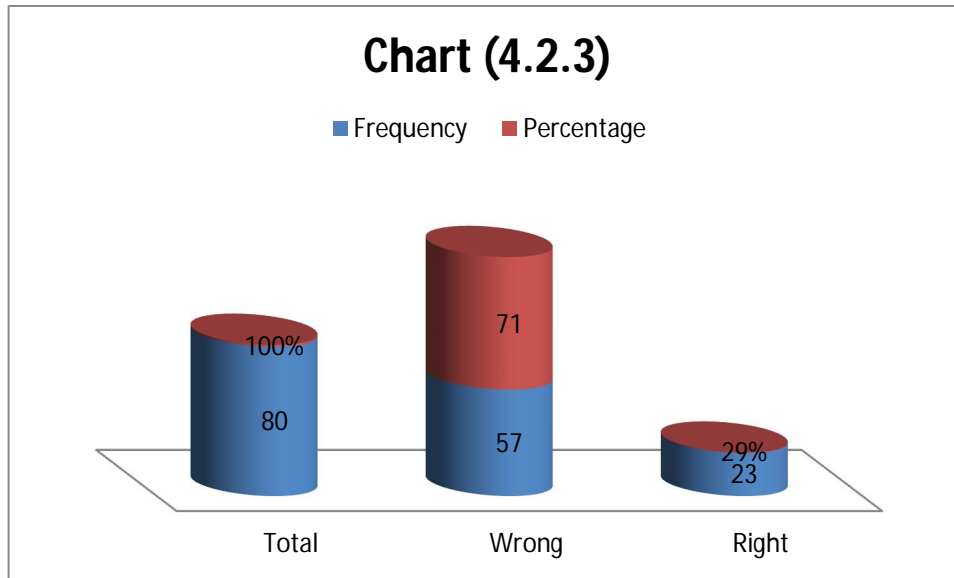


The chart and the table above show that (55%) of the pupils answered wrong while (44%) answered right and that means most of pupils did not distinguish between letter (o) and (a) in a word [mother] so they make spelling errors.

4.2.3 The word (people)

Table (4.2.3)

Factor	Frequency	Percentage
Right	23	29%
Wrong	57	71
Total	80	100%

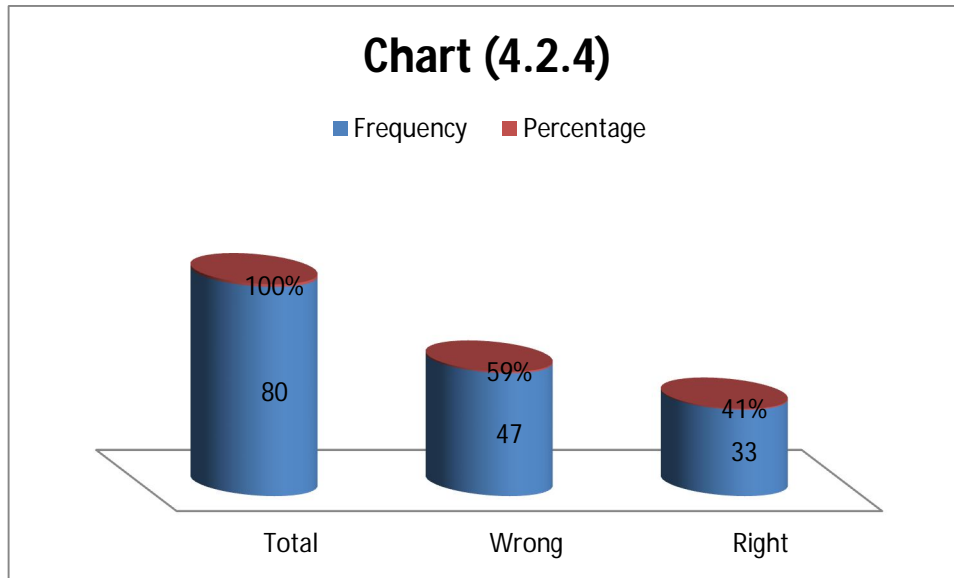


This chart (4.2.3) explained that the pupils are incapable to answer the word (people) correctly; the rate of the correct answer was only (29%) while the incorrect (71%) that indicates most of the pupils do not differentiate between the letters [p] and [b].

4.2.4 The word (writing)

Table (4.2.4)

Factor	Frequency	Percentage
Right	33	41%
Wrong	47	59%
Total	80	100%

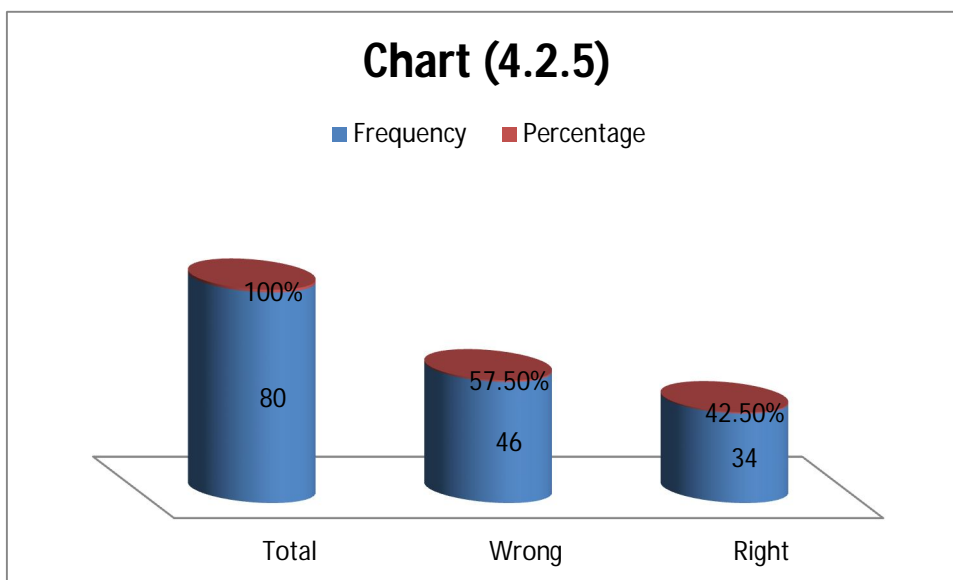


Through the chart (4.2.4) the researcher noted that (59%) of the pupils answered incorrect, (41%) are answered incorrect that means basic level pupils have a big problem in spelling.

4.2.5 *The word (tomatoes)*

Table (4.2.5)

Factor	Frequency	Percentage
Right	34	42.5%
Wrong	46	57.5%
Total	80	100%

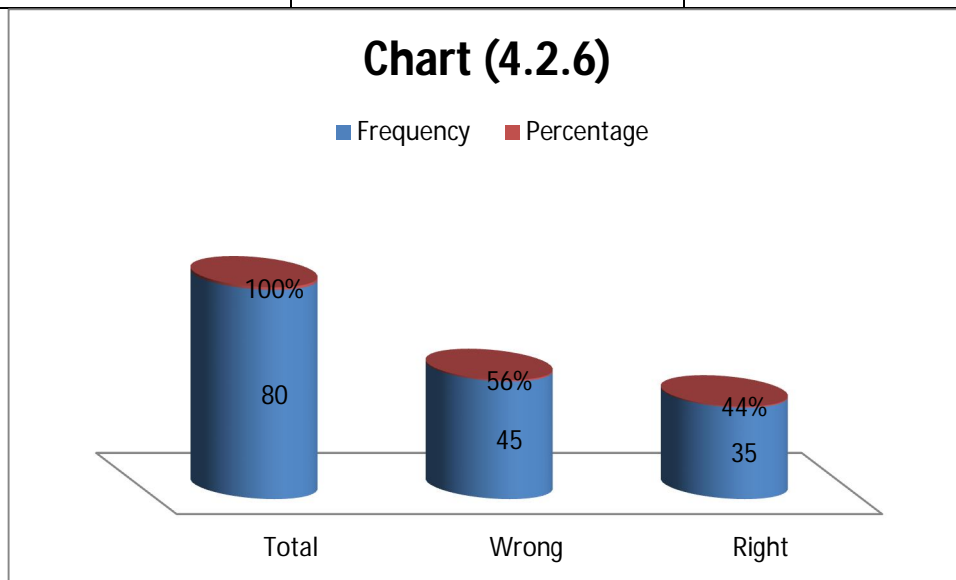


The chart above shows that pupils who got right (42%) while those who got wrong (57%) and that means pupils have problem especially in words which end in letter[o] pupils directly add (s) without separating it by letter (e).

4.2.6 The word (friend)

Table (4.2.6)

Factor	Frequency	Percentage
Right	35	44%
Wrong	45	56%
Total	80	100%

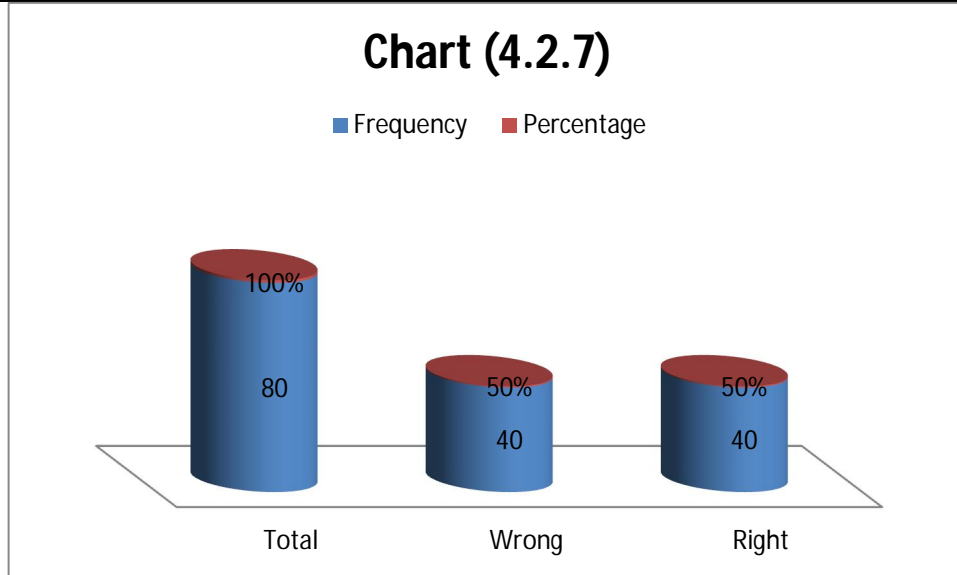


As the figure (4.2.6) shows that the right answers are (44%) but the rate of wrong answers are more than the right and that emphasized the actual spelling problems which encountered by basic level pupils.

4.2.7 The word (their)

Table (4.2.7)

Factor	Frequency	Percentage
Right	40	50%
Wrong	40	50%
Total	80	100%

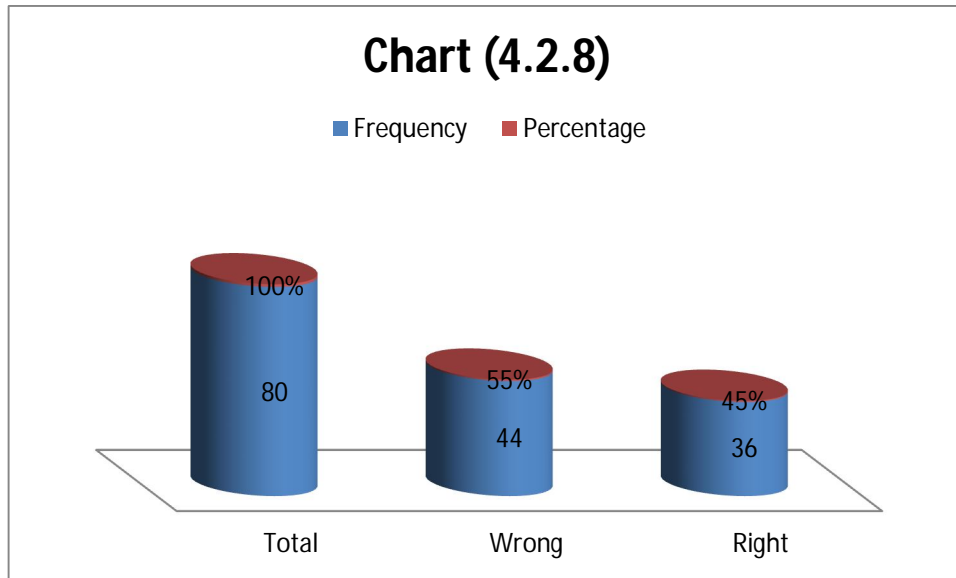


The chart (4.2.7) shows that both right and wrong score are the same, so half of the pupils got 50%. The researcher found out that a half of the pupils have a little knowledge of how to put (ei) in correct place.

4.2.8 The word (ceiling)

Table (4.2.8)

Factor	Frequency	Percentage
Right	36	45%
Wrong	44	55%
Total	80	100%

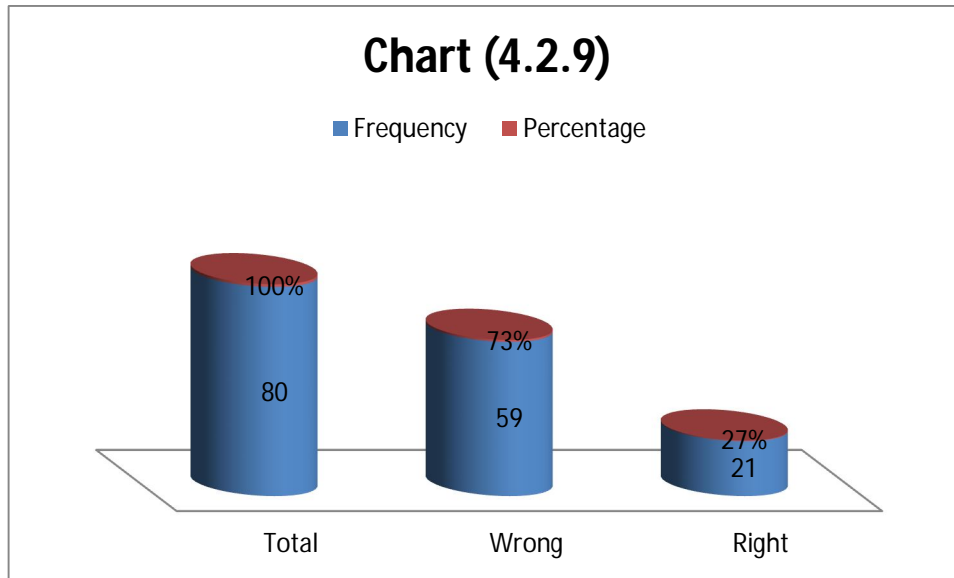


In figure (4.2.8) the word [ceiling] is scored 45% as right answer, while 55% of the pupils got wrong respond. This means the pupils have a real problem spelling.

4.2.9 The word (piece)

Table (4.2.9)

Factor	Frequency	Percentage
Right	21	27%
Wrong	59	73%
Total	80	100%

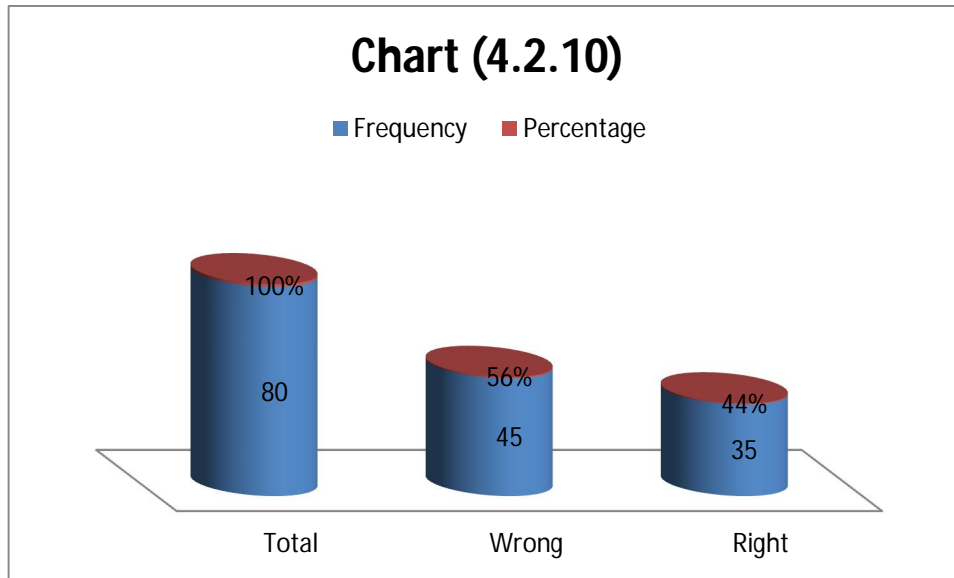


The majority of the pupils answered the word (piece) incorrectly the chart (4.2.9) clarified the word piece is scored 73%. While 27% was answered correctly.

4.2.10 the word (soldier)

Table (4.2.10)

Factor	Frequency	Percentage
Right	35	44%
Wrong	45	56%
Total	80	100%



The table and chart above show that 56% of pupils answered wrong, while 44% answered right. That indicates it is truly pupils have spelling problem according to the first hypothesis in research.

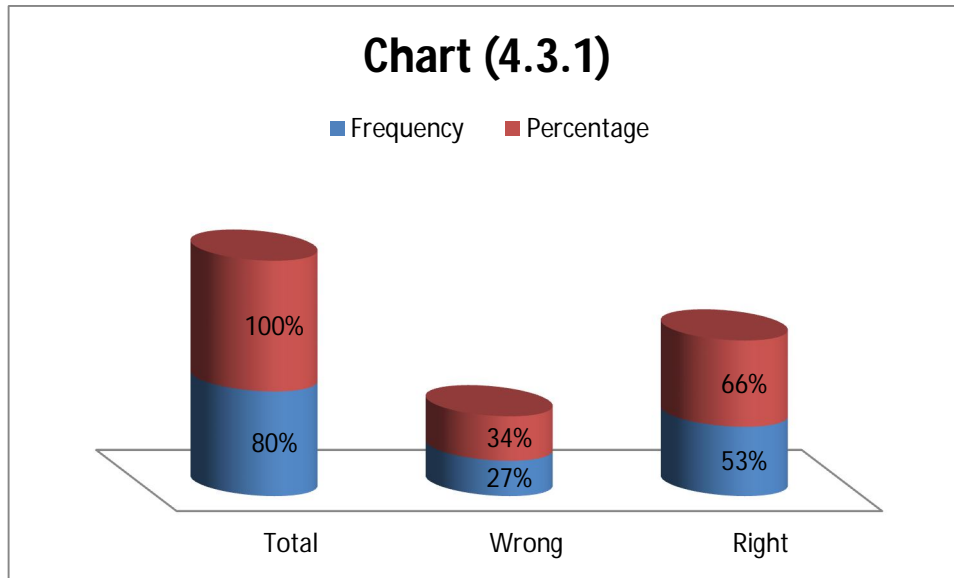
4.3.1 Question Two

(A) *Add (ing) to the following verbs:*

4.3.1 The word (*dry*)

Table (4.3.1)

Factor	Frequency	Percentage
Right	53%	66%
Wrong	27%	34%
Total	80%	100%

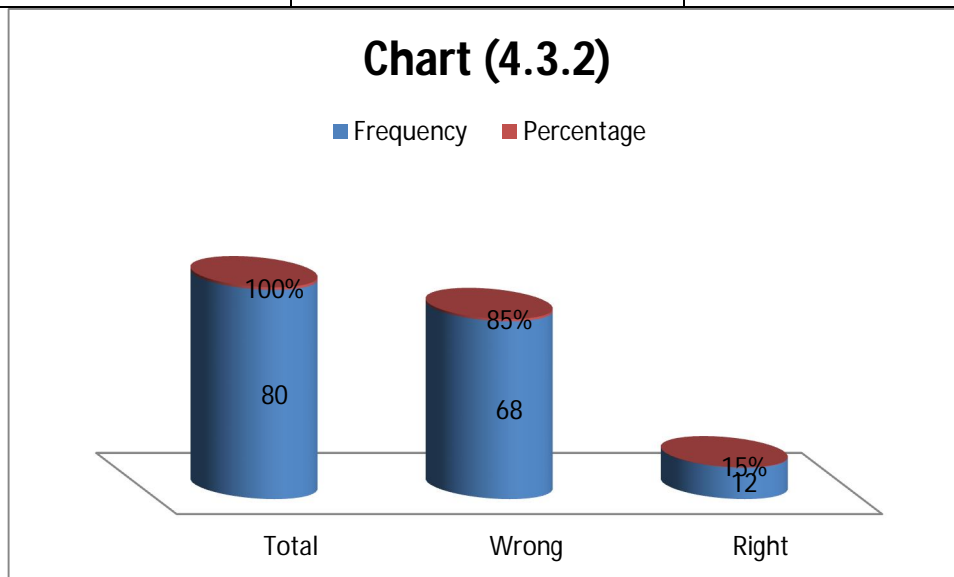


The chart and table above emphasized that (66%) of the pupils got right answer, while (34%) of them got wrong.

4.3.2 The word (run)

Table (4.3.2)

Factor	Frequency	Percentage
Right	12	15%
Wrong	68	85%
Total	80	100%

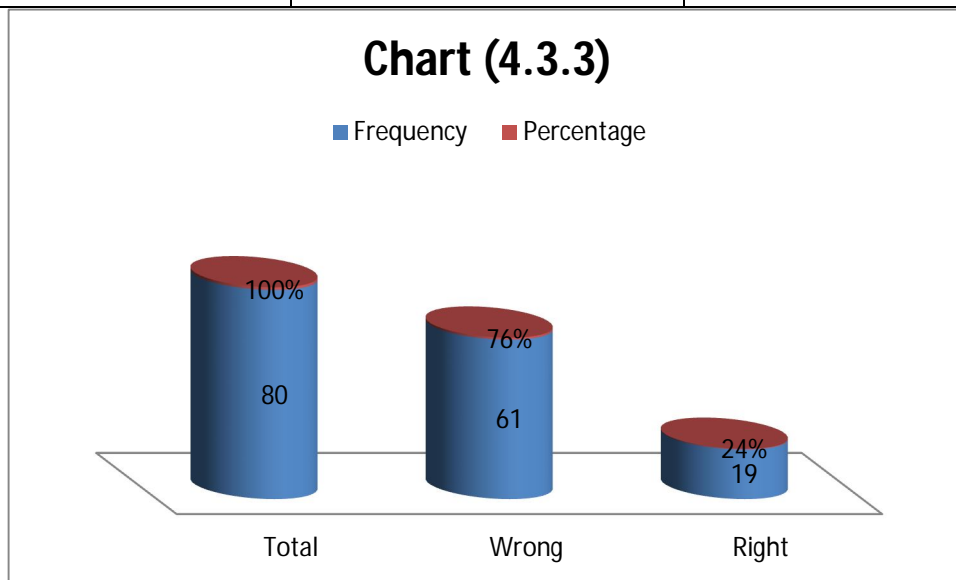


In chart (4.3.2) the word (run) is scored 85% as right answer, while the right answers are just 15%. The means basic level pupils have no any background about the rule of spelling.

4.3.3 The word (come)

Table (4.3.3)

Factor	Frequency	Percentage
Right	19	24%
Wrong	61	76%
Total	80	100%

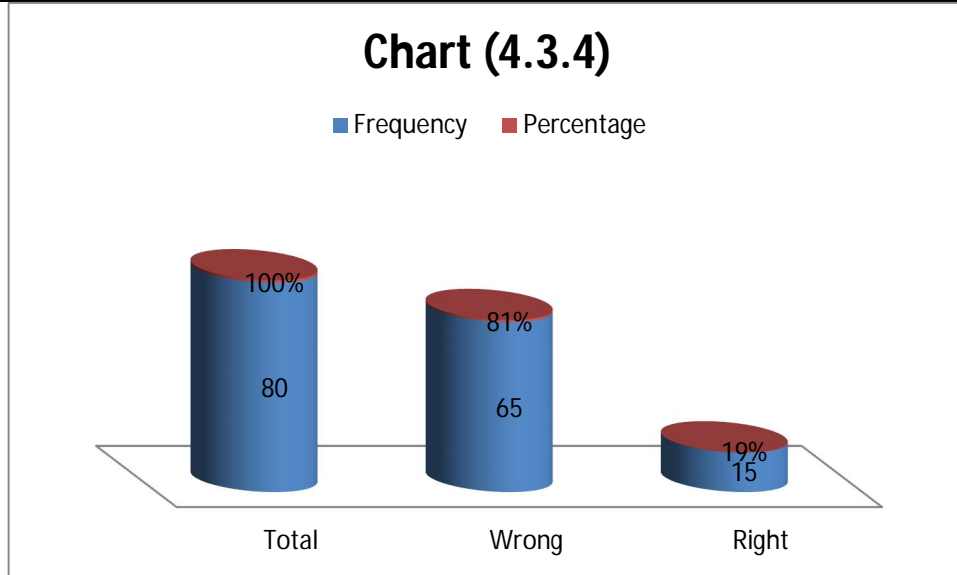


This chart (4.3.3) explained that most of the pupils are incapable to answer the word [come] correctly, the correct answer only 24%, while the wrong 76%. That indicates pupils have no idea to omit the letter (e) when found at the end of the verb.

4.3.4 The word (sit)

(4.3.4)Table

Factor	Frequency	Percentage
Right	15	19%
Wrong	65	81%
Total	80	100%

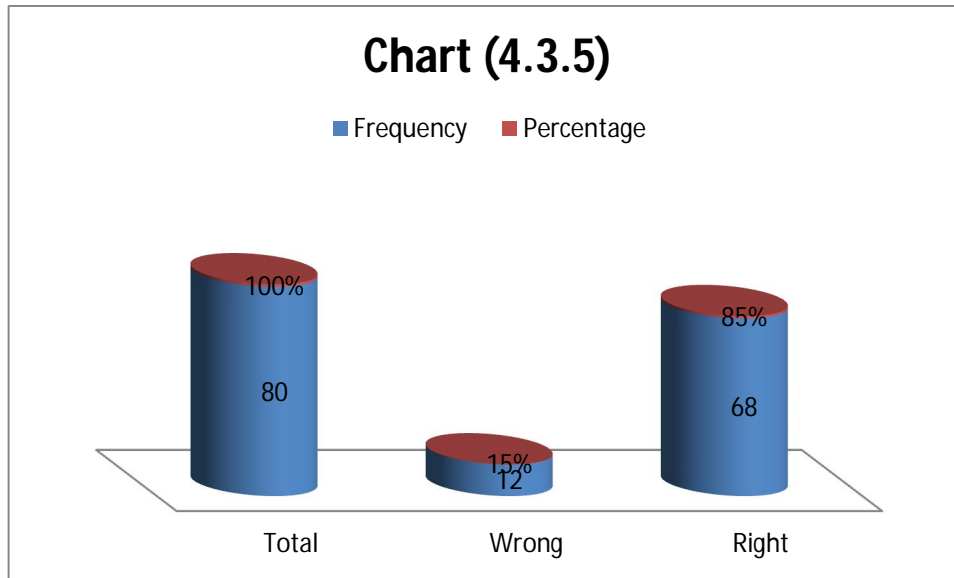


The table and the chart above show that 81% of the pupils got wrong answer and 19% got right answer. That means majority of the pupils could not able to answer well and this refer to their lack of spelling rules, pupils have no idea of how to double letter according to spelling rules.

4.3.5 The word (cook)

Table (4.3.5)

Factor	Frequency	Percentage
Right	68	85%
Wrong	12	15%
Total	80	100%



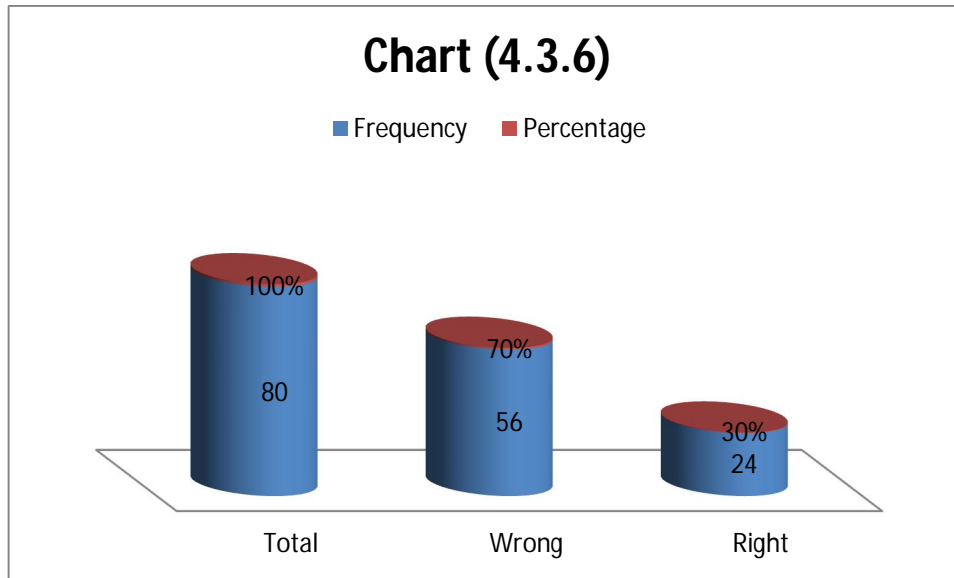
The figure (4.3.5) shows that 85% of the pupils got right answer and this is a high scale, while only 15% of them got wrong answer. This does not mean that pupils are capable of well spelling, but that means pupils just add (ing) to the word without knowing the rule, and the word (cook) it has nothing to change.

(B) Underline the silent letter

4.3.6 The word (knife)

Table (4.3.6)

Factor	Frequency	Percentage
Right	24	30%
Wrong	56	70%
Total	80	100%

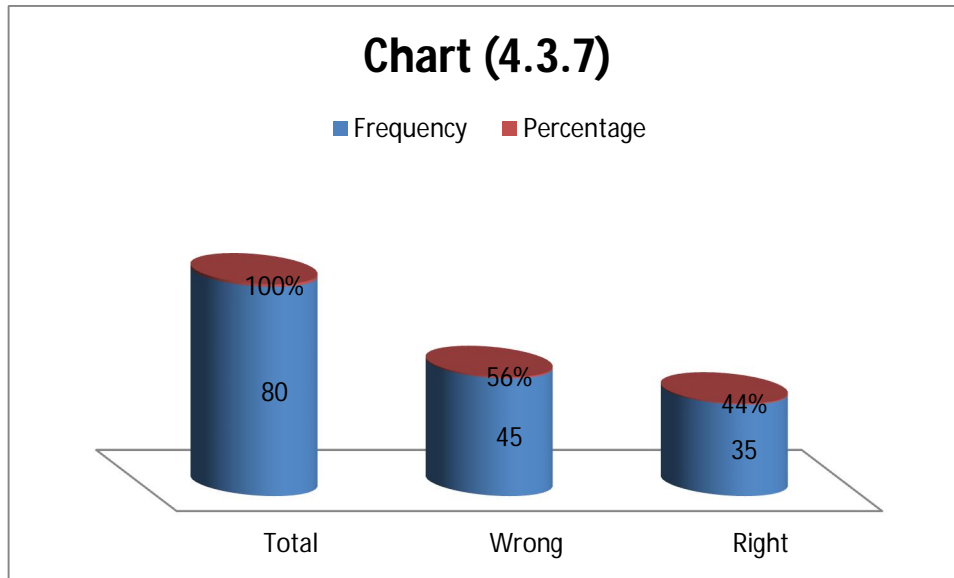


The table and the chart (4.3.6) show that 70% of the pupils got right answers, while 30% of them got wrong answers. That means pupils have real problems in silent letters and that support the second hypothesis in this study.

4.3.7 *The word (Wednesday)*

Table (4.3.7)

Factor	Frequency	Percentage
Right	35	44%
Wrong	45	56%
Total	80	100%

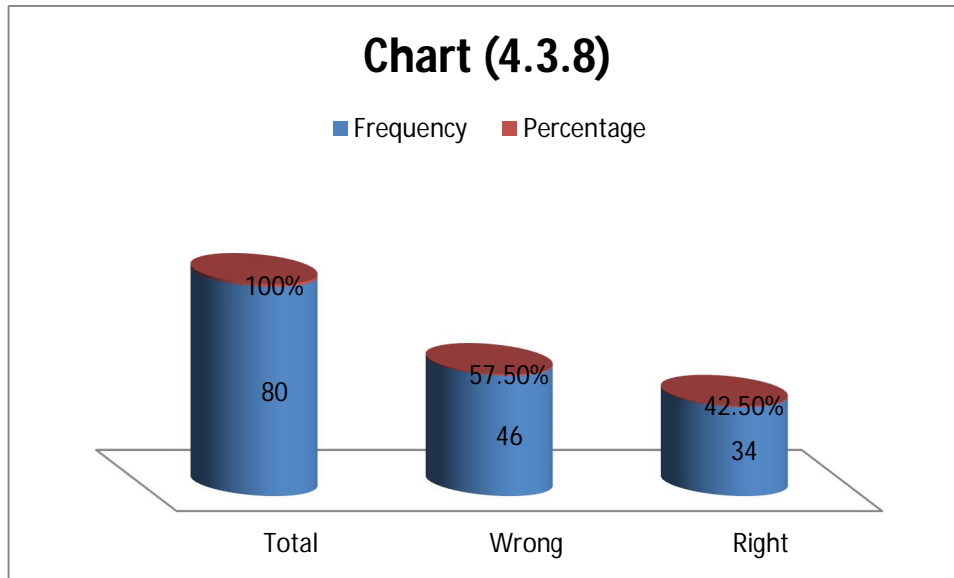


The above chart expresses that most of the pupils are incapable to distinguish the silent letters, so that 56% they got wrong answers and 44% got right.

4.3.8 *The word (island)*

Table (4.3.8)

Factor	Frequency	Percentage
Right	34	42.5%
Wrong	46	57.5%
Total	80	100%

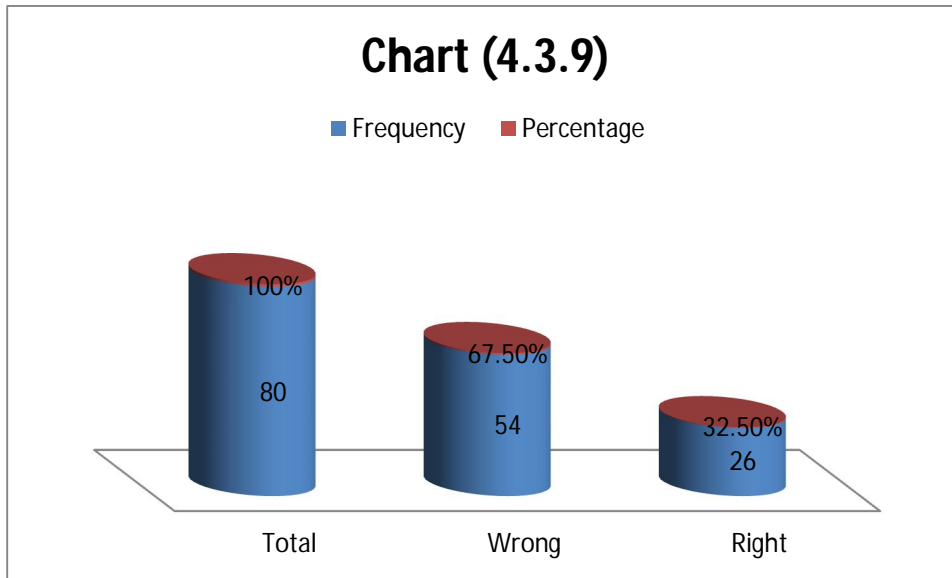


The chart (4.3.8) explained that silent letters consider big problem which face basic level pupils. As shown more than 57% of pupils are unable to answer correctly, only 42.5% got right answers.

4.3.9 The word (teacher)

Table (4.3.9)

Factor	Frequency	Percentage
Right	26	32.5%
Wrong	54	67.5%
Total	80	100%



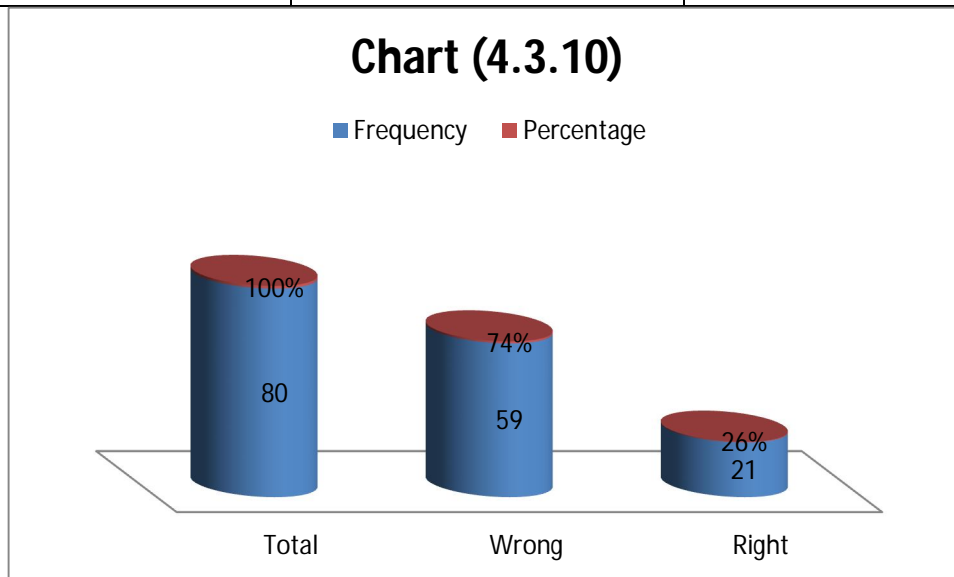
These chart

and table emphasized that (67.5%) of the pupils answered this word wrong while minority of them about (32.5%) got correct answers. this reflect their weakness of silent letters.

4.3.10 the word (listen)

Table 4.3.10

Factor	Frequency	Percentage
Right	21	26%
Wrong	59	74%
Total	80	100%



In this chart (4.3.10) majority of the pupils are unable to answered right .But only 26% got right answers. 74% is high score.

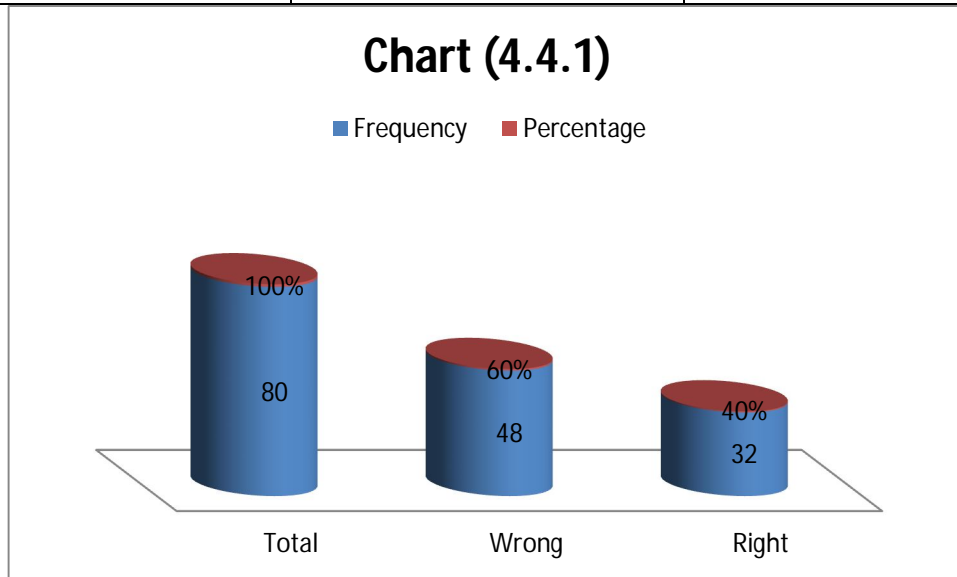
4.4.1 Question Three

(A) *Underline the plural form from the following words*

4.4.1 The word (woman)

Table (4.4.1)

Factor	Frequency	Percentage
Right	32	40%
Wrong	48	60%
Total	80	100%

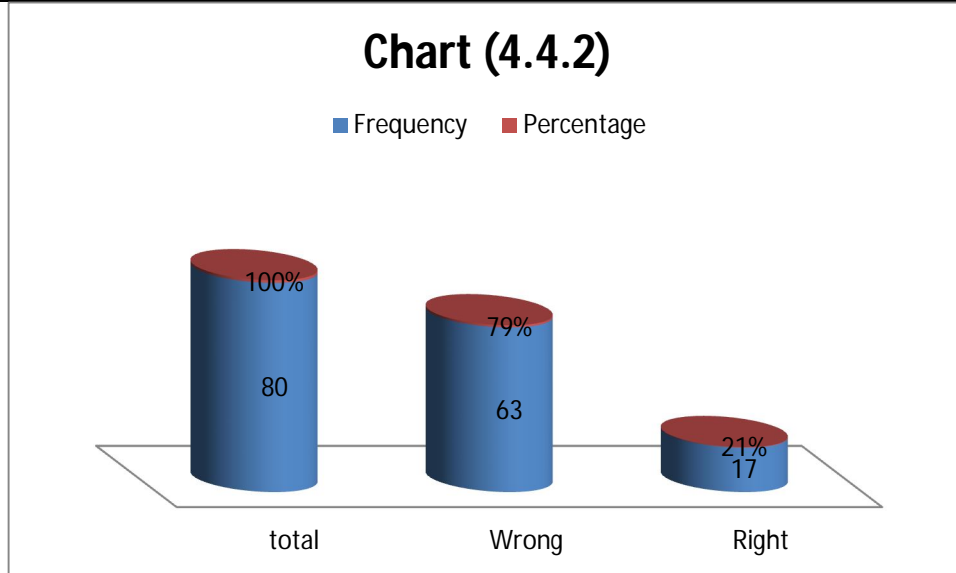


The chart and the table (4.4.1) show that 60% of the pupils got wrong answers, and 40% got right answers that means majority of basic level pupils have problems in plural form mainly the irregular plural form, for instance the plural of a word (woman) pupils add (s) instead of using the rule of irregular plural form and this is the one the main causes of spelling errors.

4.4.2 The word (foot)

Table (4.4.2)

Factor	Frequency	Percentage
Right	17	21%
Wrong	63	79%
Total	80	100%

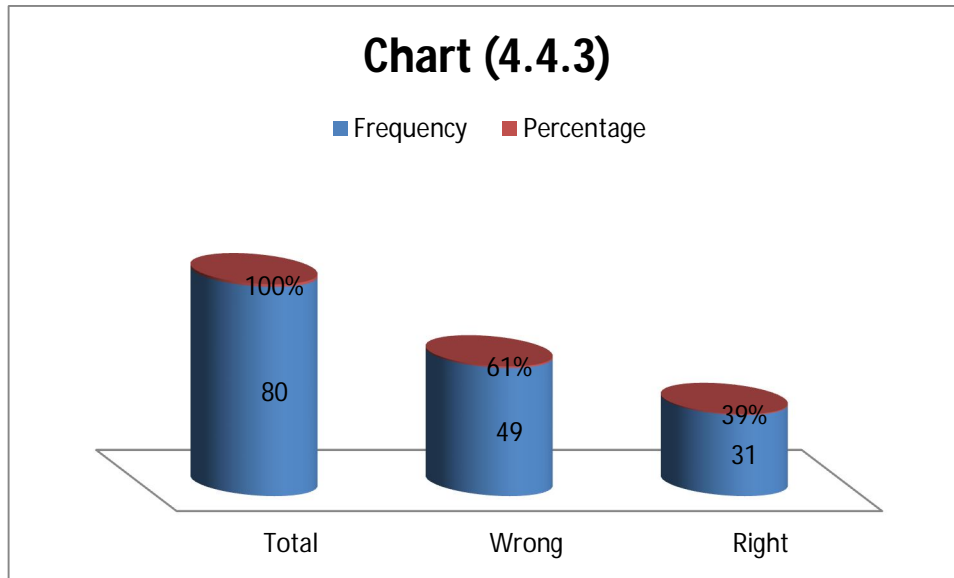


It is clear that from the chart(4.4.1) above the percentage of the pupils who got right answers are only 21% but those who got wrong answers are 79% and this is high scale which clarifies that pupils are totally ignore the irregular plural form.

4.4.3 The word (child)

Table (4.4.3)

Factor	Frequency	Percentage
Right	31	39%
Wrong	49	61%
Total	80	100%

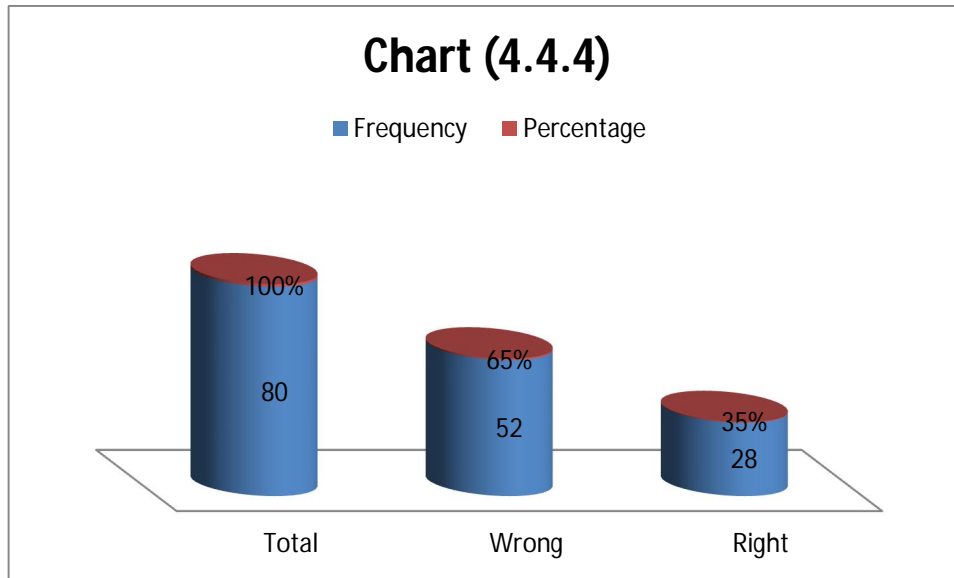


The problem of plural form is a complicated problem which is encountered by basic level pupils. It is clear from the above chart(4.4.3) 61% of the pupils fail to get high marks only 39% are got right answers. As mentioned before pupils have no ideas of irregular plural form, most of them wrote the plural of (child) Childs instead of (children).

4.4.4 The word (country)

Table (4.4.4)

Factor	Frequency	Percentage
Right	28	35%
Wrong	52	65%
Total	80	100%

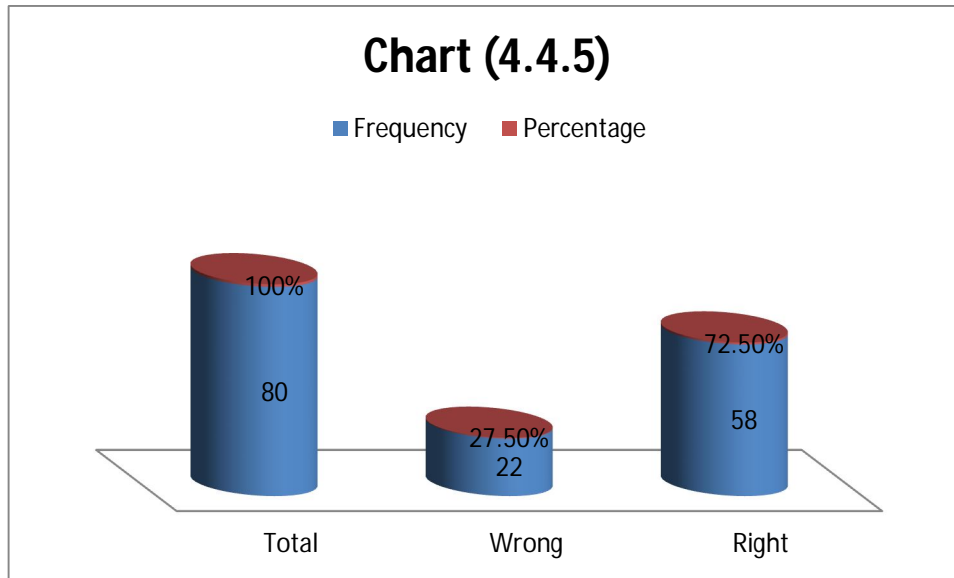


The chart and the table above show that 65% of the participants got wrong answers, while 35% of them got right answers and that indicates pupils have no background about the plural form, they do not able to change the singular name to plural, majority of them they add (s) directly to the noun.

4.4.5 *The word (boy)*

Table (4.4.5)

Factor	Frequency	Percentage
Right	58	72.5%
Wrong	22	27.5%
Total	80	100%



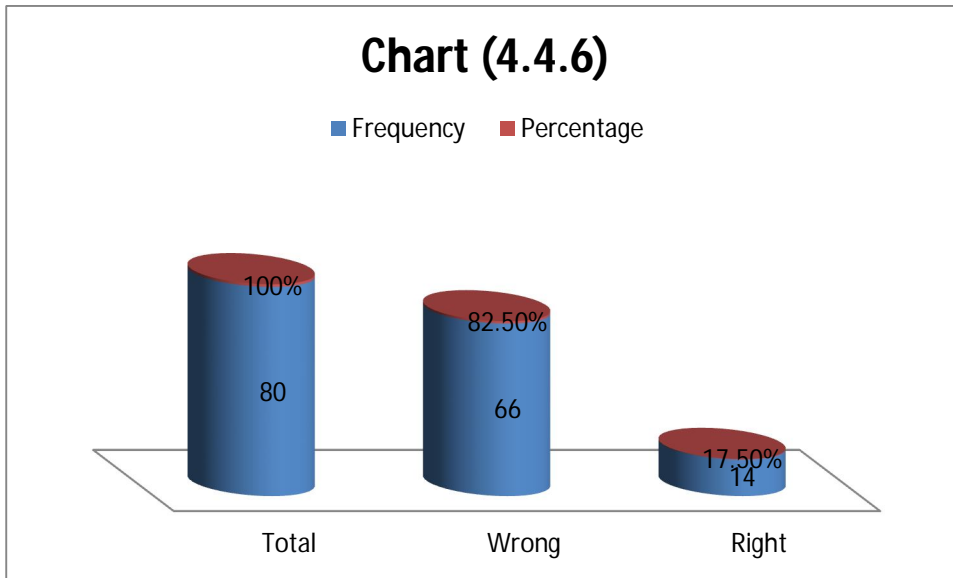
The above chart (4.4.5) show that 72% of the pupils got correct answers, while 27% got wrong answers. That does not means pupils have no problem, but that means pupils understand nothing they just add (s) to the singular to make plural.

4.4.6 (A) *Underline the past tense from the following words*

4.4.6 The verb (robe)

Table (4.4.6)

Factor	Frequency	Percentage
Right	14	17.5%
Wrong	66	82.5%
Total	80	100%

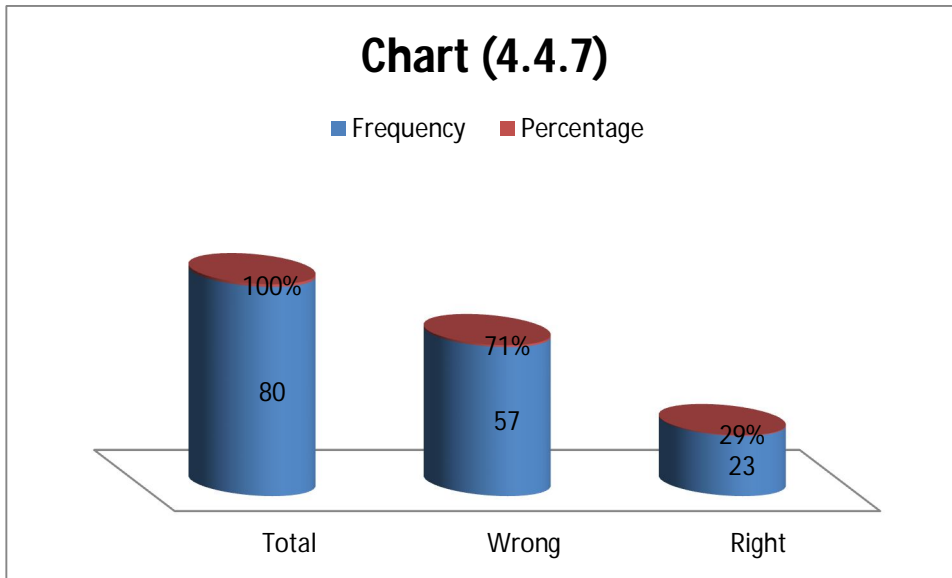


All the pupils face serious problems in using the past form of the verb (robe) some of them add (ed) and some of them add (d) and all of them ignore to double the letter (b) this is one of the reasons of making errors.

4.4.7 The word (give)

Table (4.4 .7)

Factor	Frequency	Percentage
Right	23	29%
Wrong	57	71%
Total	80	100%



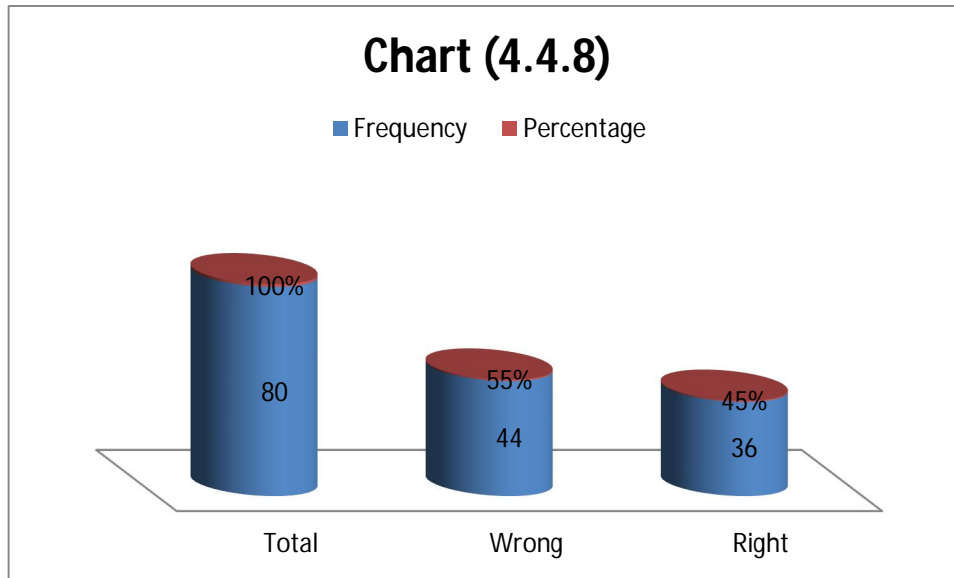
As shown

on the table and chart (4.4.7) above 29% of the pupils got right answers while 71% got wrong answers. This is a high rate which emphasized that pupils are unable the deal with past form and that support the third hypotheses.

4.4.8 *The word (like)*

Table (4.4.8)

Factor	Frequency	Percentage
Right	36	45%
Wrong	44	55%
Total	80	100%

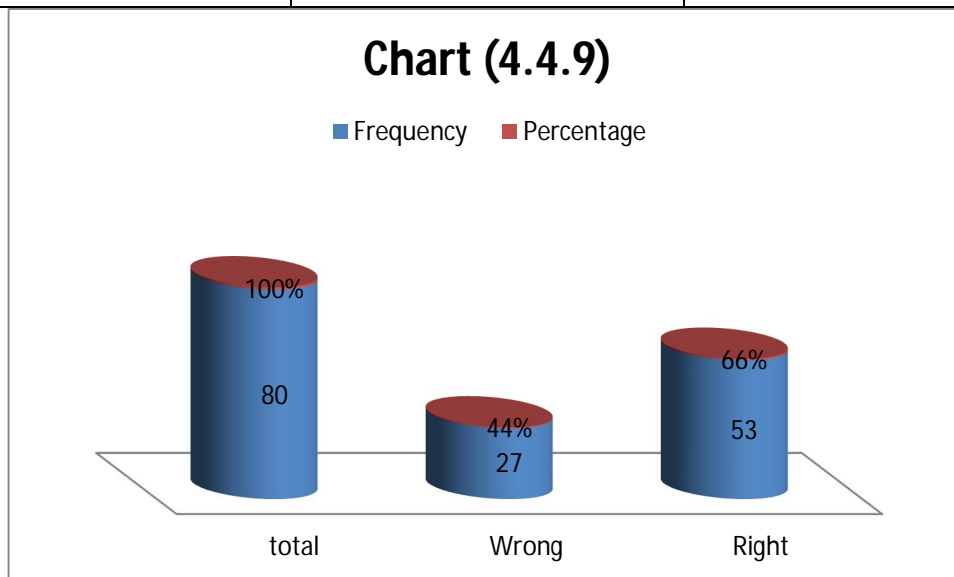


The chart (4.4.8) shows that 55% of the pupils answered wrong and 45% of them answered right. Also pupils have a problem in past form.

4.4.9 The word (drink)

The table (4.4.9)

Factor	Frequency	Percentage
Right	53	66%
Wrong	27	44%
Total	80	100%

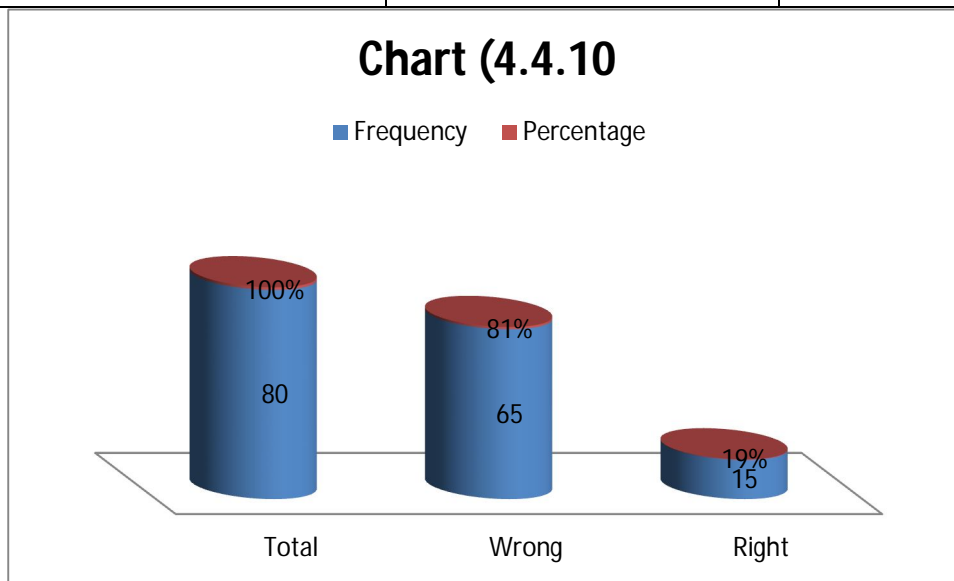


The researcher noted that (66%) of the pupils answered the word (give) wrong, while (44%) are answered right. That indicates pupils big have problem in using irregular verb.

4.4.10 the verb (play)

The table (4.4.10)

Factor	Frequency	Percentage
Right	15	19%
Wrong	65	81%
Total	80	100%



The chart and the table(4.4.10) show that majority of the pupils fail to use the verb "play" perfectly 81% got incorrect answers but only 19% got correct answers. As mentioned before, basic level pupils have serious problems in spelling errors, they ignore the spelling rules and more practice in English words, and this support the third hypotheses.

4.5 General comments

According to the results of the questionnaire and test for basic level pupils have real problems in spelling. They write a word as feel it for example /ball/ write it /boll/.

Majority of them adding /ing/ to the verb directly without the rule, for instance the verb /sit/ they adding /ing/ without doubling the letter /t/.

Pupils cannot differentiate between the letter /p/ & /b/ the researcher noted that this became real challenge which encounter by basic level pupils, for instance the word /people/ write it and pronounced it /beople/.

Basic level pupils also cannot distinguish between the /ie/ and /ei/ spelling.

Silent letters also is a big problem.

4.6 Verification of Hypotheses

In this section the hypothesis will be discuss. The first hypothesis state that basic level pupils have spelling errors due to the nature of writing English, this hypothesis is true through the four statements the results show that in the first hypothesis 70% of the teachers agree, 18% not sure and only 12% disagree.

The second hypothesis of the study, there are various common of spelling such as lack of discriminate between the rule of spelling and silent letters.

The hypothesis was confirmed because both rules of the language and silent letters are obstacle for basic level pupils.

The last hypothesis state that, there are many causes of spelling errors are due to the teachers' methods doesn't contain enough practice in spelling and method of test don't focus on spelling, this hypothesis is true. About 74% of the teachers agree by this statement 16% not sure and 10% disagree.

4.7 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 studies of hypotheses have been stated. All the hypotheses have been positively confirmed.

CHAPTER FIVE

Summary, Conclusion, Recommendations and Suggestions

For Further Studies

CHAPTER FIVE

Summary, Conclusion, 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 on the findings of the study and suggestions for further studies.

5.1 Summary of the Study

Learning to spell is something all English learners need to do. So, this study investigates Basic level pupils' spelling errors and teacher's opinions from different schools in Omdurman locality.

There are three hypotheses concerning this study:

First, Basic level pupils have spelling problems due to the nature of writing English. Second, there are various common spelling errors committed by basic level pupils, such as the lack of discrimination between the rules of spelling and silent letters. Third, there are many causes of spelling errors are due to the teachers' syllabus don't contain enough practice in spelling and method of test does not focus on spelling. In order to verify the above hypotheses, the researcher uses two tools a questionnaire for the teacher of English language in different schools, the sample consisted of fifty teachers of English language in Omdurman locality.

A test for Basic level pupils in class eight. The sample consists of 80 pupils from four schools.

5.2 Conclusion

Teaching spelling by focusing on how words are pronounced seems to be the best way for avoiding spelling errors. Here are findings of this study that fulfill the assumptions and the objectives rise in the study.

1. The investigation showed that some spelling errors among basic level pupils are due to the first language interference.
2. The spelling problems of basic pupils are due to pupils' poor visual memory for sequence of the letters and words.
3. One of the main reasons of spelling problems is that many words are not spelled as they are spoken.
4. Some pupils are not aware that the letter (c) is pronounced (s) as in city and (k) as in car.
5. The majority of basic level pupils do not discriminate between the rules of spelling and silent letters.
6. Many pupils do not distinguish between (p) and (b) as in (put) and (but).
7. Majority of basic level pupils cannot differentiate between (ie) and (ei) spelling.
8. Silent letters cause a big problem for Omdurman basic level pupils of English.
9. One of the main causes of spelling errors teacher's syllabus do not contain enough practice in spelling.
10. Ineffective teaching methods cause spelling difficulties.
11. Teachers do not pay much attention to teach spelling.
12. Spelling is one of the most neglected areas of English language.

5.3 Recommendations

The objective of this study is to find out pupils' problems in writing words with correct spelling. In addition to this, it has also tried to suggest some solutions that can help to solve the problems. The searcher, therefore, recommend the followings based on the findings.

- Teachers should take the responsibility to teach and motivate pupils to

- learn spelling.
- Teachers should implement different strategies to teach them based on the types of errors they can commit.
 - Teachers should encourage pupils to use the correct spelling in writing through reducing certain number of marks for every wrong spelling in their test, class work, assignment etc.
 - Spelling is very important in writing English and that the curriculum of the education system should include sufficient teaching of spelling rules exercise.
 - Textbooks authors and other reference books should also give enough attention to include spelling rules and exercises that can help the pupils develop their skills in spelling.
 - Pupils should be trained to use dictionaries and phonetics.
 - Also the study recommended that the teachers should teach and motivate the pupils to learn the correct spelling.
 - The study recommended that the teachers reward pupils for their correct spelling. Moreover pupils should give attention to learn the correct spelling of English words. It is important to expose pupils to spelling rules and practice exercises in their text books to help them learn correct English spelling.

5.4 Suggestions for Further Studies

The following studies have been suggested for further research proposed

1. Teachers' attitude towards spelling difficulties encountered by Sudanese University Students.
2. Investigating the reasons behind spelling errors encountered by secondary school students in Khartoum locality.
3. Spelling errors encountered by basic level school pupils Khartoum locality.
4. English problems among students at Sudanese universities.

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APPENDIX

Appendix No (1)

Sudan University of Science and Technology

College of Graduate Studies

A questionnaire for teacher of English

Dear Teacher

This questionnaire is a part of a study entitled (Investigation English Spelling difficulties at Basic level school: A case study of some Basic school in Omdurman locality Class eight, for the partial fulfillment on 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

Name: Dawai Adam Ibrahim Ahmed

M.A candidate

1. Name of school where you work.....

2. Experience in teaching English (put a tick [v])

a/ 1- 5 years () years b/ 6 – 10 years ()

c/ 11 – 15 () d/ 15 ____ more than 15 years ()

Teachers are requested to ticked (v) the suitable answer

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
1. Some spelling errors among basic level pupils are due to the first language interference.					
2. The spelling problems of Basic level pupils is due to pupils poor visual memory for sequence of the letters and words.					
3. One of the main reasons of the spelling problems is that many words are not spelled as they are spoken.					
4. Some pupils are not aware that the letter (c) is pronounced (s) as in city and (k) as in car.					
5. The majority of Basic level pupils do not discriminate between the rules of the spelling and silent letters.					
6. Many pupils do not distinguish between (p) and (b) as in [put] and [but].					
7. Majority of Basic level pupils of English cannot differentiate between (ie) and (ei) spelling.					
8. Silent letters cause a big problem for Omdurman Basic level pupils of English.					
9. One of the main causes of spelling errors teacher's syllabus do not contain enough practice in spelling.					
10. Ineffective teaching methods cause spelling difficulties.					
11. Teachers do not pay much attention to teach spelling.					
12. Spelling is one of the most neglected areas of English language.					

Appendix No (2)

Part (B): Pupils Test

Name..... Class.....

School.....year.....

Time allowed 40 minutes

Question (1)

(A) Draw a circle around the correct spelling for each word?

a. bal	b. ball	c. boll
a. mother	b. mather	c. muther
a. poeple	b. boeple	c. people
a. writing	b. writeting	c. writting
a. tomatos	b. tomatoes	c. tomatose

(B) Put (ie) or (ei) in the suitable places

1. Fr.....nd

2. C.....ling

3. Th.....r

4. p.....ce

5. Sold.....er

Question (2)

(A) Add (ing) to the following verbs

1. Dry (.....)

2. Run (.....)

3. Come (.....)

4. Cook (.....)

5. Sit (.....)

(B) Underline the silent letter

1. Knife
2. Wednesday
3. Island
4. Teacher
5. Listen

Question (3)

(A) Underline the plural form from the following words

<i>singular</i>	<i>plural</i>	
woman	womans	women
foot	feet	foots
country	countries	countrys
boy	boies	boys
child	children	childs

(B) Underline the past tense from the following words

robed	robbed
liked	likeed
gived	gave
drank	drinked
plaied	played