



Sudan University of Science and Technology

College of Education

Department of English Language



**Investigating Difficulties of English Spelling That
Face First Year Students at Sudanese Universities**

**تقصي الصعوبات الإملائية في اللغة الإنجليزية التي تواجه طلاب السنة
الأولى في جامعة السودان**

Supplementary Research to attainment Bachelor's Degree in English

*A case study at Sudan University of Science and Technology –
College of Education – English language students first year*

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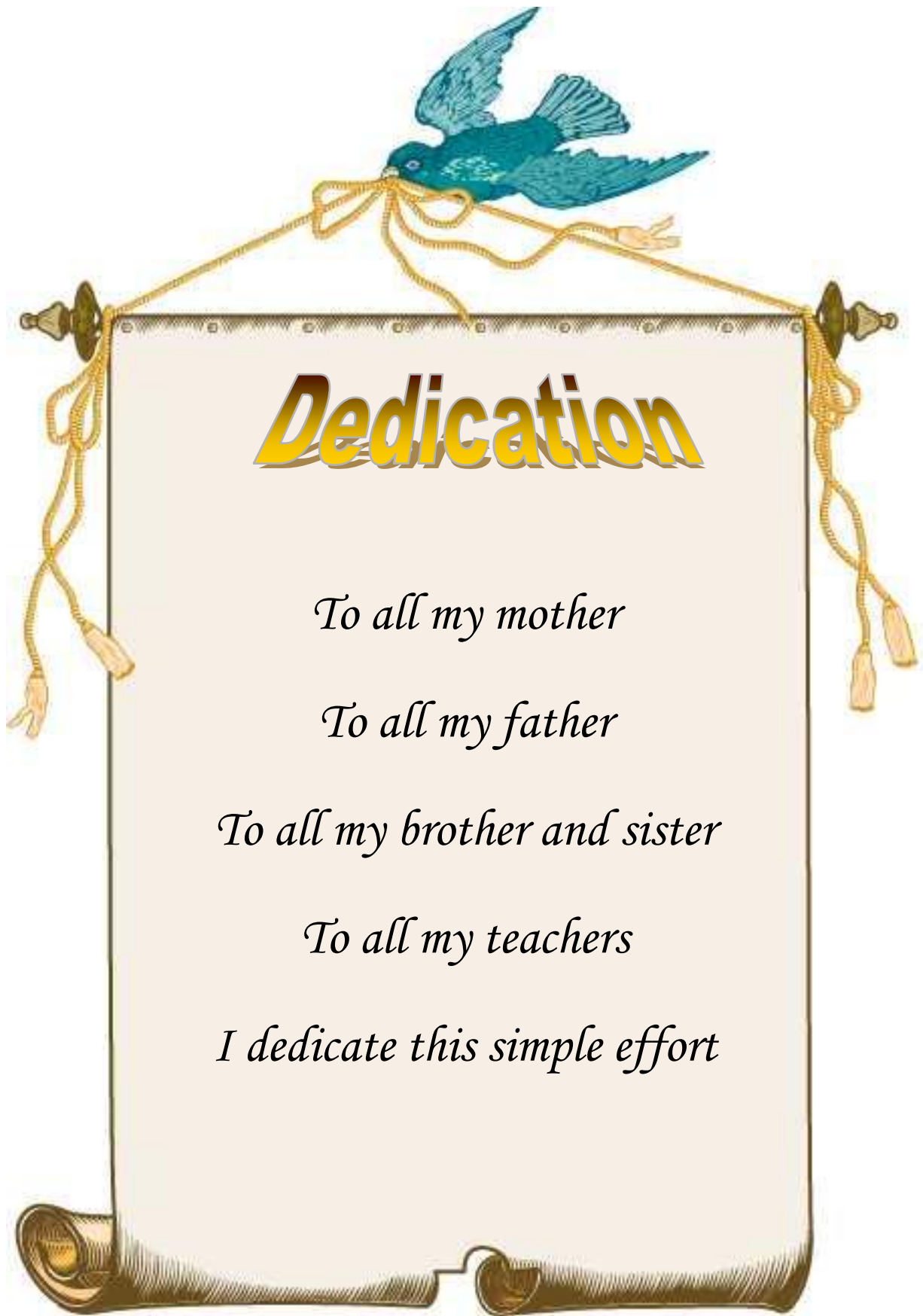
قال الله تعالى :

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Abstract

This study tried to investigate the difficulties in spelling that face first year students in Sudan university. The study adopted a descriptive methodology which combined both qualitative and quantitative analysis. One instrument was used for data collection which was questionnaire for the teachers. The data were analyzed using the (SPSS) programmer. It provided percentile results for the questionnaire and mode for the personal data. Some of the most important result which the study came up with are students have problems in spelling particularly with silent letter, silent consonant letters, vowel letters and compound words. The study also offered some recommendation, The most important of which are teachers should encourage students to practice spelling activities, teachers should provide intensive spelling activities for students .More over the study gave some suggestions for further research.

مستخلص البحث

سعت هذه الدراسة للتقصي في الأخطاء الإملائية التي تواجه طلاب السنة الأولى في جامعة السودان ، اتبعت الدراسة المنهج الوصفي والذي زواج بين نوعي التحليل الكيفي والكمي. واستخدمت الإستبانة أداة لجمع المعلومات من المعلمين .

تم تحليل البيانات باستخدام برنامج SPSS ونتج عن ذلك نتائج في شكل نسبة مئوية للإستبانة والمناول للمعلومات الشخصية ، من أهم النتائج التي وصلت إليها الدراسة أن بعض الطلاب لديهم مشكلة في الحروف الساكنة والأصوات الساكنة وحروف العلة والكلمات المركبة. كما أن الدراسة خرجت بتوصيات من أهمها تشجيع الطلاب في أداء النشاطات الإملائية وتم إعطاء الطلاب تدريبات مكثفة في الإملاء.

وكذلك طرحت الدراسة موضوعات للبحوث المستقبلية في المجال .

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Chapter One

Introduction

Chapter One

Introduction

1.1 Overview

English language constitutes many problems which are represented in spelling mistakes, and particularly in dealing with work.

Spelling the complex cognitive activity in which several mental processes are involved .learning to spell English as a second language in involves the correct association of spoken sound (phonemes) and written symbols.

Various written define spelling differently spelling: The representation of the sound of human speech by mean of standardized writing rules.

horn by(2000)reports that spelling cane be defined us and act of forming words correctly from individual letters .this mains spelling has its rules to from wards correctly and letters must appear in correct sequence to be meaningful otherwise it will lead to spelling errors .

AL-Jarf (2010) states that spelling error can be either freely produced or elicited by certain tasks. Any word that does not match the target word in part or in full is marked as misspelling .any faulty word, faulty grapheme (single vowel ,single consonant ,vowel digraphs consonants digraphs, phonogram, suffix or prefix)within a word is counted as error.

Coder (19760) also defines errors as systematic consistent deviance characteristic of the learner linguistic system at a given stage of learning .moreover, dually tale.

(1982) define errors as the flawed side of learner speech or writing or those parts of the conversation and composition that deviate from selection norm of mature language performance.

Spelling ability: the learner ability to write by heart the words as they should be written i.e. to write without missing or adding any letters as dictionary writes.

Spelling is an important part of learning to write especially when one's writing is to be shared with others. The most effective way to teach spelling is to link it with reading and writing.

Spelling is very important for at least two reasons."First, a writer may not communicate well if she/he cannot spell that is a reader must be able to interpret marks on the page as meaning full words and s/he cannot do this easily when words are misspelled .second, contemporary American society and probably other educated English speaking societies consider misspelling a serious social error marking a person as ,at best "illiterate" if not outright ignorant .

Generally the treatment of students spelling errors requires double effort of both teacher and student .through these efforts the teacher records students spelling achievements as the class progresses from pattern to pattern the role of teacher and this case are as monitors of student error correction after monitoring process teacher would get marks for correctly spelling and at the same time they would expect to offer students feedback for incorrect spelling patterns ,then the students may become more confident to deal with spelling problems.

1.2 Statement of the problem

This research is an attempt to investigate spelling errors in writing. The researchers choose this topic because of its importance and most students have problems in spelling exactly in silent letters and compound nouns.

The researcher notes that problems facing students from basic school, students are unable to write sentences without errors in spelling of some words.

The researcher has found that , some students have some problems in writing [spelling] that are exemplified in pronunciation sounds of words that are like ,and some kinds of

ambiguity in dealing with word classes such as a nouns of some words.

1.3 Objectives of the study:

The present study aims to:

1. To find out most common spelling mistakes that are make at the first year.
2. It is an attempt to encourage the learners on how can they understand the nature of English words that may look alike.
3. It is an attempt to raise their sense as to find out techniques that can be a doped in the dealing with lexes to avoids spelling mistakes

1.4 Research question:

The study will attempt to provide answers to the following questions:

1. To what extend first year students have problem in spelling?
2. What are the ears students make mistakes?
3. What teachers do to overcome the difficulties of spelling?

1.5 Hypotheses of the stud:

This study has the following as its hypotheses:

1. First year student, have spelling problem.
2. Students have a problem in silent letter compound noun and vowel.
3. Teachers can use many techniques' to solve the problems of spelling.

1.6 Significance Of the study:

This research is important for number of reason

1. It help student to ovoid spelling mistake.
2. It gives idea to the students about silent letter and compound noun.
3. It provides them with some techniques.
4. It provides teachers with some techniques of teaching spelling.

1.7 Methodology of the study:

This study will be descriptive and analytical as well as qualitative methods. It attempt to Investigating difficulties of English spelling that Face First year Students at Sudanese Universities. The study attempt to explore different aspects of the problem and it will shed light on the areas that need attention. The researcher will use questionnaires as a tool for collecting data and information's that can help in the study.

1.8 Limitation of the study:

The sample will be the first year English students of Sudan University of science and technology first lev

Chapter two

Literature review and Review of Previous Studies

Chapter two

Literature review and Review Of Previous Studies

2.1 Literature Review

Review of Literature related to spelling:-

Writing as spelling competence is necessary because it allows communication for larger number of people all over the world and at the same time it allows students to see how they are progressing in mastering their sciences.

2.1.1 Definition of Terms:-

Spelling pronunciation:-

The pronunciation of word based upon its spelling e.g when (yacht is pronunciation 'ip:kt: kt 'instead of ja:t)(Richard set at .1985.pp.347.348) .

Spelling stages developmental:

Stages of spelling in which the learners have to pass through in the order to reach the final stage of correct spelling stage.

Occurrences of errors:-

The number of errors made by the students regardless of their sources each error will be counted every time it will be repeated (abd al. Haq cited in al .ta'anis', 1986,p.8)

1-homophone (homonyms): words that sound the same but have different spelling and meaning e.g their and there /bark e and break /one and won /made and maid/to too and two see appendix 6.

2-homographic : words that are spelled alike e.g .tear a piece of paper "and" to shed a tear" "lead some one along "and the element lead".(bear ,2000,p 401) Digraphs : are combinations of two consonants that make up on specific sound as in: /shtasin"shop"/, /ph/in"phone" Morphemic errors :the errors

that can be attributed to the operation of a morphemic factor thus if an inflection has been in correctly spelt [e.g. calld _called]

The error is classified as a morphemic error.

3-Articulation error: the correct spellings of the incorrect sound [e.g. probably-probally]. [different-differant] (Sterling, 1983. P 329)

4-Lexical error: the error is a word in its own right (e.g. it- it's)

5-Omission error: a letter or more are often deleted from misspelled words psychology -psychology -doubt-dout.

6-Phonetic spelling /phonetic transcription: a spelling system which attempts to follow closely and consistently the actual sounds of speech.

e.g. past (passed) reception (reception).

e.g. closely (closely).

7-Phonics :the systematic relationship between letter and sounds like (consonant cluster 'voel

Cluster) or parts of speech (now cluster _red cluse) the word bran in cluster consonant cluster symbolized by b and ar

8-Alphabetic writing: a system of writing based on an alphabetic in which the letters represent speech sound

(Richards et al, 1985 p 14).

9-splits: the items which have been spatially separated into two parts but not misspelt in the usual sense.

Together _together/ beside _beside /every thing every thing.

10-ambiguous correspondence error: the non _lexical and non-articulatory errors.

E.g. week -week/ importance (importance) Smaide 1994.p 20)

Derivational error: the process by which new words are created from existing words chiegl,

Through affixation .range of error: the highest and the lowest number of errors within which all students' errors occur.

2.1.2 Types of Spelling Errors:

There has been a considerable amount of research conducted on spelling errors. Several researches have analyzed the patterns of spelling errors during the last decade. These studies try to classify the error made by language learners into different types in order to help them to recognize the spelling problems more clearly.

Spelling error not only causes several difficulties to language learners of low level ones,

But even among advanced level ones,

Specially EFL learners therefore, there are considerable studies which investigate English spelling difficulties among non-native learners such as Vaddpa mi (2012), Fender (2008), Al-Jart (2007), Karma and Hajaj (1997) who argue that spelling problems had a bad influence on students' achievement.

Achievement hinders students' motivation to be competent in written communication.

Kinchella (1975:325) reports that spelling errors may be a serious handicap for many students who write correctly and confidently.

Coder (1976) also explores the concept of typology of error which means to classify error according to small fonts like emissive, additive, substitutive and the letter order. The above mentioned researchers try to classify spelling errors into

different types these types are as follows :

1. Omission (deletion of same letter).
2. Substitutions (replacing one letter with another).

Insertions or additions (adding extra letter)

Transposition (reversing the position of letters).

There are other studies conducted into spelling patterns searched by Cook (1999) and Emery (1997).

Are due to pronunciation mistakes as explained in table 22 there are several types of spelling error but the researcher presents the four types. because he observes.

That the most students spelling errors concentrate on the above mentioned types of spelling errors this view may support the problems of the study which shows the frequencies of this types there four the classification and selection of this matrix of errors may help EFL teachers to assign a linguistic description and decision upon each error cause geofrey (2002:31) states that the instructor who knows the depth reason of any error patterns could certainly help him to recognize the difficulties clearly and at same time help in planning and conducting his teaching properly the table below shows some patters of the most common spelling errors EFL learners

Table common spelling errors of Arab learner's emey (1997)

Errors types	Target word	Misspelling
Vowel substitution	Family material one plastic	Famely material
Vowel omission	Holiday palm	On plastic
Miss_ordering of vonels	Heavy types	Holadiyplam
Additional vowels	Shop keeper	Heavey types
Consonant	Cylinder	Shop keepers
Substitution		Sylindr

As seen in the above table the non-native learners tend to make such types of spelling errors because they are familiar our own sure of gome words that that they were spelled to their strategies such strategies may lead them to commit more spelling errors .thus ,they can't express their thoughts and ideas more accurately and clearly. Bowen (2008)

States, that his pattern of spelling errors can be abarrier to the reader apoper which has alo of spelling errors hinders the reader to follow the writers ideas.

2.1.3 Teach Spelling:

Our students responded positively .they like the idea of rules, even if their teachers called them spelling patterns.

Explained that if they heard a particular sound, a relevant spelling pattern (or a limited choice of spelling pattern) could represent it. Most teachers were enthusiastic, too _we were finally doing something .but, as it turned out, we weren't doing it very well.

The spelling generalization were unaccompanied by a detailed explanation, thus, some of us were confused there were also no practice exercises for the students. No practice, on learning so why, the teachers abandoned the new spelling program some more quickly than others –fact many students didn't mind, since it had become a trifle boring.

The long list of spelling patterns shelved, until the monotony of students, spelling errors forced us to ask once again

2.1.4 why can't they spell?

Which spelling patterns do we teach, and how do we organize them?

Why can't they spell?

Blame history:

English spelling and pronunciation seem full of inconsistencies we can probably thank history for that .from too Bc 1066 AD, there were many invasions that resulted in permanent settlements in various parts of Britain: the Celts;

The Romans; early Christian missionaries educated in Latin and Greek the Angles, Danes and Saxons with their Germanic dialects (which formed the basis of today's English language);

The Vikings; and finally the Normans headed by King William bringing French to England's court though the first English dictionary was eventually written in 1623, this did not mean there was consensus on pronunciation –than as today geographical differences affected one's speech .nor was there a consensus on

spelling .an additional problem was created by gradual changes in but fewer written symbols for their sounds did.

Today several of these (frozen) spelling patterns are, for students, pure enigmas, as for examples are 'gh' in cough, through and ghost.

2.1.5 Which spelling patterns do we teach?

How do we organize them?

Our students' written work partially answered this question for us many of their spelling errors resulted from poor phoneme awareness especially with vowel sound and a few consonant sound .other errors resulted from change which occur at the end of some words when adding a suffix as well as letter substitution especially when they represent the same or similar sound , like 'c' for 'k' when hearing the sound 'k' some students applied the same spelling pattern when ever a particular sound was heard ignoring the existence of other patterns for the same sound obviously ,we had to show them how to consider other spelling option .

In addition to our students "errors" we gained more insight by reading an overview of research on spelling errors (Scott Foresman & Co. 1995) where vowel errors were cited as the leading cause and the adding of affixes .these findings at least explained what was happening with our students .

Finally, by studying other spelling manuals we tried to determine whether we were guilty of serious omission.

We could not possibly include all the spelling patterns in the English language but we tried to include those

Which are frequently used and cause the most spelling errors.

In general our guide for organizing the spelling patterns into units was based on finding patterns that had the same basic sound that followed a particular sound phenomenon as found in unit 3 (the spelling patterns all follow the short vowel sound) and unit a (the letters 'c' and 'g' have two basic sounds "

soft”and“hard “ however the first unit introduction students to long and short vowel sounds and their connection syllables since this information is often needed to understand the nations to some of the spelling patterns . The final unit includes suffix and silent letters .which do not share a commonsund.

Spelling strategies were classified by researchers in different ways for example:

Beers beers and grant (1977) classified the strategies that children in grades 1-4 use in spelling English into aleher.

Name strategy .the addition of in correct vowel after a correct vowel .using their own concept of silent vowels after long vowels .the in correct substitution of short vowels for another short vowel.

Spelling strategies that kindergarten first and second grade children using spelling 1.1 were classified by gentry (1978) into correct strategy a transitional strategy a phonetic strategy .per phonetic

Strategy and deviant strategy .lennox and spiegl (1978) identified tow spelling.

Strategies phonological and visual strategies they defined phonological strategy as the process in which spelling is based on the relationship between letters and sound in English.

In a visual strategy .students use a process of direct lexical nccess they replicated the form of word orthographic memory with no intermediate phonological skius

Are view of the spelling literature has revealed that the strategies that student use in li spelling were investigated by several studies.

Therefore the purpose of the present study is to identify the general and specific strategies that students in general and good and poor spellers in particular use in spelling English as a second language more specific reversal omission homophones substation and adding letters .

Some difficulties are rooted in the spelling system itself. Others are in the people who try to use the system. These are two separate issues. English spelling is not strictly phonic. To make this observation is not to say that phonics don't help in learning to spell. Phonics will help as long as the researcher realizes that particular sounds are not always spelled consistently and that only twenty-six letters are available to transcribe almost twice the number of the sounds in the language. This is another issue. For an Arabic learner, the Arabic letters are different from English letters in shape and direction of writing. The English language is in Roman script, which is totally different from Arabic representation and direction of writing. In Arabic, one entirely different between the two languages in order of the sentences parts like that in the subject and the verb causes a big problem for Sudanese English learners.

2.1.6 Spelling helps reading:

Learning to spell helps to cement the connection between the letters and their sounds, and learning high frequency "sight words" to mastery level improves both reading and writing. Joshi and Moats (2008) describe this connection. The correlation between spelling and reading comprehension is high because both depend on a common denominator: proficiency with language. The more deeply and thoroughly students know a word, the more likely he or she is to recognize it, spell it, define it, and use it appropriately in speech and writing. They also note that "the major goal of the English . . .

Writing system is not merely to ensure accurate pronunciation of the written word; it is also to convey meaning. If words that sound the same (e.g., grain and reign) were spelled the same way, their meanings would be harder to differentiate.

English spelling

English spelling contains many irregularities due to other language factors. The large number of words assimilated from

fact the English began to be widely written and printed during the middle English period while English spelling was relatively systematic during the middle English period the shift to modern English involved undergoing a great vowel shift and many other changes in phonology the older etymological spellings have been retained despite major shift is in phonology.

Modern English has anywhere from fourteen to twenty two separate vowel and diphthong phonemes depending on dialect and 26 or 27 consonants a simple phoneme letter representation of this language with the twenty six letters of the Latin alphabet is clearly impossible and multi letter.

Graphemes are a part of most spelling reform proposals they are part of current English as well, for example the first two phonemes of (sheep) are the digraphs sh and eɪ diacritical marks have occasionally formed part of spelling reform proposals.

Practicalities of devising a phonemically based system are also the target of criticism for example, phoneme distribution differ between British English and American English ; furthermore, while English received pronunciation features about 20 vowels, some second language varieties of English have 10 or even fewer a phonemic system would therefore not be universal a number of proposals have been made to reform English spelling some were proposed by Noah Webster early in the 19th century he was in part concerned to distinguish American from British usage. Some of his suggestions resulted in the differences between American and British spelling.

2.1.7 Misspelling:

Misspelling of occasion (occasion) and confectionery (confectionery) on a shop front in the United Kingdom.

While some words admit multiple spellings some spellings are clearly incorrect and thus labeled as misspellings a misspelled word can be a series of letters that representation

correctly spelled words of the same language at all (such as “liek” for “like”) or a correct spelling of another word such as writing “here” or “how” what one means “known misspellings of the latter type can easily make their way into printed material because they are not caught by simple computerized spell checker .

Misspelling may be due to either typing errors (e.g typing teh for the).

Or lack of knowledge of the correct spelling.

Whether or not a word is misspelled may depend on context, such as American / British English distinction .misspelling can also be a matter of opinion variant spelling are accepted by some and not by others.

For example “miniscule “(for minuscule) is misspelling too many, and yet it is listed as a legitimate variant in a number of dictionaries.

2.1.8 Spelling standards and conventions:

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

Further more ,it is a relatively recent development in various major language in national contexts linked to the compiling of dictionaries ,the founding of national academies ,and other institutions of language maintenance ,including compulsory mass education .

In countries such as the u.s. and u.k. without official spelling policies, many vestigial and foreign spelling conventions works simultaneously. In countries where there is a national languages maintenance policy, such as france, the nether lands and Germany re terms were driven to make spelling a better index of pronunciation. spelling often evolves for simple reasons of

alphabetic thrift , as when British English “catalogue “ becomes American English “catalog” .

2.1.9 How to carry out the task of Spelling:

The discrepancy between the writing system and the pronunciation of English makes its orthography far from phonemic .a single phone may be represented by a number of spellings. for example /f/ may be represented by F “fill” , ph (philosophy) or of h (enough);|s| may be represented by sh (wash) , it (nation),a & i (tension). Vowels can present even more of a problem.

They have found that spelling errors result not only from the inconsistencies in English spelling and pronunciation indicated above, but also from the influence of the student's mother tongue.

A study we did in EL-libirandaltaha, forthcoming shows that our students employ their own strategies in spelling i.e.

They spell as they pronounce , overlooking the difference between English spelling and pronunciation this leads to a lack of recognition of standard English orthography which slows down the student's reading speed and hinders their comprehension of English texts .

In order to address this problem, we have come up with tips for dealing with spelling difficulties that nonnative students encounter in learning English. Our approach may be adapted to meet the needs of EFL learners in different situations consists of the following suggestions:

- 1- Make an inventory of the common orthographic errors committed by your students.
- 2- Give the students dictation exercises with clear focus on the common errors contained in the inventory.

The available dictation material should be modified to deal with specific orthographic problem areas for instance, ask the students to study a paragraph carefully, and then dictate the paragraph, substituting the word “blank” for a word that is

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

3- Deal with some other problematic items, too as classifications. for example homo phones ,i.e.,

Words that are pronounced the same but differ in spelling: plane /plain, mane /main, pane/pain, lane/lain, right/write /rite, rain/rein, dear/deer, sum/some, etc.

also , homographs I,e, words that are spelled a like but are different in meaning and or pronunciation bear/bear bow/bow , lead/lead, use/use, conduct /conduct etc.

Regular practice along these lines can result in dissociating spelling from pronunciation a particularly desirable objective in a spelling remediation context.

4- Highlight certain regularities and generalization a English spelling and pronunciation for example : generalization that when c comes be for I,e, or y it is pronounced |S| and before a, o, and u it is pronounced |K|

Cat	vs. City
College	vs.certion
Cut	vs. cycle
Etc.	

Another generalization that can be presented is the fact that a stressed vowel followed by a consonant and ‘silent ‘

Is pronounced with the long “or c name “sound of the vowel for example take, scene, time, not c, sure .1.

5- Highlight the instrumental or le of dictionaries in EFI learning a dictionary should be a companion for any writing activity , enabling the student to the produce the correct written form at the first try the audio – lingua principle that learners do not learn by making mistakes but by giving the right response seems relevant here. However a dictionary should not be used to

such and extreme that it slows down and disrupts the learning process.

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

7- Pin point the differences in spelling between the mother tongue and English in order to avoid interference from the spelling system of the native language.

8- Encourage students to read properly and do not turn a blind eye to any misread item thus you will ensure that students visualize the words and relate them to their written forms.

9- Make your students aware of the abstract relationship between derivationally related words such as quest /question /questioned /questioning/questionable .fact /factual .sage/sagacity/ believe /believed /believing belief/believable /unbelievable .

10- Help your students learn the exceptions to each spelling rule along with the rule itself.

For instance if the student is ignorant of the exception to the general rule of plural formation in English which is realized by adding "s" to the singular , he will produce *man instead of men,* child instead of children , *criteria for criteria ,fishes for fish ,etc.

When introducing the alphabet, show the students that the digraphs ch and sh represent one phoneme each, because there is no single orthographic symbol in English to represent either of those phonemes.

11- Make a list of any words occurring in the EFL texts used in your classes that sound un- English because they were borrowed from other languages.

12- Above all, EFL teacher should have appositive attitude to word the making of error –orthographic, lexical, or grammatical .they should not pick on students when they make mistakes, for more productive than penalizing learners for making mistakes is finding a way to remedy them.

2.1.10 Developmental spelling stage:

Teachers who understand that spelling is a complex developmental process can help students to acquire spelling competency initially, the teacher must recognize the stage of spelling development once the stages are identified, the teacher can provide opportunities for children to develop cognitive strategies for dealing with English orthography, and assess the student's development. (Gentry, 1982 p: 193-198) identifies five stages of spelling development in non-native speakers of EFL.

Pre- communication stage:

In this stage, the EFL speller.

1. Demonstrates some knowledge of the alphabet through production of letter forms to represent a message.
2. Also demonstrate no knowledge of letter- sound correspondences.
3. May or may not recognize the principle of left- to –right direction of the English orthography.
4. Lacks knowledge of the entire alphabet.
5. Frequently lacks an ability to discriminate lower case form upper case letters.

6. Generally shows much interest in upper case letter forms in his/her earliest sample of writing.

As a result pre- communicative spelling attempts are unreadable, so spelling does not communicate language by mapping letters to sounds.

The semi phonetic stage:

At this stages the spellers:-

1. Begins to understand that letters have sound and are used represent the sounds in word.
2. Begins to use single letters to represent words, sound and syllables for instance R for (are). U for (you) and LEFT for (alphabet).
3. Begins to grasp the left to right direction of letters of the English orthography.

The phonetic stage:

At this stage

1. The child for the first time is able to provide a total mapping of letter sound correspondence, all of the surface sound features of the words being spelled are represent in spelling.
2. The child systematically develops particular spelling for certain details of phonetic form: namely, tens vowels, ed. Ending affricates and intervocalic flaps. (Gentry, 1982 p: 193-198)

3. Letters are assigned strictly on the basis of sound. Without regard for acceptable, English letter sequence or other convention of English orthography.

4. Bissex (1980: p.10) report examples of fault articulating an awareness of English orthography that was developing through the mental exercise employed pointed out that (cat) could be spelled kat or cat and (baby) spelled baby or babe, (nat) nat for net (sek) for sick. This cognitive awareness of English orthography becomes markedly more developed in children who are allowed to invent their own spelling during their progression through phonetic stage.

The transitional stage:

At this stage the speller begins to assimilate the conventional alternative for representing sound, moving from reliance upon the visual representation and an understanding of the morphology and structure of word, **e.g:** eighteen instead of the phonetic ATE for (eighty), SETE for (seat) also, he may reverse some letters **e.g:** house, opne for open. Bissex (1980: p.44) attributes this phenomenon to interference.

The correct stage:

It is cognitive, development stage of maturity at this stage.

1-The speller's knowledge of English orthographic system and its basic rules is markedly established.

- 2- The correct speller knows about prefixes and suffixes contractions silent consonants, compound words and alternative spellings.
- 3- The correct speller employs visual indemnification of misspelled words as correction strategy. She recognize when words don't look right.
- 4- The correct speller continues to master uncommon alterative patterns (e.g (i.e.) and (i.e.)) and words with irregular endings.
- 5-(S) He accumulates a large corpus of learned words. However, the progression of these stages is not absolutely systemic according to (Gemtry: 1989, p.193) change from one spelling stage to the next is more or less gradual, curiously, examples from one or more stage may context in a particular sample of writing as the child moves from one stage to the next development, however is continuous and progress for children do not fluctuate between stage, passing for instance from phonetic back into semi phonetic spelling or from transitional back to phonetic.

No matter how gradual this development may be they identification of stages is of potential assistance for teachers. Language teachers can reinforce this process in the classroom by providing opportunities for children to develop cognitive strategies for dealing with English orthography Lutz(1986: p.2992) notes that an awareness of spelling developmental stagecan help instruction, for pre-communication and semi-

phonetic spellers, teachers may teach alphabet knowledge letter. Sound correspondences, the concepts of “wordiness”, and the left to right direction of English orthography, feather more, at the phonetic stage.

2.2 Review of Previous Studies

2.2.1 Introduction:

This section about previous studies informed the researcher about the methods and techniques used by researcher who worked in the same field, it also provide information concerning issues of instrumentation sampling and data analysis. Also these studies in general have indicated what learners have acquired and what problems learners encountered in the target language.

The First Study

Smah Hassan Ismail Babeker from Sudan University of science & technology (2011), in her study (problems of secondary school inwriting English language) touch the areas of consonants and vowel. She made spelling test in order to investigate the real problem of students in writing English words, and has done the case study at Alhoda secondary school for girls in Karella. She found out that: There are no clear rules of spelling to understand and also Spine book does not contain enough spelling activities.

The Second Study:

Fatima. M Mobarak from El-Neelein university (may, 2004) in her study (The problems of writing English spelling) she focused in using aids area and found out that: The teachers in secondary are not concerning with teaching aids, so, the pupils have weakness in English, aids must be used in classroom to improve learners spelling.

The Third Study:

Tohami Mohammed Hassan from Sudan University (2017) unpublished research Investigating Spelling Problems That Face Sudanese Secondary School Students With Reference to Third Class he find out

This study investigates spelling problems of secondary school students in writing English spelling. So, the main aim is to find out cases of spelling problems in order to suggest relevant solutions that help students to avoid spelling mistakes. The researcher used questionnaire for teacher and test for students. The numbers of participant teacher were 25 and the numbers of student in test were 25 from third class. After analysing the data the researcher find out that most of student make spelling mistake particularly the word that consist of silent letter, which have no clear rules in English spelling. The researcher comes up with recommendations for both students and teachers such, students should play games to improve their spelling and teachers should be aware of English spelling rules, so as to ease Spelling for the students.

Chapter Three

Methodology

Chapter Three

Methodology

3.1 Introduction:-

This chapter falls in five subtitles population of the study sample of the study the tools of the study, validity of the tools and reliability of the questionnaire.

3.2 Population of the study:- The study was conducted in Sudan university the targeted study field concerned the student of the first year

Sample of the study will be the rasher of the Sudanese university, are research will choose the sample randomly.

3.3 The tools of the study:-

The tools of this study are questionnaire. The researcher these tools because he believes that the questionnaire and important instruments in providing information to the frame work of the study.

3.4 Reliability and validity of the questionnaire:-

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

Reliability Statistics :-

Cronbach's Alpha	N of Items
.093	12

Chapter Four

Analysis and Discussion of Data Summary

Chapter Four

Analysis and Discussion of Data Summary

4.0 Introduction

This chapter represents the analysis of data obtained through teacher questionnaire, the questionnaire which has given to teacher to pervaded information which was subject for generally survey to get students response on use of spelling, to improve their writing skills.

4.0.1 Data analysis

Sex	Frequency	Percentage
Male	14	46.6%
Female	16	53.4%
Total	30	100%

The above table show that 46.6% of sample is male and 53.4% is female that mean there is variation in sample with sex and the variation supports the study.

some student have some difficulties in spelling

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	16	53.3	53.3	53.3
Agree	14	46.7	46.7	100.0
Total	30	100.0	100.0	

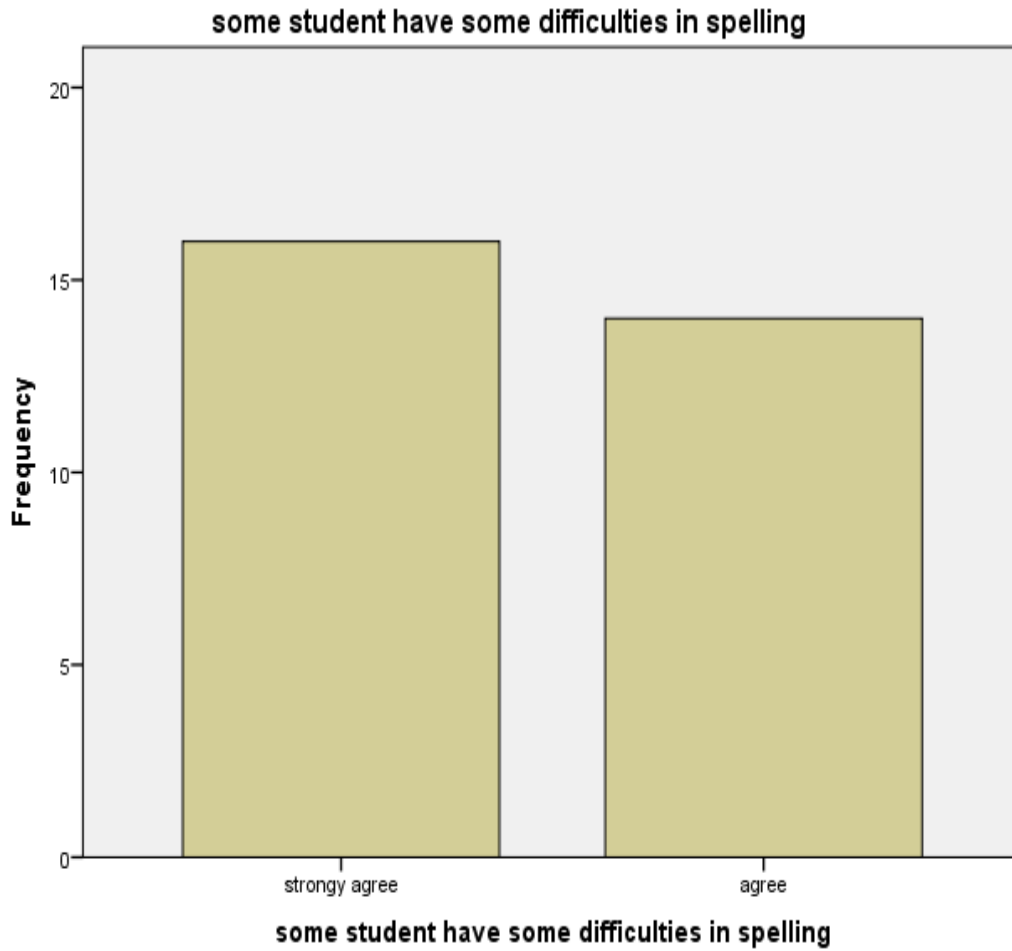


Table (1-4) above represents the respondents' views about the statement " **some students have some difficulties in spelling**" showed that (100%) teachers agreed whereas no teachers were disagreed.

Some students are not encouraged to spell the words correctly.

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	8	26.7	26.7	26.7
Agree	15	50.0	50.0	76.7
Neutral	5	16.7	16.7	93.3
disagree	1	3.3	3.3	96.7
Strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

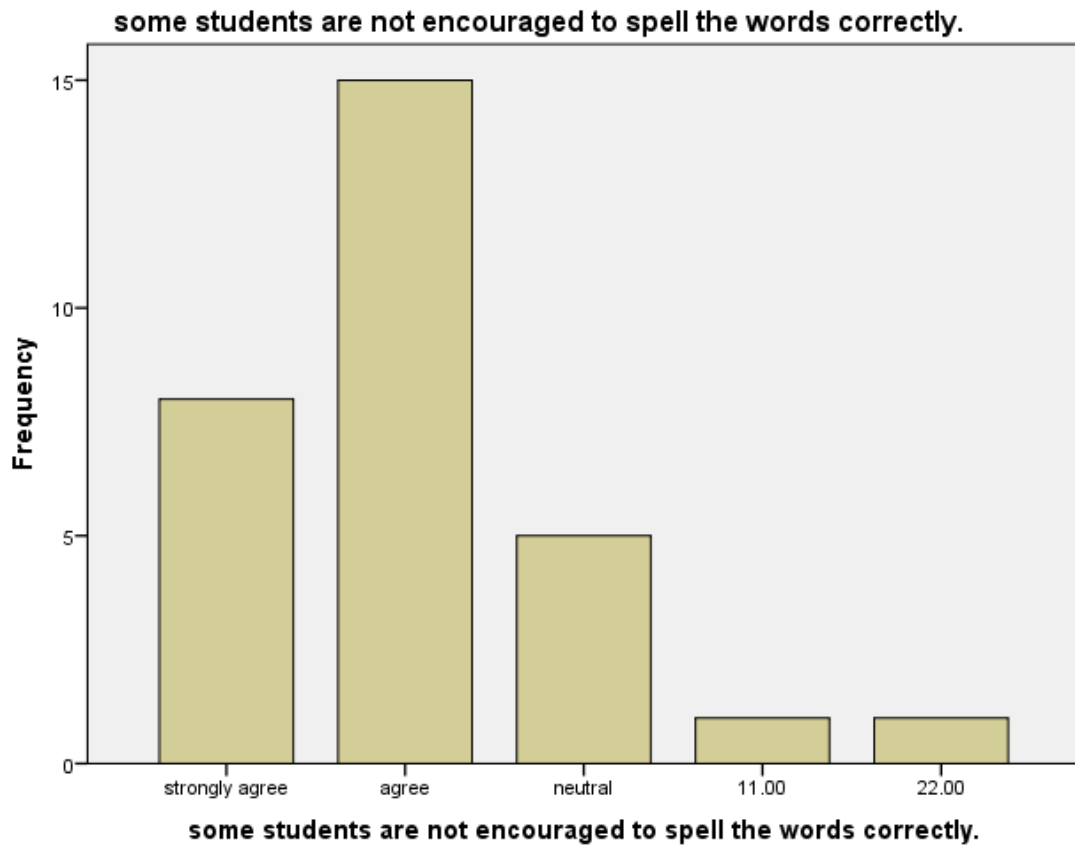


Table (2-4) above represents the respondents' views about the statement " **Some students are not encouraged to spell the**

words correctly" showed that (76.7%) teachers agreed whereas (6.6%) only were disagree (16.7%) neutral.

Some student have problem basic and secondary school.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	15	50.0	50.0	50.0
Agree	12	40.0	40.0	90.0
Neutral	2	6.7	6.7	96.7
disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

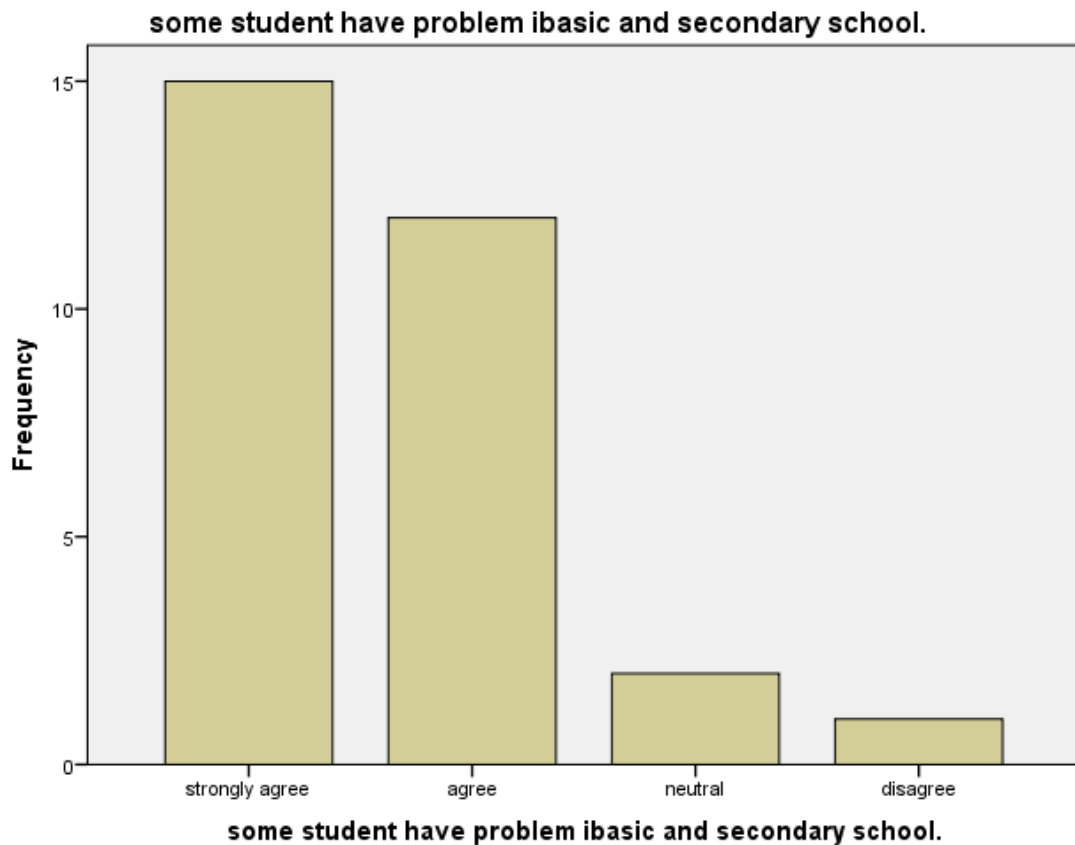


Table (3-4) above represents the respondents' views about the statement" **Some students have problem in basic and**

secondary level" showed that (90%) teachers agreed whereas (3.3%) only were disagree (6.6%) neutral.

some students have problem in their handwriting

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	11	36.7	36.7	36.7
Valid Agree	15	50.0	50.0	86.7
Neutral	4	13.3	13.3	100.0
Total	30	100.0	100.0	

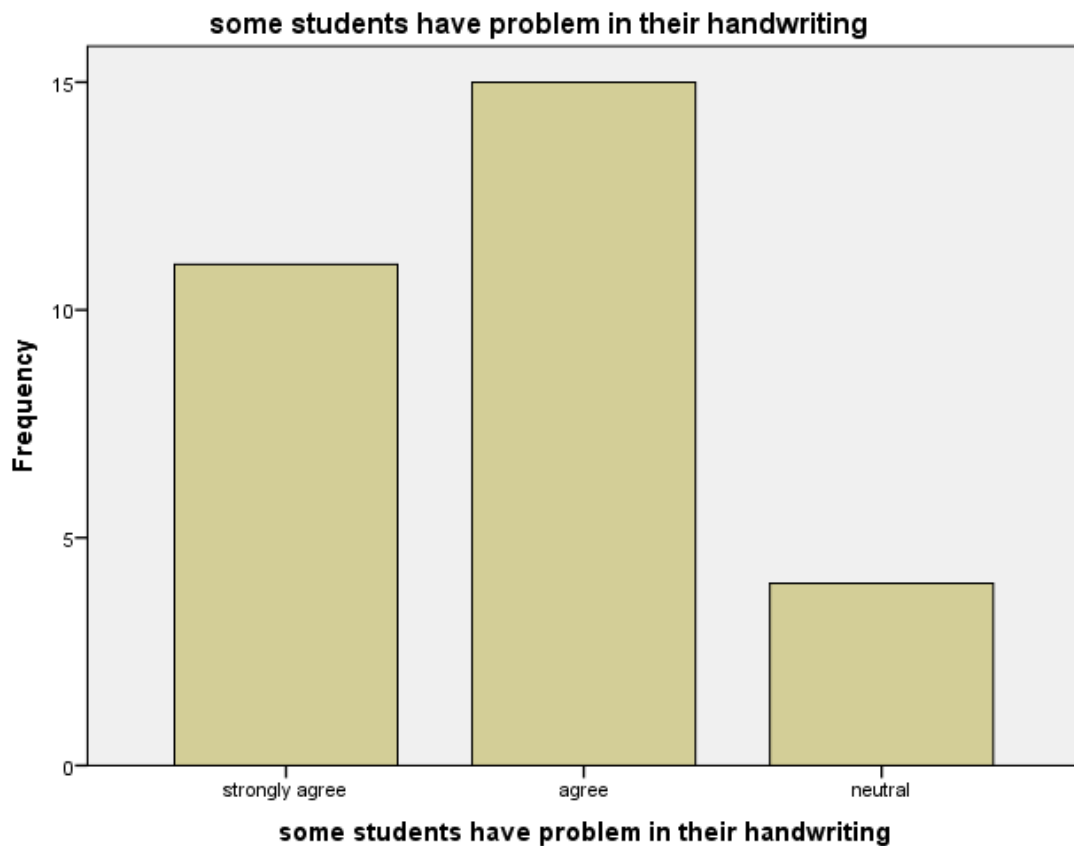
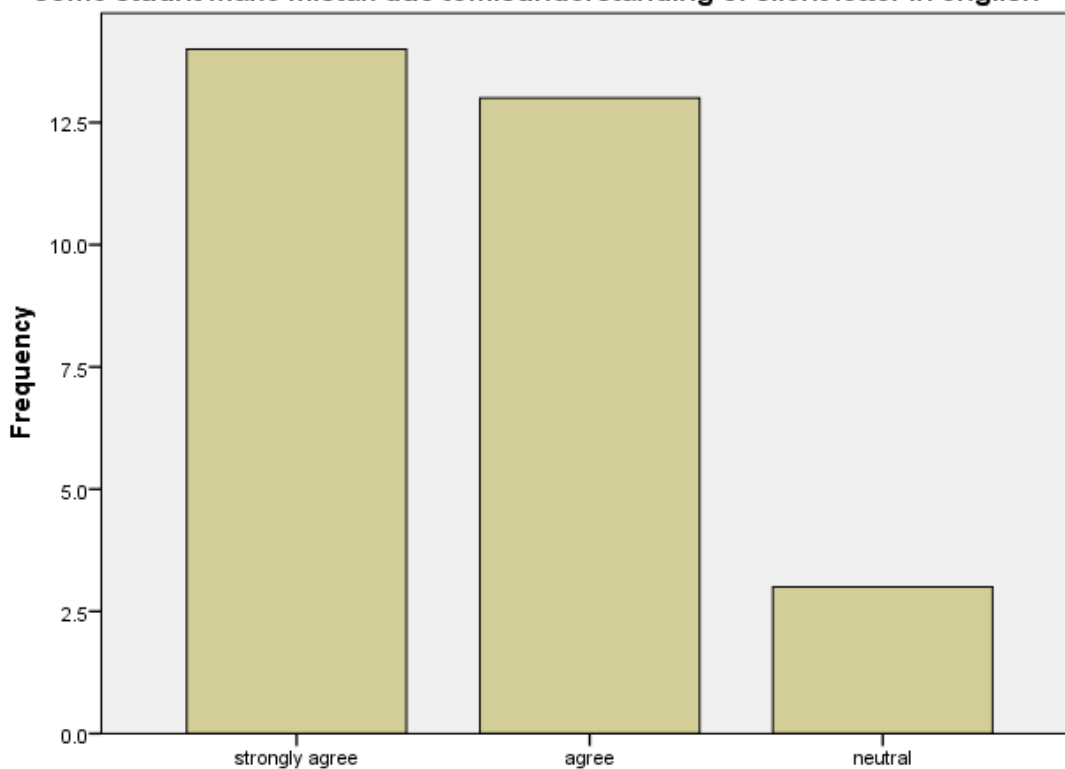


Table (4-4) above represents the respondents' views about the statement" **Some students have problem in their handwriting"** show that (86.7%) teachers agreed whereas (13.3%) neutral

some student make mistake due to misunderstanding of silent letter in English

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	14	46.7	46.7	46.7
Valid Agree	13	43.3	43.3	90.0
Neutral	3	10.0	10.0	100.0
Total	30	100.0	100.0	

some student make mistake due to misunderstanding of silent letter in english



some student make mistake due to misunderstanding of silent letter in english

Table (5-4) above represents the respondents' views about the statement " **Some students make mistake due to misunderstanding of silent letter in English**" showed that (90%) teachers agreed whereas (10%) neutral.

some student make mistake due to misunderstanding of different sound of English

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	15	50.0	50.0	50.0
Agree	11	36.7	36.7	86.7
Neutral	2	6.7	6.7	93.3
Valid disagree	1	3.3	3.3	96.7
strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

some student make mistake due to misunderstanding of different sound of english

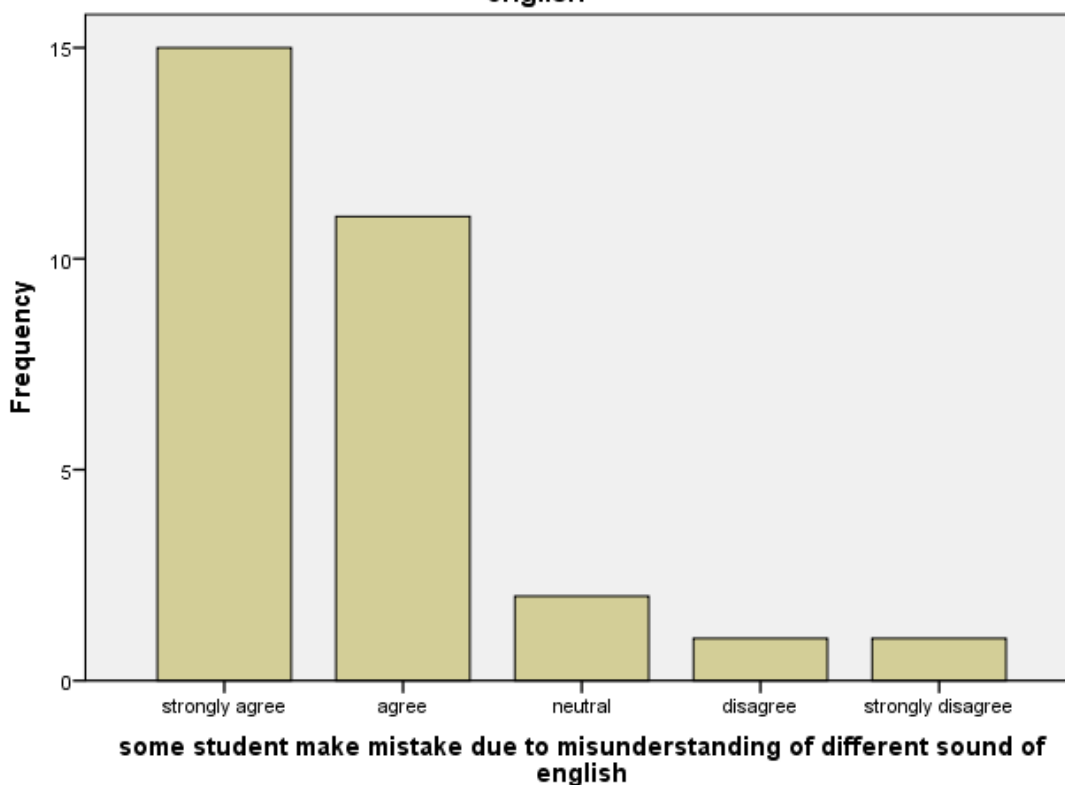
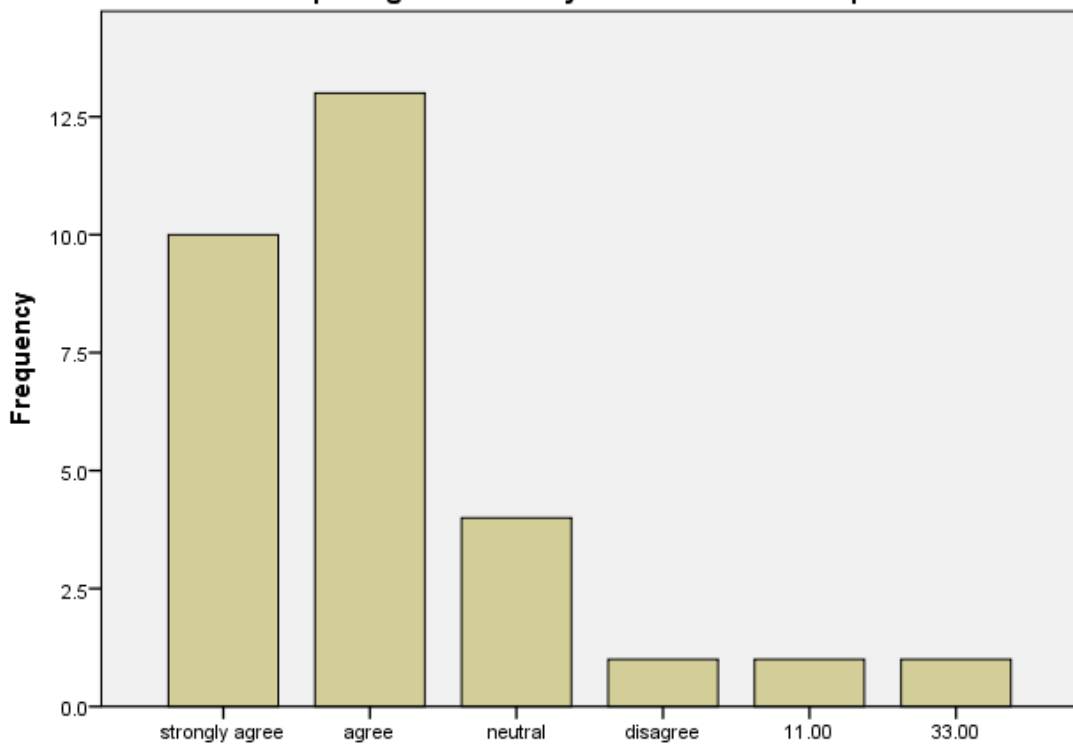


Table (6-4) above represents the respondents' views about the statement " **Some students make mistake due to misunderstanding of difference sound of English**" showed that (86.7%) teachers agreed whereas (6.6%) were disagree and (6.7%) neutral.

Some student make spelling mistake they do not hear correct pronunciation.

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	10	33.3	33.3	33.3
Agree	13	43.3	43.3	76.7
Neutral	4	13.3	13.3	90.0
Valid disagree	1	3.3	3.3	93.3
Strongly disagree	1	3.3	3.3	96.7
				100.0
Total	30	100.0	100.0	

some student make spelling mistake they do not hear correct pronunciation.



some student make spelling mistake they do not hear correct pronunciation.

Table (7-4) above represents the respondents' views about the statement "Some students are not encouraged to spell the

words correctly" showed that (76.7%) teachers agreed whereas (13.3%) only were disagree (6.6%) neutral.

Some student make spelling mistake due to misunderstanding vowels and consonants.

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	9	30.0	30.0	30.0
Agree	13	43.3	43.3	73.3
Neutral	5	16.7	16.7	90.0
disagree	3	10.0	10.0	100.0
Total	30	100.0	100.0	

some student make spelling mistake due to misunderstanding vowels and consonants.

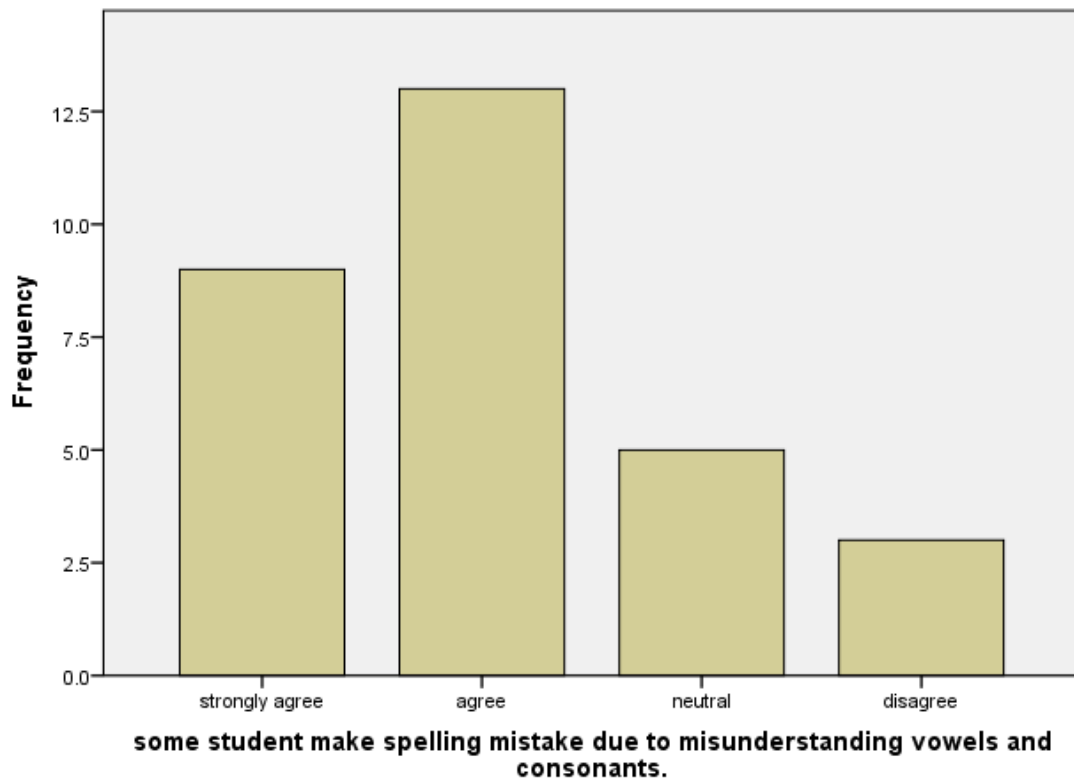


Table (8-4) above represents the respondents' views about the statement" **Some students make mistake due to**

misunderstanding vowels and consonants" showed that (73.3%) teachers agreed whereas (10%) only were disagree (16.7%) neutral.

Using technology in teaching new words improves student spelling.

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	13	43.3	43.3	43.3
Agree	13	43.3	43.3	86.7
Neutral	2	6.7	6.7	93.3
disagree	1	3.3	3.3	96.7
Strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

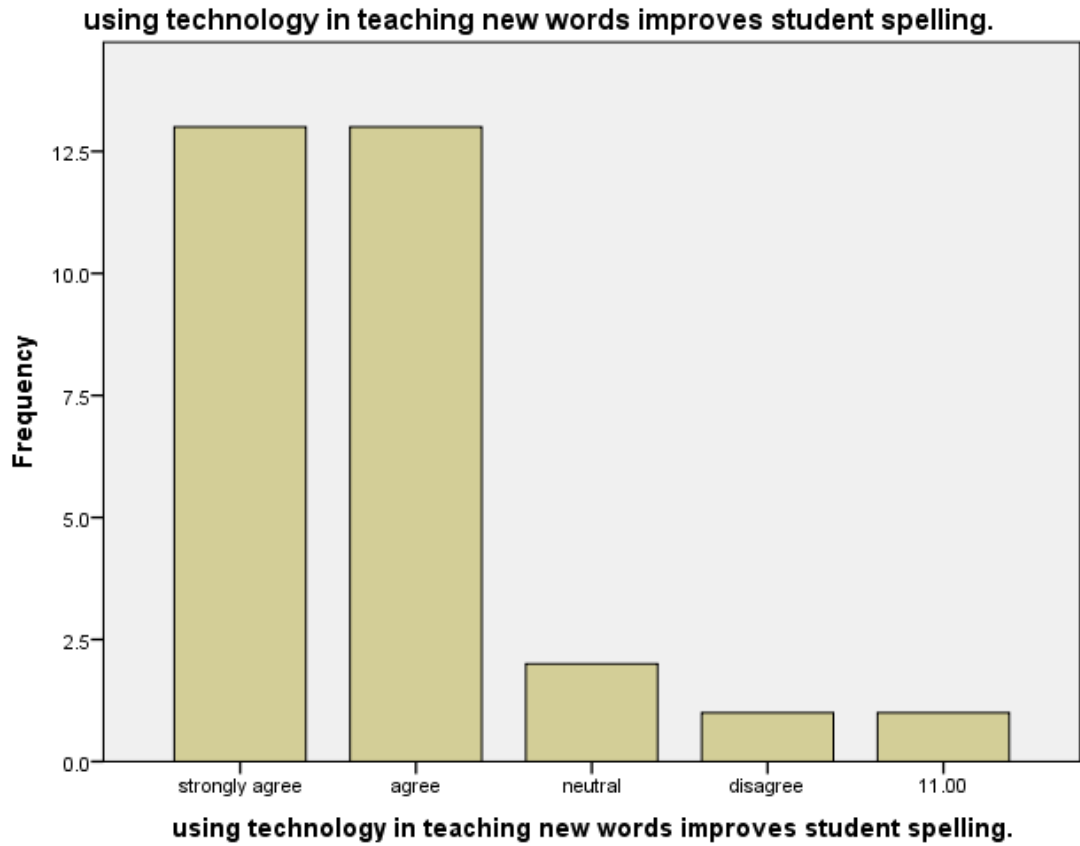


Table (9-4) above represents the respondents' views about the statement " **using technology in teaching new words improves student spelling**" showed that (86.7%) teachers agreed whereas (6.6%) only were disagree (6.7%) neutral.

intensive test is technique used to overcome spelling mistake

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	10	33.3	33.3	33.3
Agree	15	50.0	50.0	83.3
Neutral	3	10.0	10.0	93.3
disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

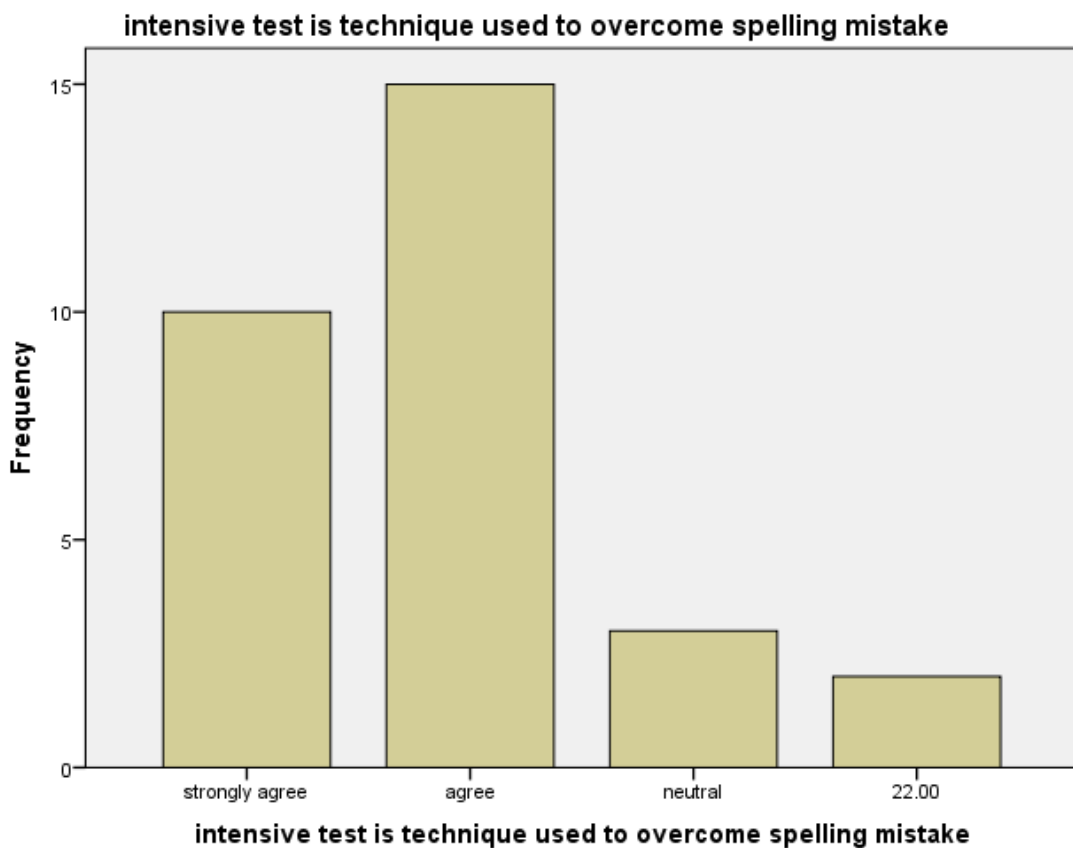


Table (10-4) above represents the respondents' views about the statement " **intensive test technique used to overcome spelling mistake**" showed that (83.3%) teachers agreed whereas (6.7%) only were disagree (10%) neutral.

Teaching supplementary readers can improve students' spelling.

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	12	40.0	40.0	40.0
Agree	14	46.7	46.7	86.7
Neutral	1	3.3	3.3	90.0
Valid disagree	2	6.7	6.7	96.7
strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

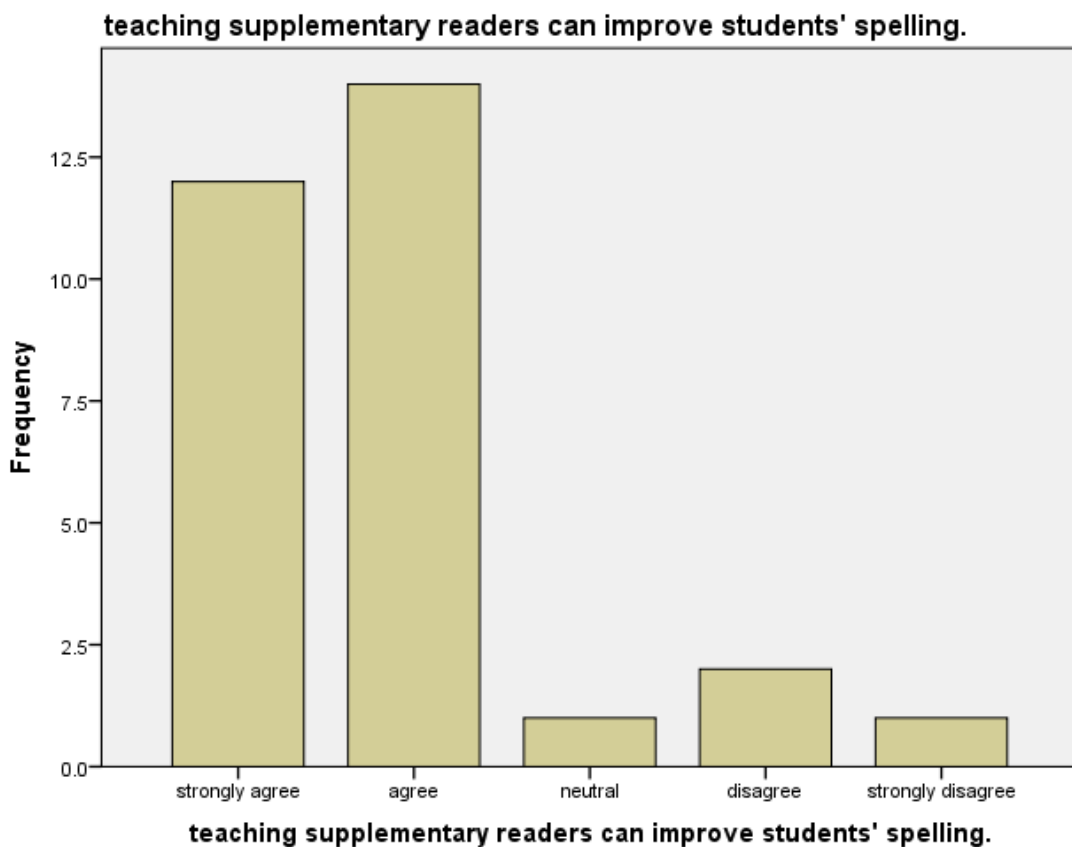


Table (11-4) above represents the respondents' views about the statement " **intensive test technique used to overcome spelling mistake**" showed that (86.3%) teachers agreed whereas (10%) only were disagree (3.3%) neutral.

teachers can give exercise to students to improve their spelling

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	13	43.3	43.3	43.3
Agree	12	40.0	40.0	83.3
Neutral	3	10.0	10.0	93.3
disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

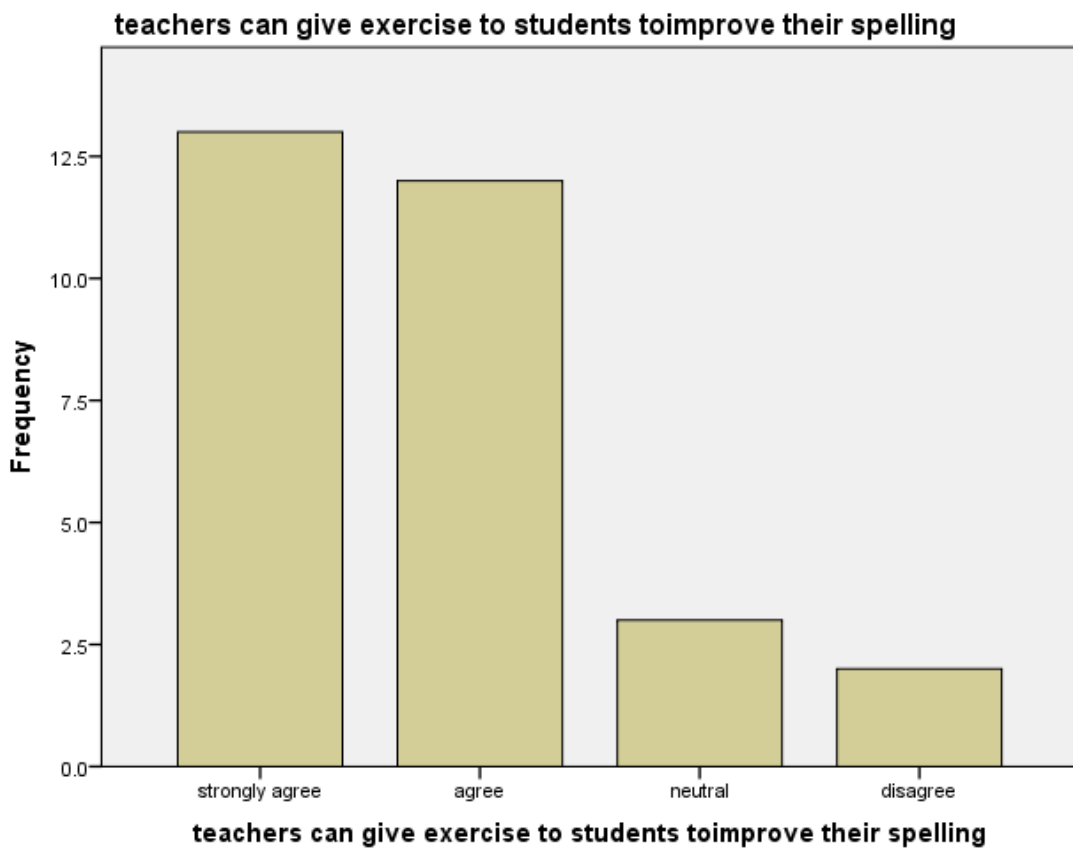


Table (12-4) above represents the respondents' views about the statement "**teachers can give exercise to student to improve**

their spelling" showed that (83.3%) teachers agreed whereas (6.7%) only were disagree (10%) neutral.

First hypotheses

From above analysis we observe that most of teacher response were agree with (100%) for first statement and (76.6%) with second statement and (90%) with third statement and (86.6%) in last one, this prove that hypotheses were accepted.

Second hypotheses

From above analysis we observe that most of teacher response were agree with (90%) for first statement and (86.7%) with second statement and (76.7%) with third statement and (73.3%) in last one, this prove that hypotheses were accepted.

Third hypotheses

From above analysis we observe that most of teacher response were agree with (90%) for first statement and (83.3%) with second statement and (83.3%) with third statement and (83.3%) in last one, this prove that hypotheses were accepted.

Descriptive Statistics

Statement	N	Minimum	Maximum	Mean	Std. Deviation
1-Some student have some difficulties in spelling	30	1.00	2.00	1.4667	.50742
2-Some students are not encouraged to spell the words correctly.	30	1.00	22.00	2.8667	4.03206
3-Some student have problem in basic and secondary school.	30	1.00	4.00	1.6333	.76489
4-Some students have problem in their handwriting	30	1.00	3.00	1.7667	.67891
5-Some student make mistake due to misunderstanding of silent letter in English	30	1.00	3.00	1.6333	.66868
6-Some student make mistake due to misunderstanding of different sound of English	30	1.00	5.00	1.7333	.98027
7-some student make spelling mistake they do not hear correct pronunciation.	30	1.00	33.00	3.2000	5.92132

8-Some student make spelling mistake due to misunderstanding vowels and consonants.	30	1.00	4.00	2.0667	.94443
9-Using technology in teaching new words improves student spelling.	30	1.00	11.00	2.0000	1.85695
10-Intensive test is technique used to overcome spelling mistake.	30	1.00	22.00	3.1000	5.17521
11-Teaching supplementary readers can improve students' spelling.	30	1.00	5.00	1.8667	1.00801
12-Teachers can give exercise to students to improve their spelling	30	1.00	4.00	1.8000	.88668
Valid N (list wise)	30				

In order to know to what extent it had been proved we discuss the following statement from first to last one, we note that most of teacher respond were agree about the statement with high frequency around 85% were respond to statement with agree, even when we use the stander deviation the result is the same most respond about agree. This proves that hypotheses were accepted.

4:3 Summaries

This chapter has presented analysis and discussion of data gathered from the questionnaire. The results of this analysis and discussion will be used in Chapter Five to provide answer to research question.

Chapter Five

Result, Recommendation and Suggestion for Further Studies

Chapter Five

Result, Recommendation and Suggestion for Further Studies

5.1 Introductions

The previous chapter discussed the result of the study through the analysis of data that collected by questionnaire which answered by teachers .While this chapter represent the conclusion of research which counting summary of findings and recommendations.

5.2 Result

- 1- Students have problems in spelling, particularly with silent letters and silent consonant letters.
- 2- Teachers are neglected teaching spelling separately.
- 3- There are no clear rules of English spelling system for student to understand.
- 4- The students have problems in vowel letters, silent letter and compound words.
- 5- Students are not practice spelling during their reading.

5.3 Recommendations

Based on the above result, the researcher offers the following recommendation:

- 1- Teachers should encourage students to practice spelling activities.
- 2- Teachers should provide intensive spelling activities for student.
- 3- Student should play games of spelling which help them to acquire basic skills of spelling.
- 4- Teachers should be aware of English spelling rules, so as to ease spelling for the students.
- 5- Teachers should teach the students the correct pronunciations.

5.4 Suggestions for Further Studies

The researcher might propose some useful suggestion:

The role of technology in enhancing EFL learners spelling, also how can teachers use spine five to improve learners spelling.

5.5 Summary

The chapter presented the conclusions and recommendation; the conclusion provided the answer to the research question and hypotheses. Also recommendations were offered and suggestions for further research were proposed.

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Appendixes

Appendixes

Questionnaire

Dear, teacher we will be very grateful if you read and respond to the following statements.

This questionnaire aims to investigate the English spelling problems that face EFL learners (reference to first year).The data will be used confidently for research purpose only.

Personal Information:

Male () Female ()

Qualifications:

BCs () MA () PHD ()

No	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Some students have some difficulties in spelling.					
2	Some students are not encouraged to spell the words correctly.					
3	Some students have problem in their handwriting					
4	Some students have made spelling mistakes due to misunderstand of silent letter in English.					
5	Some students have problem in basic and					

	secondary schools.					
6	Some students make spelling mistakes due to misunderstanding of different sound English.					
7	Some students make spelling mistakes they do not hear correct pronunciation.					
8	Some stand makes mistakes due misunderstand vowels and consonants.					
9	Using technology in teaching new words improve students spelling.					
10	Intensive test is technique used to overcome spelling mistake.					
11	Teaching supplementary readers can improve students spelling.					
12	Teachers can exercise to student to improve their spelling.					

Tick () according to your point of view: