

Chapter One

Introduction

Chapter One

1.0 Overview

1.1 Statements of the Study Problem:

This research attempts to:

1- Identify factors that affect students of secondary school on spelling English language and teachers Perceptions in teaching English language as foreign language.

2- Investigate the preceded causes of E f l students spelling errors.

It has been noticed that the students of secondary schools have a clear weakness in English spelling.

3-Investigate their English spelling difficulties that they are facing.

4-Investigate how their mother language affects on their attitude in English spelling.

1. 2 Objectives of the Study:

The main objectives of the study are:

1. The study is going to investigate the causes of the problem of misspelling for students of secondary schools who study English as second language.
2. The study is going to give some solutions and suggestions for the problem of misspelling for the students of secondary schools.
3. Also the study is going to suggest some ways as to improve student's levels in English language spelling.

1.3 Study Questions:

1. What are the possible causes of misspelling for the students of secondary schools?
2. What are the problematic areas for the students of secondary schools?
3. To what extent does the SPINE course deal sufficiently with the spelling rules?
4. What are the possible ways that help students of secondary schools?

1.4 Hypotheses of the Study:

1. One of English misspelling causes for students of secondary schools is the inconsistency of English language spelling system.
2. The SPINE Course does not deal sufficiently within English spelling.
3. Students have Lack of practices in the classroom.

1.5 Significance of the Study:

The present study intends to investigate English language spelling difficulties faced by secondary school students who adopted newly with syllabus SPINE. The importance of the present study stems from the importance of English language itself. Especially in the Sudan English language has been up to the recent time criterion of joining universities, colleges, higher educational institutions. It has been the language of research and sciences and technologies and one of the most important means for communications between countries and nations. So as it has notices that English language is the most important language for these reasons it gives much attention from the researchers as to solve the problems related to the language as to help the learners to understand the

language correctly so the researcher looks for the English difficulties of spelling that faced by students of secondary school.

1.6 Methodology of the Study:

The methodology of this study is a descriptive analytical approach. The researcher uses a test as a tool in his data collection. He evaluates some factors as to give him the general view for the whole study.

The researcher uses teachers questionnaire and students test as a data collection there are twenty teachers and 100 students for test from third classes secondary school and choose from three secondary schools. The researcher distributes the test papers among students of third classes and asks them to spell 50 words as to check their areas of weaknesses in English language spelling to investigate student's difficulties in English language spelling.

1.7 Limits of the Study:

The study takes place in 2020 on three secondary schools Aljzari third classes students as follow :

1. Alamlddin joint Secondary school Aljzari.
2. Alfagosa joint Secondary school Aljzari.
3. Alizarin Secondary school Aljzari.

Chapter Two
Literature Review and
Previous Studies

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Literature Review and Previous Studies

2.0 Introduction

General Background about Writing Spelling:

Corder (1981) states that Writing is skill that is required in many contexts through life for instance can write an email to afraid reflect inn what happening during the day in your personal one of the main parts of education and its necessary all business sectors however writing spelling can be clear as in many forms like asking to write essay report or ever an effective journal articles .therefore spelling is super important for everybody worker it communicate his her ideas correctly also the correct pronunciation is more important for conveying the correct meaning of the written discourse and course misspelling is obscuring the readers and the hearers to get the correct spelling of vocabularies as most essential to convey the intended meaning of the discourse so English writing system based on the relationship between the sound and symbol arbitrary not clear prelateship of one to one sound to one letter .therefore the learners always face difficulties with spelling rules .So that there are many spelling Errors are due to the rules of spelling.

2.1 English Spelling:

Corder (1981) states that Spelling is an important aspect of writing. Good spelling knowledge is engine for efficient reading and writing without doughty English spelling is a complicated matter to acquire competency in English spelling is hard for learners many researchers prove that English spelling is complex while some intellectuals argue that English spelling has irregularity through discussion of these contradictory arguments. The key terms spelling phonemes writing skills rules reforms English spelling is questionably difficult matter in which many interrelated skills such as reading and writing are involved it is probably the most irregular particular sound in certain language such as finish Spanish Italian we can usually

predict the spelling of a word from seeing the spelling as well as predict the spelling of a word from hearing it pronounced it means those languages have one to one correspondence with phonemes and letters unlike in English we cannot guess spelling from pronunciation or we predict pronunciation from spelling because English has many different ways of representing the same sound such as /k/ as sound can be spelled in many different ways.

For example Sounds represented by a letter as shown they have pronunciation.

The reasons for this irregularity are complex are largely historical.

2.2 Significance of Spelling:

Cook (1997) states that one of a very important matter to be considered with writing competency is spelling. One wrong signal caused misspelled word can change the entire meaning of sentence elaborates that of correct spelling is assignment of education spelling mistake is a solecism that betrays.

Changed into /i:/ as in seed and into the diphthong /ie/ as in word mice. some of the Latin words had also changed into English as dett became dept and inland became island in 16th century that many institutions emerged to reform spelling for example in 1833 the American phonological association recommended the implementation of the long list of new spelling .Approved by the English society and established led spelling reform associations in both countries .in 1898 thenational educational associations adopted twelve simplified spellings.in1906 simplified spelling board which published a journal named spelling time to time until1993was organized in the united states in this line American spelling reformer Noah Webster was successful in revising form like British English.

2.3 Nature of English Spelling:

Baugh and Cable (1996) mention that writing is recording of speech and spelling best combines simplicity with consistency and in alphabetical writing the same

sound is regularly represented by the character and given character always represent the same sound .none of the European languages including English fully accomplished this idea. The English alphabet comprises 26 letters including 24 separate phonemes and 14 vowels depending on various dialects which prove there cannot be correspondence between letters or graphemes and sounds (Dina and Aliand). states that the main complicity in English orthography is spelling of vowel sounds Rulings (2004) states that the same combination of letters can constructed different combination of letters can give the same sound or pronunciation in English for example in the combination of letters Ou in through loud rough famous various dangerous though enough there different pronunciation for the same combination at the same time a single long vowel phoneme can be spelt in diverse ways as in believe receive machine the same diversity in consonant is very confusing to the language learner for instance the k is represented by(k c ck ch) depending on where it occurs in the words as in kite cat duck charismas china check cotton chalk child chapter cheese king chair . Pronunciation as in the example ghost town enough rough light slight sight night .English has dozen spellings for sounds she for ex shade she sheet issue education formation...In addition English has more phonemes than graphemes such as s ex safe sad seed sleep Sudan. The way word is stressed is another characteristic of the difficult English spelling. in both words courage and courageous the initial spelling is the same but there are not pronounced in same way an important factor affecting spelling accuracy of learners is that since the 15th century the pronunciation of spoken English has undergone substantial changes for instance although English does not have the pronunciation of initial k sound or internal ch sound letters .as spelling of written English was largely fixed in the form that was used when printing was introduced English spelling has many homophones are like the word which have more than one meaning example bank-bat-pupil-.

2.4 Spelling Variations between British and American

Yule (2006) states that English is West Germanic language originated from the Anglo Frisian dialect brought to England by Germanic invaders and settlers from various parts of what is known as North West Germany and the Netherlands. it began the language of ruling power through series of incidents for long period in England .then it was it was spread all over the world due to several reasons therefore there are varieties of the English language such as British English RP (Received Pronunciation) American English Australian English Indian English srilankan English etc.. further there are several dialects in each country which vary from states to states and province among them some of them are standard variety to each variety concerning the spelling both British and American English spelling are accepted by all in the case of srilankans .

In development of spelling Webster as dissatisfied with English school books.

2.5 History of English spelling:

Noah Webster (178-1843) states that There was no particular spelling pattern pertaining to English before the printing machine was invented spelling varied from writer to writer according to their education and temperament ex sir Johnson cheke has system of spelling but it was not the of his contemporaries the English spelling developed along the and Award Philips. Even though there was concern regarding standard Spelling.

Readers will have thought of different sounds: some of you will have thought of the [] sound, the first one in centre; others will have thought of the [k] sound, the first one in centre [k}.

2.6 Sounds and Symbols

Back to the sounds VS

Hancock, Beverly (2009). States that Letters problem. There's actually no particularly simple way, then, to represent sounds y simple way, then, to represent Sounds on then, to represent sounds on paper y sound y simple way, to help in this though specialists in linguist. To help in this, though, specialists in linguistics have devised some extra symbols like { ics} have devised some extra symbols like { ě, ê, š, í, λ, χ,} and so on, which you may have already seen in our word comparison tables. Here we write these special sound symbols ('phonetic symbols') always [like this], inside [brackets] and in green ink. If you want to hear recordings of exactly which sound each symbol represents, we have a useful table of them all if you click here but then please be patient for a minute while the e sound files load in your computer. Those symbols are for sounds, then. When writing, though, in practice there's actually no point even trying to write all the different sounds that you get in different regional accents. When you write Spanish you always spell cerveza and llámame, wherever you come from, and whatever exact sounds you pronounce in your particular region. So special phonetic symbols are not to be used for everyday practical spelling, but only if for some special purposes we want to show more exactly how a exactly word is pronounced in one particular region, so [] and [λ ámame] for the pronunciation in Cuzco, for example but] or [yámame] for most of Spain. Notice this important difference then: spellings are not sounds, so we use normal purple letters inside little arrows for spellings, and green symbols inside brackets [] only for very precise pronunciations. Spellings are not sounds, so we use normal purple letters inside little arrows for spellings, and green symbols inside brackets [] only for very precise pronunciations. For most of Spain. Notice this important difference then: spellings are not sounds, so we use normal purple letters

inside little arrows for spellings, and green symbols inside brackets [] only for very precise pronunciations .

2.7 Phonetic Patterns in vowel Substitution Errors in Texts Written By Persons with Dyslexia

Peddler,(2007) or word processors (Gregory, Dickinson, MacAfee, & Andresen state that The analysis of spelling errors produced by persons with dyslexia provides several Kinds of relevant information, both from a theoretical and from an applied perspective. These errors have been traditionally studied considering only the graphical Representation of the language. Since orthography is, to a certain extent, a the phonetics and the phonology of a language, it seems that an reflection of Approach to spelling Errors considering their relationship with the phonetic values associated to each grapheme. In this work we present an attempt to analyze vowel substitutions found in a corpus of Spanish texts written by children with dyslexia, taking into account the phonetic of nature of the errors.

2.8 Analysis of omission students in English writings:

Imam Mohammed Bin Saud (2013) Saud University States that writing skill is not something that can be taken for granted by teachers. It is Normal for students to make mistakes at the beginning but efforts Should be made in order to prevent them from Continuing the same mistakes or errors. Some differentiate mistakes from Errors with many reasons but in this Paper they are treated the same and are generally treated as grammatical problems Faced by the students. Corder in Errors with many reasons but in this Ellis (2008) maintains that an error is a deviation in learner Language which results from lack of knowledge of the correct rule. Therefore, error becomes common phenomena produced by Students in written forms. Patel (2015) argued that learners commit errors either because of inappropriate knowledge or false Knowledge in the target language and learners

needs to write correct sentences in English in order to convey their Messages effectively to the readers. Related to this explanation, the writer's Maintain that learners have to understand grammatical sentences when writing. Moreover, Mbau stated that grammatical sentence means that the sentence should follow the rules of the language (2014: 2). Based on this, the w Rriters argue that in forming a sentence, Students must pay attention to subject and verb agreement. In writing Students must pay attention to subject and verb agreement. In writing , different tenses have different rules so the Use of verb will be changed according to subject. Learners especially English students have to comprehend the Rules well. If the students lack of conceiving the explication, it can cause errors of grammatical sentences dealing with subject-verb agreements. It can happen in a simple sentence like She run to the jungle instead of She runs to the jungle. In present tense context. Therefore, learners have to understand the rules to make. a correct sentence because learners at the beginning often make errors related to this. Experts believed the importance of grammar also play role in achieving learners' Educational and professional goals (Baleghzadeh & Gordani, 2012). In learning English, there are four types of proficiencies, they are listening, reading, speaking and writing. Therefore, the importance of grammar will give many benefits that will encourage the knowledge of the students who are learning to faster their skill about English especially in writing correct sentences.

2.9 Types of Ambiguity Syntactic and Semantic

Introduction:

In studying conducted by Lolo Al Sadoun dr. Mohammed (2013) Al Rashed Imam Mohammed Bin Saud University. He states that Every

language is structured at various levels , such as lexical, phonological, syntactic morphological, and discourse levels. Ambiguous information can occur at any given point in a sentence . The term ambiguity is used to describe a word, a phrase or a sentence with a multiple meanings. (Fromkin, Rodman, Hyams . 2007). There are two types of ambiguity syntactic and semantic ambiguities . Syntactic ambiguity is the phenomenon in which the same sequence of words has two or meanings due to different phrase structure analysis . Semantic ambiguity is a word that has more than one meaning. Ambiguity is one of linguistic expressions so, it is not something people should avoid it because has its importance in several fields such as humor and advertising.

2.10 Syntactic ambiguity Syntactic ambiguity lexical ambiguity:

has three names grammatical , structural or syntactic ambiguity . It is the phenomenon in which the same It is very complicated . It is not clear what 'it ' is referring to in the sentence . So, it must be more illustrated in the sentence. Second reason, is to use coordination structures that links between two or more elements . As what Taha claims, determiners would disambiguate the meaning, can cause confusion between grammatical classes , or, in other words, can result in structural ambiguity.(1994). For example, doctor examined old men and women at the hospital. The phrase "old men and women" is a structural ambiguity in which whether the old men and old women are examined by the doctor or he old men and women of any age only . The phrase can be group into two ways. First, the old men and women. Second , the old [men and women], and

they are both correct according to syntax rules. In order to solve this confusing of having more than one meaning, linguists use tree diagrams to represent the hierarchical organization of words and sentences to illustrate and represent the internal structure of complex words and sentences. So, the sentence, the doctor examined old men and women at the hospital, can be explained by another example is, he worked when women didn't work very much and never got married. (language log, 2009, Liberman). The ambiguity happened because of the coordination (and). Whether she worked at the time when women did not work so she never got married as in (a) Or, she worked at the time when women did not work and did not get married as in (b). Or, she worked at the time when women did not work and did not get married.

2.11 Previous Studies:

In a studying conducted by Kajsa Olsson 2010 Students learning style and spelling ability at Swedish upper secondary school. He used questionnaire as data collection he investigated that the students of lower school there was a connection between learning style and students ability. There researcher also find that students have lack knowledge with English consonants signs. Also vowels sound. Also another studying conducted by Porter. M.C 2003 spelling attitudes abilities of secondary schools students Rowan University. He used test and survey as data collection. He find that students have problem sounds .The relation between the previous study and the present studying all of them the studies seek investigation in student's problems. Recent studying conducted by Dr Ali Ahmed Feudal Benyo 2014 spelling problems adults at university of Dongal university faculty of Humanity he used as data collection for his studying the relation between studies both of them searched in spelling.]Another recent studying conducted by Juilous Boras 2003 spelling development comparative studying grade seven children of adult's learners. University of Lethargies. He used attest and survey as data collection he find that there were different between grade seven and adults. Students ignore the basic spelling rules. The relation between the studies is both of them search in spelling. Recently studying conducted by Selah ALBusidi 2016 English spelling errors made by Arab speaking students. He used test as data collection .he find that Arab students have problem with sounds which were not exist in Arabic language caused to them a problem in English.

Chapter Three

Methodology

Chapter Three

Methodology

3.0 Introduction

In the present study the researcher uses a descriptive analytical approach . He uses teacher's questionnaire and students test as instruments .

3.1 Population of the Study

In the present study the researcher takes a population from three secondary schools he chooses a group of 100 students as data collection and 20 teachers for a questionnaire.

3.2 Sample of the Study

The present study takes randomly a group of ten students as data analysis:-

Teachers questionnaire.

Students test .

3.3 Study Instruments:-

3.4 Teachers Questionnaire

In the present study the researcher chooses 20 teachers as data collection for the population from different levels of education. They work in secondary schools and basic schools and universities teachers have to complete questionnaire which it contains ten statements with answers contains five multi answers which are strongly agree and agree / neutral/strongly disagree / disagree .

3.5 Students Test:

A researcher prepares a test for data collection and the test contains of fifty words prepared as test the areas of difficulties to the students of third classes and they are asked to spell these words which are numbering from one till the number fifty one the teacher pronounced the word two twice and even there is written meaning on the another column as to help in spelling . The students do the test with helping of their teachers to pronounced to them the word twice .

3.7 Data collection and procedures:

3.8 Data Analysis:

A researcher prepares a test which contain of 50 words for spelling to investigate their ability on spelling and check the real levels on English spelling he supposes in the hypotheses which it mentions that students have lack knowledge with English spelling rules. He uses to pronounce words twice as to be spell by the students. More over the researcher prepares teachers questionnaire as know students areas of difficulty in English spelling the questionnaire contains of statements with multi choices answers as strongly agree with the statements or disagree or neutral or agree or strongly disagree .

Chapter Four

Results and Discussion

Chapter Four

Data Analysis and Discussion

Results of Students Test and

Teachers questionnaire

4.0 Introduction:

Findings spelling students test and teachers questionnaire

According to the results of student's test results for students of secondary school students of third classes there number were 100 there only 4 students succeeded in the spelling test.

Table (1) statement: complete

Options	frequency	Percentage
Succeeded	7	7%
Failed	93	93 %
Total 100	100	100%

The students ignored the sounds of English as it showed in their written test for example in a word complete they do not know that the letter C have different sounds like /K/ and /S/ they used to spell it as a letter K only so the word comes as Complete .In other side as most of them omit out the E at the end of the same word they written it as [-komplata- camplat- kamplete- Komplet].

Table 2 statement: General

Options	frequency	percentage
Succeeded	3	3%
Failed	97	97%
Total 100	100	100%

The written statement shows that students omit the letters E A as it omitted in spelling of the word general so they spell it as { janarl- gnarl-gunl-Gnr1} this shows their weakness in English spelling .

Table3 statement: Extra

Options	frequency	percentage
Succeeded	14	14%
Failed	86	86%
Total 100	100	100%

Students committed a mistake in spelling of the word extra they spell it as Ekstra spell the letter X as it pounced as the sound /K/ that shows they do not even know the simple rule which the knowledge with English alphabets.

Table 4 statement: Group.

Options	frequency	percentage
Succeeded	13	13%
Failed	87	87%
Total 100	100	100%

Secondary school students have clear mistakes in English letters.

More over students cannot spell a word consist {P or B} when they ask to spell them they mix between p and b as it pounced so for example they spell the word Group as Groub beside their mistakes in vowels letters {OU} the try to across them so they spell the word for second time for example as Grwp or make two vowels as Groop or Gruup].

Table 5 statement full:

Options	Frequency	Percentage
Succeeded	37	37%
Failed	63	63%
Total	100	100%

The statement results show that students have clear misspelling specifically in the area of vowel letters they cannot understand how to spell words with vowels letters as Full they spell it as[Fool /Foal/Fal/Fol/fall] that shows their area of weakness within vowels letters and the sounds during spelling process.

Table 6 statement Rule

options	Frequency	Percentage
Succeeded	11	11%
Failed	89	89%
Total 100	100	100%

Third class students used to spell word such as rule they spell it as {rool/roel/roal/rol/rral/raul/} that show their lack knowledge with English sounds if there are short sounds and long sounds and diphthongs sounds so they committed mistakes in this area.

Table7 statement Rich:

Options	frequency	Percentage
Succeeded	11	11%
Failed	89	89%

The table above shows that students have not knowledge with English replacement for some letters as in example the word Rich when they change to become compound letters Ch this spelling rules shows that the letters sometimes spell like { Sh /tsh/j/ they write it as ritch/ritsh/rish/rash}.

Table 8 statements pray:

Options	frequency	Percentage
Succeeded	25	25%
Failed	75	75%
Total 100	100	100%

The results show that the students unable to spell consist vowels letters such as the word pray they use to spell it as prey as most of them omit out the letter y at the end of it.

Table 9 statement Bird:

Options	frequency	Percentage
Succeeded	12	12%
Failed	88	88%
Total 100	100	100%

Students use to spell a word such bird spell it as[baird/berd/bard/bed/]these mistakes come out as result of their lack knowledge with English letters and sounds as most of those students cannot differentiate between letters (i/e/a).

Table 10 statements Half:

Options	frequency	Percentage
succeeded	12	12%
Failed	88	88%
Total 100	100	100%

The table above shows that students of third class unable to spell word such as half which consist the letter f at the end they spell it as have/ as most of them spell it as [haf/ hef] even as many omit the silent letter l at the middle of the word this shows the they have an area of weakness with silent letters in the middle of the words.

Table11 statement Rain:

Options	frequency	Percentage
Succeeded	26	26%
Failed	74	74%
Total 100	100	100%

Secondary students spell the word such as rain they spell it as{ rin /rein/ran/rran/raan/ruan/} they have misspelling in vowels /a-i) .

Table12 statement Drawing

Options	frequency	Percentage
Succeeded	3	3%
Failed	97	97%
Total 100	100	100%

The table shows that the results of the statement of a word drawing students spell it as : [during/droning/droning/doing/doeroeing/] that means they don't even know even the pronunciation of the word if it have vowels letters or consonants letters.

Table 13 statement Meet:

Options	frequency	Percentage
Succeeded	32	32%
Failed	68	68%
Total 100	100	100%

The majority number of them spell it as {maet / vowels meat/met/mait/ } some of the use to change the letters at the middle of the word meet by /e/or /a/ or sometimes /i/ this refer to their lack knowledge if there words have two vowels in the middle of it.

Table14 statement Blackboard:

Options	frequency	Percentage
Succeeded	2	2%
Failed	98	98%
Total 100	100	100%

They spell the word such as blackboard spell it as{ blacpord/ blakpourd/bord/ blakport } .

Table 15 statement Great:

Options	frequency	Percentage
succeeded	15	15%
Failed	85	85%
Total 100	100	100%

Students use to spell the word great as{ graat/ gert grad /grat /gred/} .

Table 16 statement Burn :

Options	frequency	Percentage
succeeded	2	2%
Failed	98	98%
Total 100	100	100%

The frequency of shows that the number of students whom were succeeded only two students they spell the word burn as[bearn/beirn/berieen/barn/barnd/brune].

Table17 statement Move:

Options	frequency	Percentage
Succeeded	28	28%
Failed	72	72%
Total 100	100	100%

Table 18 statement Specialist:

Options	frequency	Percentage
Succeeded	0	0%
Failed	100	100%
Total 100	100	100%

Students use to spell th\e word such as specialist spell it as[espahlest /sphlist /easpashlis /]they ignored the sounds of English and the replacement of the letters [/cai/ they pronounce as sh /ch] .

Table 19 statement line:

Options	Frequency	Percentage
Succeeded	15	15%
Failed	85	85%
Total 100	100	100%

The result of frequency for the statement line the students spell the word as lain [/laun/liyn/leng/lan/] this refer to their weaknesses with even simple words in spelling process that effect on their writing skills.

Table 20 statement Buy:

Options	frequency	Percentage
Succeeded	9	9%
Failed	91	91%
Total 100	100	100%

The table above shows that the secondary school students were committed mistakes even in common words such as buy they spell it as [bay/bai/bay/baiy/baie/]their weakness is quite clear in the vowels letters whether in the middle or at the end of words .

Table 21 statement fly:

Options	frequency	Percentage
Succeeded	23	23%
Failed	77	77%
Total 100	100	100%

The table above shows that students spell the word fly as example [fuly /flay/flui/fliu/] they ignore that letter y at the end of word .

Table22 statement Heart:

Options	frequency	Percentage
Succeeded	4	4%
Failed	96	96%
Total 100	100	100%

The table above shows that secondary school students they spell the word Heart as for examples hart/hard/hrat they try to spell it as in written models this shows their clear weakness in spelling.

Table 23 statement Darkness:

Options	Frequency	Percentage
Succeeded	11	11%
Failed	89	89%
Total 100	100	100%

The table above shows students their misspelling in the example as the word darkness they spell it as examples[darkneis/darkenens/darknis/darcnes/] they have problematic area with double consonants letters even in the middle or at the end.

Table24 statement Revision:

Options	Frequency	Percentage
succeeded	8	8%
Failed	92	92%
Total 100	100	100%

The frequencies show to us that the students have a real problem in English spelling they spell the word revision as in examples

[reefegan/revgan/rvgen/refgan/] they could differentiate with{ V and F} also here is a problem with affixes the suffix /ion/at the end.

Table 25 statement Alone:

Options	frequency	Percentage
Succeeded	19	19%
Failed	81	81%
Total 100	100	100%

The table above shows that students use to spell the word Alone as in example {alon/aloon/alwan/aleon/}as it mentions the vowels letters is real problem for those students.

Table 26 statement Famous:

Options	frequency	Percentage
Succeeded	7	7%
Failed	93	93%
Total 100	100	100%

The table above shows the students spells the word famous they spell it as in examples{ famas/famos/famsfemaus/fumes/fums/} the suffix at the end of the words become real problem for them.

Table 27 statement :Growth

Options	frequency	Percentage
Succeeded	2	2%
Failed	98	98%
Total 100	100	100%

The table above shows that students have lack knowledge with compound letters such as/ th / they cannot spell the word such as Growth they spell it as in examples {guwos/gros/goros/grooz/goroas/groos} they real have weakness in the English sounds.

Table 28 statement wrestling:

Options	frequency	Percentage
succeeded	4	4%
Failed	96	96%
Total 100	100	100%

The table above shows students ignore how to spell a word such as wrestling they spell it as { rsenig/wrasling/wrlng/waslng} their weakness in the area of silent letters even in the beginning of the word.

Table 29 statement Success:

Options	frequency	Percentage
Succeeded	2	2%
Failed	98	98%
Total 100	100	100%

The table above shows students how they have a clear weakness in spelling with letters such/c/ the do not know if there another pronunciation for this letter as itb clear in the word Success they spell it as { sksc/sakses/sxsas }/.

Table 30 statement Boil:

Options	frequency	Percentage
Succeeded	16	16%
Failed	84	84%
Total 100	100	100%

The table above shows students spell the word Boil as { bouel/boel/boual/boll/bwll/ } this shows that students have problematic area in vowel letters.

Table 31 statement Using:

Options	frequency	Percentage
Succeeded	7	7%
Failed	93	93%
Total 100	100	100%

The table above shows that students sometimes in spelling some words such as using which consists of many different sounds the try to avoid it in spelling – empty place cannot even spell it other students spell it as : { uthing/uosing/uothing/uozeng/uazeng }.

Table32 statement productive

Options	frequency	Percentage
Succeeded	7	7%
Failed	93	93%
Total 100	100	100%

The table above shows that students have spelt the word productive as [protactef/prdktf/brodakef] the examples show that the students have lack knowledge in how to spell a word with { V - F }.

Table33 statement Active

Options	frequency	Percentage
Succeeded	23	23%
Failed	77	77%
Total 100	100	100%

The table above shows that students have real problem with the letter /C/ they always spell it as K as in examples

{Aktav/aktef/aktatf/aktf}/.

Table 34 statement Here

Options	frequency	Percentage
Succeeded	7	7%
Failed	93	93%
Total 100	100	100%

The table above shows that students cannot spell the words with vowels letters such as in the word Here they spell it as : { Hyaya/Hya/Heu/Heua/hea/Hiya/Hia }.

Table 35 statement Summary:

Options	frequency	Percentage
Succeeded	6	6%
Failed	94	94%
Total 100	100	100%

The table above shows that students spell the words such as summary the use to spell it as : {sammari/sumarey/smare/sammry/smre/smry} here in this examples students have clear weakness in spelling.

Table 36 statement Verbs:

Options	frequency	Percentage
Succeeded	25	25%
Failed	75	75%
Total 100	100	100%

The table above examples show student use to spell a word such as in example :

{Varbs/varps/varas/verbes/ virps/} this examples show the real weakness in spelling .

Table 37 statement Development:

Options	frequency	Percentage
Succeeded	3	3%
Failed	97	97%
Total 100	100	100%

The table above shows that students spell the word Development as : {davalpment/defalpmant/deblapmnat/dflamat/delabmant/} they have seen that students really have confusion with the letters F/Vthe cannot write words which contain they have ignore the English sounds as it shows in example above.

Table 38 statement Correction

Options	frequency	Percentage
Succeeded	4	4%
Failed	96	96%
Total 100	100	100%

The table above shows that Students use to spell a word correction as: {Corcshan/crachin/crakan/ } non of them can spell the word in correct way. This show also their lack practice in spelling.

Table 39 statement Words

Options	frequency	Percentage
Succeeded	20	20%
Failed	80	80%
Total 100	100	100%

The table above shows that students spell a word such as: Words they spell it as {wards /warts/wars/worts/wordes }this show that those students have not know even the basic spelling rules .

Table 40 statement Colors /Colors:

Options	frequency	Percentage
Succeeded	9	9%
Failed	91	91%
Total 100	100	100%

The table above shows that students spell the word Colors as : {clerses/colurs/calars/calrs/clars/klars} this show how long those students are weak in English spelling.

Table 41 statement Violence:

Options	frequency	Percentage
Succeeded	0	0%
Failed	100	100%
Total 100	100	100%

The table above shows that students use to spell a word such as :
Violence spell it as { voilants/vainlens/valenes/vaulens/vaulns/valuns }.

Table 42 statement Favorite:

Options	frequency	Percentage
Succeeded	0	0%
Failed	100	100%
Total 100	100	100%

The table above shows that students all the examiners were in the same level of UN ability in writing correct spelling as all of them they failed to spell the word Favorite even with it two options American and British.

Table 43 statement Treasure:

Options	frequency	Percentage
Succeeded	1	1%
Failed	99	99%
Total 100	100	100%

The table above shows that students failed to spell the word treasure in correct way so they spell it as : { trusuor/teragca/terege/traga/trege/traga/} they failed in spell it.

Table 44 Statement Thirsty:

Options	frequency	Percentage
Succeeded	3	3%
Failed	97	97%
Total 100	100	100%

The table above shows that students failed to spell the word thirsty they spell it as : {tharst/thsruste/therstey/thraste/thras/} these results show that students have real weakness in spelling.

Table 45 statement Duties

Options	frequency	Percentage
Succeeded	2	2%
Failed	98	98%
Total 100	100	100%

The table above shows that students spell the word Duties as : [detis/deuteis/dutees/duotis/deytz/dytaz/}dotes the spell it as omitted the vowel letter u.

Table 46 statement Agricultural:

Options	frequency	Percentage
Succeeded	0	0%
Failed	100	100%
Total 100	100	100%

The table above shows that the students were misspell with the word agricultural they spell it : [agrklshral/agrekalan/] as most of them do not even write the word .

Table 47 statement Return:

Options	frequency	Percentage
Succeeded	3	3%
Failed	97	97%
Total 100	100	100%

Students spell the word return as : [ratarn/return/reatn/ rtarn/reterne] they committed mistakes as it mentioned.

Table 48 statement Polite:

Options	frequency	Percentage
Succeeded	8	8%
Failed	92	92%
Total 100	100	100%

The table above shows that students spell the word polite as : {pollite/pululte/polaiet/polut/polaut/polaut/polayt/plauet/pooliet/ polayt} this show their weakness in spelling.

Table 49 statement Neighbors / Neighbours:

Options	frequency	Percentage
Succeeded	0	0%
Failed	100	100%
Total 100	100	100%

The table above shows that students spell the Word neighbors spell it as : {neibors/neebrs/nebers/npars/nevars/nadrs/}these prove the students have real weak in spelling.

Table 50 statement Wednesday:

Options	frequency	Percentage
Succeeded	0	0%
Failed	100	100%
Total 100	100	100%

The table above shows students failed to spell the word Wednesday they spell it as : {wnesdy/wensdey/wanasdy/wensda/wesdey/wansday/wensday/winsdu} this show their weakness in English spelling.

4.1 Discussion and Analysis for students Test

The researcher chose randomly group of ten students as to be his data analysis for the present study as to evaluate student's mistakes and errors.

The test results show that the students of secondary schools have real weakness in even to spell simple words it shown in their attitudes in the previous test which it indicates that really have had problems with every letters of the 26 letters in English. They could not spell the words with /p/ in word complete they spell it as in /b/ complete.

Students spell words with c k and k c (c k) as in word like complete complete as in word correction spell it like korrektion .

Students have problem with e spell it as a as in word like general spell it as ganaral as in word like line spell as lan as in word meet spell as maat mat mut mot .

Difference between / p/ and / b / they spell as in the word like group spell as groub black board spell it as plak pord blak poort] .

also students have problem with vowel (y)spell as usual (I) as I the word like buy fly thirsty summary they spell as bui and spell as in word fly as fli and summary] .

Students have problem with suffix (ing) they spell the words as ng as in drawing spell it as drong drwong] .

Students have problematic with words which contain suffix like ness spell them as nes nec nis as in the word like darkness they spell like darcnec darknes darknis].

Students have problematic with words which contain suffix like ion as in the word like revision they spell it as revegen spell ion gen jen] .

Students have problematic with words which contain suffix like ous they spell it as in word like famous spell it as famas fmes famus famass they spell(ous as es

as ass us os).

Students have problematic with words which contain suffix like ment spell it as mint mant as in the word like development they used to spell it as developmint developmant].

Students have problematic with words which contain suffix like vie they spell them as(eve ave ve ife) as word productive spell it as producteve productave productfe] .

Students have problem with Silent letters (l w t d gh) as in the words like half they spell it as haf hef hav have and the word like wrestling spell it as wresling gh as in word like neighbors as spell without gh as in neibors and d as in word like Wednesday spell it as wenseday] .

They spell word as using spelled its uzing change s to z as heard it in pronunciation.

words with suffix sure spelled it as in word treasure spelled it as treaga traja trege (aga ege aja)].Also they have lack knowledge with vowels letters as a e o u I and the substitution which happen in pronunciation to them as in words like verbs spelled it as varbs favorite spelled it as fevourate words spell it as wards].

4.2 Results and Discussion For Teachers questionnaire

Table one statement : [The SPINE does not consist of spelling lessons].

options	Frequency	Percentage
strongly agree	8	40%
Agree	11	55 %
Neutral	0	0 %
Disagree	1	5%
Strongly disagree	0	0%
Total 20	20	100%

The frequency of agreement on statement one : there are 19 teachers go to disagreement with the statement with the statement is 95%.

Table two statement: [There quite little number of teachers against much classes in schools].

Options	frequency	Percentage
Strongly agree	6	30%
Agree	2	10%
Neutral	4	20%
Disagree	5	25%
Strongly Disagree	3	15 %
Total 20	20	100%

The frequency of agreement on statement two 8teachers go to Agree (40%) is similar to disagreement 8 teacher's percentage about (40%).

Table three statement: [The time of the lesson was not enough for the lesson].

Options	frequency	Percentage
Strongly agree	3	15%
Agree	7	35%
Neutral	5	25 %
Disagree	4	20%
Strongly Disagree	1	5%
Total 20	20	100%

The frequency of agreement on statement (3) 10 teachers and the frequency of disagreement 5 teachers

The percentage is about (50%).

Table four statement: [Teachers think that their role is to make students just pass the exam].

Options	frequency	Percentage
Strongly agree	4	20%
Agree	8	40%
Neutral	3	15%
Disagree	4	20%
Strongly disagree	1	5%
Total 20	20	100%

The frequency of agreement on statement (4)12 teachers and the frequency of disagreement 5 teachers the percentage of agreement is about (60 %).

Table five statement: [Most Teachers find difficulty to follow every student in the class].

Options	frequency	Percentage
Strongly agree	6	30%
Agree	7	35%
Neutral	2	10%
Disagree	4	20%
Strongly disagree	1	5%
Total 20	20	100%

The frequency of agreement on statement (5) thirteen teachers and the frequency of disagreement seven teacher's percentage of agreement for the statement is about 65 %.

Table six statement : [Most students afraid of doing the spelling test].

Options	frequency	Percentage
Strongly agree	11	55%
Agree	7	35 %
Neutral	0	0%
Disagree	2	10%
Strongly Disagree	0	0 %
Total 20	20	100%

The frequency of agreement on statement (6) support eighteen teachers and the frequency of disagreement two teachers. Percentage of agreement for the statement is support 90%.

Table seven statement : [Most students consider English an extra subject].

Options	frequency	Percentage
Strongly agree	7	35%
Agree	8	40 %
Neutral	3	15%
Disagree	1	5%
Strongly disagree	1	5%
Total 20	20	100%

The frequency of agreement on statement (7) support fifteen teachers and the frequency of disagreement five teachers.

Percentage of agreement or the statement is support by 75%.

Table Eight statement [Students use to share spelling test together in the class].

Options	frequency	Percentage
Strongly agree	9	45%
Agree	8	40%
Neutral	1	5%
Disagree	2	10%
Strongly disagree	0	0%
Total 20	20	100%

The frequency of agreement on statement (8) support seventeen teachers and the frequency of disagreement three teachers.

The percentage of agreement for the statement is about (85%).

Table nine statement : [Most of students ignore the importance of correct pronunciation].

Options	frequency	Percentage
Strongly agree	12	60%
Agree	7	35 %
Neutral	1	5%
Disagree	0	0%
Strongly disagree	0	0%
Total 20	20	100%

The frequency of agreement on statement (9) support nineteen teachers and the frequency of disagreement one teacher.

The percentage of agreement for the statement is about (95%).

Table Ten statement: [Most students have lack motivations at study English].

Options	frequency	Percentage
Strongly agree	7	35%
Agree	11	55%
Neutral	2	10%
Disagree	0	0%
Strongly disagree	0	0%
Total 20	20	100%

The frequency of agreement on statement (10) support eighteen teachers and the frequency of disagreement two teachers

The percentage of agreement for the statement is about (90%).

Chapter Five
Conclusion ,Main Findings and
Recommendations , Suggestions for further Studies

Chapter Five

Conclusion ,Main Findings and Recommendations , Suggestions for further Studies

5.0 Introduction:

In this chapter the researcher shows the results of the present study which has come from the analyzing the data collection in chapter four for students test and teachers questionnaire. The analysis of the two data's s their results have been shown in chapter five as to be the results of the present study as to help in making recommendations and suggestions for the present study depended on the elements of students test results and teachers questionnaire results the conclusion for the study as prepared and it has been analyzed in chapter four.

5.1 Summary of the Study

In this chapter the researcher prepares his main findings of study and recommendations and suggestions for further studies and the Bibliography.

5.2 Main Findings of the Study

The present study has found that after analyzed for the students test in English spelling in chapter four and the teachers questionnaire the researcher has investigated that according to the results and results of teachers questionnaire he investigated that the students of secondary school their problems in:

1. Students have areal problem in English sounds .
2. They have a problem in English letters(alphabets).
3. They have problems in compounding letters.
4. Also they have problems in silent letters.
5. Also students have a problem with Affixes.
6. Also they have a problem with process of Elision.
7. They ignored the process of replacement.

8. They could not recognize English Alphabet.
9. They have a problem with words have double consonants and double vowels.

5.3 Recommendations of the Study

1- A researcher recommends that students should learn a language from native teachers (native speakers).

Also recommends that English lessons should be with modern technology as a computer assisted language (videos – Audios – Films – Plays).

2- Also researcher recommends that students should have Journeys to foreign countries e.g. (America – British etc).

3- The researcher recommends that the students of secondary school should have taught a syllabus which contains spelling rules in clear ways.

4- Also students should have quiet knowledge with the English skills the four skills each skill has a different exam.

5- The researcher recommends that students should have dictionaries as to help them to study English.

6- The researcher also recommends that they in a very needed to know about school's library.

5.4 Suggestions for further studies:

- ❖ English language sounds.
- ❖ English language alphabets .
- ❖ English Hand Writings skills.
- ❖ English Compound letters.
- ❖ The Variations between English and British English .
- ❖ The English pronunciation VS Arabic.
- ❖ The Omission in English and ambiguity.
- ❖ The Replacement and substitution and insertion in English.

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Appendices

Teachers questionnaire and Students Test

Teachers Questionnaire

Students Test