

Spelling Difficulties Faced by Learners of English as a Foreign Language

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Abstract

Students can neither spell nor write 'error-free' sentences, according to teacher's feedback. There has been a big outcry in the field of English language learning about the 'poor levels of proficiency in English' or 'the poor standards of English' among students, particularly at undergraduate level. Recently, there has been an increasing interest in English spelling error recognition and English spelling difficulty situation among Indian learners. Spelling has captured many researchers' and teachers' attention. Writing reflects thinking, creativity, and meaning-making, sharing, and complementing other modes of communication. Spelling, grammar and punctuation usage are visible indicators of written text quality. The aim of this study is to investigate the most common spelling difficulty patterns among the students of Andhra Pradesh of India. In an effort to explore spelling difficulties, the participants had a dictation test using different types of words. Then, they are analyzed to explore the most common spelling difficulties of the students. Preliminary results indicate that substitution is the most common type of spelling error/difficulty. The paper goes on to advocate the recognition of spelling errors, teaching of spelling, and the inclusion of a contrastive analysis approach in the pedagogy of the English language course for EFL students, and for the Andhra students in particular. This paper presents a study in which the researcher examined spelling mistakes made by 150 Learners of English in a dictation conducted by a researcher. The students were given 30 English words for dictation and analyzed subsequently and the difficulties/errors were classified into four types: (a) Insertion (b) Substitution (c) Omission (d) Transposition, she also determined the kinds and frequencies of errors that can occur. Results indicate that most of the spelling errors are substitution and omission errors. Moreover, students have a problem in using actual words in their writing. The researcher suggests strategies, which support teachers to help their students to be good at spelling that lead to write correct sentences, such as doing more practice in spelling to get a better understanding of spelling.

Keywords: spelling difficulties, omission error, substitution error, insertion error, addition error, transposition error.

1. Introduction

Spelling is forming words with the correct letters in the correct order. Around Shakespeare's time, the spelling of most English words was mostly phonetic. Some words are spelt differently in American English and British English. In British English the letter 'U' is inserted in honour whereas in American English we didn't insert 'U' is not used in writing honor. Many intelligent people struggle with English spelling, while others will find it comparatively easy to learn. Learning to spell correctly requires remembering numerous unusual and peculiar spelling forms. Latin and Greek words play some role in spelling pattern and in Greek it is found that 'phi' spelt with a 'ph' rather than an 'f' in philosophy and physics. A silent 'b' is added to write words like debt and doubt which are derived from Latin words debitum and dubitarer. A silent 'c' is intruded into scissors on the basis of Latin word 'scissor'. 'l' is introduced into salmon (Latin salmo), and a silent 'p' is incorporated into receipt on the basis of Latin word 'receptum'. (Simon Horobin, 2016). There are a few thumb rules that can help to write a sentence with correct spelling (Simon Horobin, 2013).

Approaches to spelling

There is irregular relationship of letters and sounds. In the field of teaching spelling, there are some approaches called the Whole-language Approach, the Phonics Approach, Invented Spelling, Traditional Approach, and Morphemic Approach.

The Whole Language Approach

According to this approach, learning can occur only with frequent exposure to the language (Hughes (1972), Hoffman (1990)). This approach consists of learning vocabulary/spelling of language through visual materials like flashcards, context of communicative writing and reading interactions between children and adults.

The Phonics Approach

According to this approach language learners are guided to understand the relationship between phonemes and graphemes. Language learners will be able to acquire spelling skills when they segment the words into their phonological units (Teriman, 1994). For example, the onset in the Word 'three' is 'th' while the rhym is 'ree'.

The invented spelling

According to this approach language learners are asked to understand the relationship between the letters and the sounds. Invented spelling is based on the learners' phonemic knowledge and on the belief of natural learning. (Lutz, 1986).

Traditional Approach

According to this approach language learners are expected to focus on memorizing the spelling of words of different kind. Learners are given a number of words every week and they have to practice and spell them correctly. The teacher's role is to correct their spellings, learners are asked to write the correct spelling of the misspell word more than once. (Turbill(2000)).

Morphemic approach

Many English words are generated by following a set of rules for mixing morph graphs (Simonsen et al, 2001). These morph graphs are referred to the affixes that are added to the words (i.e. prefixes, suffixes, infixes, and the root). For example, the word 'recovered' has the prefix 're', the suffix 'ed' and the root 'cover'.

2. Objectives of the Study

The main goal of this study is to determine students' spelling errors, to classify the errors committed by MCA and MBA students at a technical college of Technological University in Andhra Pradesh into four main categories and recognizing their spelling difficulties. In this connection, the present research aims at achieving the following objectives. 1) to identify, classify and analyze the most common types of spelling errors in English Language committed by Telugu speaking students in their English language writing. 2) to find out the causes that lead to the problem of misspelling, and to suggest a suitable solution for the same. 3) to find out the most common errors in students' English writing. 4) to find out the most common difficulties in students' English writing.

3. Questions of the Research

This study aims at investigating the common spelling errors committed by English students at the Technical College and identifying their spelling difficulties.. Hence, the study attempts to address the following research questions:

1. What are the most common types of spelling errors committed by Andhra English learning students in their English writing?
2. What are the reasons of the most common spelling errors that Andhra English learning students make in their English writing?
3. What are the most frequently committed spelling errors made by Andhra English learning students in their English writing?
4. What are the most frequently faced spelling difficulties made by Andhra English learning students in their English writing?

4. Types of Errors:

Typographic errors: These errors are mostly related to the keyboard, occur when the word is mistyped by mistake and therefore do not follow any linguistic criteria. Damerau's(1964) study shows that 80% of the typographic errors fall into one of the following four categories. 1.Single letter insertion; e.g. typing "pronunciation" for pronunciation 2.Single letter deletion, e.g. typing "committed" for committed 3.Single letter substitution, e.g. typing "desperate" for desperate 4. Transposition of letters, e.g. typing "acheive" for achieve.

Cognitive errors: These errors occur when the correct spelling of the word is not known. In this case misspelt word is the same or similar to the pronunciation of the intended correct word. "piece" for peace.

5. Spelling difficulties encountered by Telugu speaking learners

Teaching of pronunciation is not given much importance in regular Indian classrooms and the importance of native-like accent is not given due stress. One strong reason is attributed to this could be that number of students per class room which is practically impossible to address all the stake holders. This is a serious challenge in the Indian classrooms. The areas of sound relating to spoken English and to pronunciation in the Indian context needs to be seriously addressed to counter this challenge and to make native-like accent in Indian learners more plausible. The evidence of mother tongue influence on English is very clear from the spelling writing and pronunciation of learners. Generally, errors made in pronunciation are due to difference in the sound system and spelling symbols between the mother tongue and English. As a regular practice the teacher is seen as a model for correct speaking in class. The learners are expected to be introduced to the pronunciation of words in English by their teacher during the day-to-day interaction. The learners are unable to acquire correct skills in spoken English because most of the teachers are also encountered with the same problem as students used to face. It is understood that if the second language is introduced to the learners before puberty, the chances of attaining a native-like pronunciation skill is easier. This can be attained by using the mother tongue removal tool offered in good digital language lab. To reduce this problem in Indian schools, spoken English should be encouraged and promoted and sound patterns which are likely to be confused and faltered be identified and drilled. The learners should be able to practice such sound patterns over and over again using a model voice to copy.

6. Statement of the Problem

One of the most common problems is the proper production of good command of correct spelling because it is not taken seriously by most learners, many teachers and managements of government and private schools. The learner's behaviour is clearly observed in almost all students' assignments and exams. The researcher is an English language teacher at the Department of English and she noticed that most of the Telugu medium students and some of English medium students often find difficulty in spelling or pronouncing very simple monosyllabic words. Telugu medium Students in more number and English medium students in small number commit many errors when they write especially in word spelling. Spelling errors make Telugu speaking students difficult to express their ideas in writing because they cannot spell words correctly. Therefore this paper aims at an investigation of the most common spelling errors/difficulties among Telugu speaking students of English Language at the Technical college of Andhra Pradesh as well as to find some reasonable solutions.

7. Literature Review

Error analysis (EA) is a linguistic study of errors committed by language learners. Corder (1967) states that making errors indicate evidence of student learning. He (1974) states that systematically analyzing errors made by language learners makes it possible to determine weak and strong areas which are taken by teacher to concentrate. According to Weirsecsh (1991), EA is a valuable aid to identify and explain the difficulties that learners faced. Khalid M. Al-zuoud

et.al maintained that error analysis determines what a learner still needs to learn. Ancker (2000) stated that committing mistakes or errors is a natural process of learning and considered as part of cognition.

Aronoff (1978), for instance, has discussed some of the variations between British spelling and American spelling (e.g. British: colour, rumour; American: color, rumor) and declares that these differences may be a source of confusion for foreign learners. Actually ours is British pattern and there should be no confusion but however due to the influence of social media some confusion arises. The major reason he mentions for English spelling difficulty is the different sources of English language origins such as French, Germanic, Scandinavian and Romance. The invention of machines and technology in Britain also led to the emergence of new technical terms which were mainly a mixture of Latin and Greek origins. Emery (1997), Al-Jabri (2006), Al-Hassan (2006) Al-Jarf (2008), and Vaddapalli(2012), have published their work on errors and classifying errors. Al-Jabri (2006) suggests a systematic study of spelling in which learners are explicitly taught the differences between English and Arabic spelling system. According to them most of them are similar to the one presented by Cook. Indeed, even though previous research has highlighted the importance of learning to spell in the first few years of formal schooling (see, e.g. Puranik & Al Otaiba, 2012), the results of this study highlight that spelling instruction continues to be important throughout the years of primary schooling. Classroom teachers often devote greater attention to identifying and correcting poor punctuation in students' written compositions rather than focusing on the assessment and explicit teaching of other writing elements. The paper of Mishra et.al. presented and discussed on a study on various Spelling Correction techniques. (Ritika Mishra, Navjot 2013). The paper of Jamal Ali Omar (2018) compares the spelling of adult L2 users of English with native L1 users. The purpose of this review paper by Dheif Allah Hussain Falah Altamimi, Radzuwan Ab Rashid, and Yasir Mohamed Elhassan(2018) is to identify the core spelling errors in Arabic and Non Arabic Contexts. Finally, suggestions are given by them were based on previous research about how to review the spelling errors in Arabic and Non Arabic contexts to identify the error and also overcome the problem through alternatives that can be implemented to create a positive impact and can be furthermore used for all types of positive learning. The objective of the study at the University of Tabuk, Saudi Arabia is to investigate the spelling errors committed by the Saudi English-major students (male) who are majoring English language at Department of Language and translation. The participants of this study included 45 male students whose first language is Arabic(Ahmed Khider Ahmed Othman (2018). So many Research papers have been published on spelling errors. Several researchers have concentrated on the analysis of spelling errors. These studies try to classify the errors made by language learners into different types to help them recognize the spelling problems more clearly. Cook (1999), has classified the errors made by English language learners

- omissions (deletions of some letters);

- substitutions (replacing one letter with another);
- insertions or additions (adding extra letters) and
- Transpositions (reversing the position of letters).

The spelling errors in the second language that often occur are caused by the distinction between Telugu mother tongue sound system and the pronunciation of English words. Particularly in the written language, many English learners of Telugu as mother tongue often make errors in spelling English words. This is because the pronunciation system in Telugu is different from that of English. The child produces words, phrases and sentences, in the “free style”. For example, a student might write “Acheive for Achieve or Aknowledge for Acknowledge

The reasons behind the students to commit the spelling errors of some words are given below.

- Acceptable - Several words made the list because of the suffix pronounced -êbl but sometimes spelt -ible, sometimes -able.
- Calendar - This word has one E sandwiched between two ‘A’s. The last vowel is A. When we pronounce calendar, it sounds like -er at the end – but the correct way to write it is with -ar.
- Existence - You won't find it spelled with an ‘A’ after the ‘T’ anywhere in existence.
- Embarrass - This one won't embarrass you if you remember it's large enough for a double ‘R’ and a double ‘S’.
- Foreign - Here's one of several words that violate the i-before-e rule.
- Independent - It ends on -ent.
- Maintenance - There are two parts in this word mainly “main” and “tenance”. Maintenance does not contain the word “maintain.” Instead, the “ai” turns to an E. it's the most frequently goggled spelling in the state.
- Memento - Well, it's from the Latin for “remember.” Memento” comes from the same root as “remember.”
- Noticeable - The E is noticeably retained in this word to indicate the C is soft, (pronounced like S). Without the E, it would be hard (pronounced like K), as in “applicable.”
- Occurrence- It is frequently confused case of double letters, and makes Britain's list of top misspell words, thanks to its double C's, double R's, and the ambiguous-sounding vowel in the last syllable. (It's an E.)
- Pronunciation - Nouns often differ from the verbs they're derived from. This is one of those. In this case, as the second ‘O’ has been dropped from pronounce to write the word pronunciation. The middle syllable in “pronunciation” is “nun.” The middle syllable in “pronounce” is “noun.” One feels like “pronunciation” should contain the word “pronounce,” it doesn't.

- Separate - A good way to remember it is that there's "a rat" in "separate." We actually usually pronounce this somewhat like sep-rit (when an adjective) and sep-a-rate (when a verb).
- Twelfth - Even if you omit the F in your pronunciation of this word (which you shouldn't), it's retained in the spelling.
- Vacuum - You just have to remember to spell this word with two Us, unlike "volume."
- Weird - This word is an exception to the rule about I before E except after...? So, rules can be broken! That's weird!

8. Methodology

Participants and the Sampling Procedure

The study is conducted in a Technical College of Andhra Pradesh for Technical Education in Andhra Pradesh where English is taught as a foreign language. One hundred and fifty learners (males and females) from technical students (age 18) participate in the study and the participants are taking four of fifty minutes English classes per a week. The book the learners use follows British spelling system. To validate the findings of the questionnaire used in the study and get a comprehensive picture of the sources of difficulties in making spelling errors, an interview with a supervisor of English language has been conducted.

Data collection

The subjects have an oral spelling test which consists of 30 words (Table 1). The words are read to the participants three times and then at the end of the test, the subjects are given time to write the missing words. After marking the test, the errors are sorted into different types and the scores of each type are subjected to statistical analysis to get the percentage of each category. Table 2). The percentages are critically analyzed to explore the common spelling errors made by students giving reasons behind making them.

The spelling test combines both one syllable words and multi-syllable ones; some of which correspond to their pronunciation and others do not; some have double letters, some have consonant clusters and others have silent letters. The words have been chosen from the Literature and the experience of an English supervisor as they are frequently misspelt by Andhra learners

9. Results

Classification of spelling errors is a crucial step to recognize spelling problems (Williams, 1974). Accordingly, the errors found in this study are analyzed and further divided into categories which are suggested by Cook (1999). Table 2 and 3 show the number of learners who make the spelling errors in each category with an example. Table 4 shows suggested approaches for spelling error. Table 5 and figures 1 and 2 show frequency of errors based on OSIT. Figure 1 and 2 display the investigation of the common type of spelling errors committed by Andhra students which was 'substitution' (47%) followed by 'omission' (37%), Insertion (10%) while 'Transposition' was the least type of spelling errors which was 6%.

Substitution Errors

Substitution is one of the major categories of errors for EFL users replacing one letter with another single letter. Starting with vowel substitution, EFL users exchanged <e> for <i> and vice versa, as in biginning (beginning), cheef(chief), indipendent(independent), Indegenous(Indigenous). Other vowel substitutions were as follows: <e> for <a> and vice versa, Ecknowledge(Acknowledge),calendar(calendar), Desparate(Desperate), Existance(existence), Maintainance(Maintenance), Occurance(Occurrence), Saparate(separate),Buoyent(Buoyant), <a> for <o>contraversy(controversy,<sc>for<sorc >facionation facionation(fascination), <u> for <ou>humarus(humorous). As far as the consonant substitutions are concerned, the learners exchanged various pair of consonants as follows: <c> for <s> and vice versa as in controvercy(controversy).sometimes they substitute the letters in irregular and meaningless manner for example Humerious for humorous,farin for foreign,cheap for chief etc.

Omission Errors

Omission is one of the most common spelling errors in EFL learners. The most commonly omitted letters in EFL texts were<e>, <l> and <u>. First, the final silent <e> was dropped by learners; achive(achieve), forign(foreign), noticeable(noticeable), vacume(vacuum) etc. It is worthwhile that double consonants were one of the common area in which omission of different letters occurred;begining(beginning),commited(committed). Finally, the letter <u> was also dropped by learners especially when it followed <ou>; boyant(buoyant). In addition to the above common misspellings, other less common spelling errors were identified in the learners' texts. For example, omission of the letters <a>, <c>, <s>, <h>, <en>, <f>, in the following words respectively; acceptble(acceptable), embrass(embarass), aknowledge, facionation, fascination (fascination), onorariun(honorarium),maintance(naintenance),twelth(twelfth).

Transposition Errors

Among the spelling errors, a few were identified to be classified as transposition. The pair of letters that was transposed frequently were <e> and <i>. Examples of <e><i> transposition found in L2 users spelling errors were achieve (achieve), hygein (hygiene), neice (niece).

Insertion Errors

Insertions found in the texts investigated were reflected in adding silent <e>mistakenly to the words weired(weird). Another source of insertion was found in the consonant doubling, particularly in the mid and final positions; begginning(beginning). Other insertion types caused by different reasons such as breaking apart consonant clusters as in pronunciation (pronunciation), repeatition(repetition),acepatable(acceptable).

Unique Types

Other errors occurred were unique to EFL learners, they were as follows: beganning, beganing(beginning), boyent, bount, boynt(buoyant), farin, forign(foreign), humarus, humerious (humorous), highgin (hygiene), hounarorium (honorarium).

Frequency of Different Types of Errors

Table 5 summarizes the frequency with which the four types of errors listed in Table 2 occurred. There were 3283 errors in total out of 4500 words (150 learners multiplied by 30 words). Therefore, 72.95% of all the words written in the tests were incorrect. Of these, substitution errors were by far the most common, accounting for almost 47% of the total number of spelling errors. Transposition errors were the least common, accounting for almost 6% of the total number of spelling errors.

10. DISCUSSION AND INTERPRETATION

Various reasons contribute to make learners commit the spelling mistakes. The very first reason is mother tongue influence. Second reason is concentration on core subjects rather than language learning. Third reason is syllabus designing. Fourth reason is very less time giving to language learning. Fifth reason is focus on career from the childhood. Sixth reason is focus on professional courses like IIT, NEET and C.A and not bothering about language learning. Seventh reason is that English medium learners are taught lessons in Mother tongue. Eighth reason is spending less time on language learning whether it is mother tongue or English language learning. Ninth reason is not counting language marks for getting seats in professional colleges.

11. Implications and Remedial Teaching

Spelling is an essential aspect for a competent writer. Good spellers are usually most able to express their ideas and opinions while poor spellers tend to substitute the right word with another alternative just because they are easier to spell (Pratley, 1988). Poor spelling gives a bad impression of the writer as well as it causes distraction to the reader (Schonell, 1985). Therefore, it becomes essential for teachers to teach spelling in school and implement some effective spelling strategies to overcome spelling problems (Wade, 1974). Spelling should be taught like any other subject and teachers should adopt a suitable and flexible teaching method that is appropriate to students' age, ability and needs. Schonell, (1985). Cotterell, (1974), Wade (1974), Schonell(1985), Pratley(1988), and Temple (1995) have given the following suggestions.

- Long words can be broken into smaller parts or syllables to make it easier to learn and memorize, e.g. part-ic-ul-arly.
- To help keep the spelling of new words stick in the mind of spellers for a long time, learners can get use of some mnemonics (memory tricks), e.g. a piece of pie.
- Learners can keep a list of new or difficult words and resort to them from time to time to keep them in the memory.
- Learning the rules for word formation might be a great help to solve some spelling problems associated with derivation and reflection. Learners can play with the words by adding new fixes and suffixes e.g. interest, interesting, interestingly, uninteresting etc.
- Teachers can get use of dictionary to identify how a word is spelt.

The findings of the study suggest various approaches in learning spelling. The first approach is learning spelling through auditory skills. The learners write the words through hearing. This approach might be useful for some words in English like one-syllabic words that correspond with their writing (e.g. mat) which this study approves to be the less difficulty to spell. So, it is easier for them to spell words as they pronounce them. Moreover, this approach might help with words with consonant clusters such as 'modern'. However, learners have to deal with the phonological obstacle first; they have to pronounce the words with consonant cluster accurately before spelling them. In this regard, reading aloud, repetition and dictation may be efficient for such words. Repetition can also be used to discriminate between confusing vowels in English; e.g. pin, pan, pen, pun.

On the other hand, if the learners follow merely the auditory skills, then they most probably make many spelling errors. This study proves that Arab learners face difficulty in English spelling because of the irregularity of English system. For example, they will spell "office" as "ofis" and "circle" as "syrkel". Apart from making errors, this approach causes confusion to the learners when they learn English word spelling. Therefore, in such a case visual skills may help; the learners memorize the shape of the irregular spelling patterns in their minds before writing them. After visualizing the pattern to the sound, the learners may over-generalize it to other words with the same sounds; e.g. **dictionary**, **exception**, **international**, **action**, **activation**, etc. For the substitution errors, the learners need to visualize the words with the help of some activities; e.g. the use of colours or to highlight confusing vowels and letters such as **pharmacy** and **telephone**. Apart from the previous strategies, learners can follow the "rule" approach for the transposition type of errors. There are some basic spelling rules learners need to be familiar with to facilitate their spelling; e.g. i before e except for c.

12. Conclusion

One of the key challenges is to concentrate on instruction in spelling, grammar and punctuation and should be carefully balanced with other important aspects of written text creation, such as text structure, vocabulary usage and handwriting. The reasons identified imply that the learners all have instructional background. First, it seems that the learners did not have knowledge of mechanics of L2 writing. Secondly, they did not have adequate exposure to sufficient practice exercises. Finally, the learners did not pay attention to L2 writing in general and word spelling in particular because L2 writing has not been taken seriously as one of the four basic skills of language learning. Mostly the learners were influenced by mother tongue, afraid of spelling and not bothering about word spelling because core subject teachers don't take the language writing seriously in correcting and examining the miss spelt words. Out of total errors 47% are the substitution errors. One common mistake is the doubling of consonants, amounting to 16.66% of all mistakes and 37% of mistakes with omissions. Transposition of letters amounts to 6% of the total mistakes. The insertion errors are 10%. The above data indicates that there is a serious pedagogical problem and the research offers suggestions and recommendations for

language teachers, syllabus designers and language learners. The research demands L2 teachers to conduct remedial classes and exercises on spelling, grammar and punctuation seriously to solve the problem.

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Table1-Oral spelling Test

Achieve	Embarrass	Memento
Acceptable	Existence	Niece
Acknowledge	Fascination	Noticeable
Beginning	foreign	Occurrence
Buoyant	Humorous	Pronunciation
Calendar	Hygiene	Repetition
Chief	Honorarium	Separate
Committed	Indigenous	Twelfth
Controversy	Independent	Vacuum
Desperate	Maintenance	Weird

Table 2. **Number of Learners making spelling errors**

Total scripts: 150

S.NO	WORD	NUMBER OF STUDENTS WRITTEN CORRECT	PERCENTAGE OF STUDENTS WRITTEN CORRECT
1	Achieve	90	60.00
2	Acceptable	120	80.00
3	Acknowledge	108	72.00
4	Beginning	38	25.33
5	Buoyant	1	00.67
6	Calendar	27	18.00
7	chief	73	48.67
8	committed	68	45.33
9	controversy	32	21.33
10	Desperate	34	22.67
11	Embarrass	09	06.00
12	Existence	68	45.33
13	Fascination	15	10.00
14	foreign	83	55.33
15	Humorous	21	14.00
16	Hygiene	18	12.00
17	Honorarium	17	11.33
18	Indigenous	15	10.00
19	Independent	122	81.33
20	Maintenance	49	32.67
21	Memento	4	02.67
22	Niece	26	17.33
23	Noticeable	26	17.33
24	Occurrence	35	23.33
25	Pronunciation	15	10.00
26	Repetition	34	22.67
27	Separate	58	38.67
28	Twelfth	1	00.67
29	vacuum	1	00.67
30	Weird	09	06.00

Table.3: Type of difficulty by learners

Type of difficulty	No. of Learners	Test Item	Example of Error
Doubled letters	82	1.Committed	1.Committed
	112	2.Beginning	2.Begining
	149	3.Vacuum	3.Vacume
Silent letters	149	Twelfth Honorarium	Twelth Onorarium
Ways of writing sound/s	133	Noticeable	Notisable
Vowels	124	Chief	Cheef

The following table lists misspelt words with their types and suggested teaching approach.

Table 4. Suggested Approaches for Spelling Error

MISPELT WORD	INTENDED WORD	TYPES	APPROACH
Achive, Acheive	Achieve	Omission, transposition	Rule
Accepatable, Acceptble	Acceptable	Insertion, omission	Auditory
Aknowledge, Accnowledge, Ecknowledge	Acknowledge	Omission, substitution	Auditory
Begining, Beganing, Beginning, Beggining	Beginning	Omission, substitution, Insertion	Auditory
Boynt, Boyent, Bount	buoyant	Omission, Substitution, Omission	Rule, Auditory
Calandar	calendar	Substitution	Auditory
Cheap, Cheef, Cheaf	chief	Substitution	Rule
Committed,	committed	Omission	Auditory
Contraversy, Controvercy	controversy	Substitution	Auditory
Desparate	Desperate	Substitution	Auditory
Embrass	Embarrass	Omission	Auditory
Existance	Existence	Substitution	Auditory
Fasination, Facination	Fascination	Omission And Or Substitution	Rule
Farin, Forign	foreign	Substitution And Omission/Omission	Auditory
Humarus, Humerious	Humorous	Substitution, Omission And Substitution And Insertion	Auditory
Hygein, Highgin	Hygiene	Transposition, Insertion And Omission	Rule,
Onorarium, Hounaroriam	Honorarium	Omission, Insertion, Substitution	Auditory
Indegenous	indigeneous	Substitution	Auditory
Indipendent	Independent	Substitution	Auditory

Maintance, Maintanance	Maintenance	Ommission,Substitution	Auditory
Momento, Momanto	Memento	Substitution	Auditory
Neice,	Niece	Transposition	Rule
Noticable,	Noticeable	Ommission,	Auditory
Occurrence, Occurance	Occurence	Substitution, Ommission	
Pronunciation,	Pronunciation	Insertion	Auditory
Repeation,	repetition	Insertion	Auditory
Saparate	Seperate	Substtution	Auditory
Twelth	Twelfth	Ommission	Auditory
Vacume	vacuum	Ommission	Auditory
Weired	weird	Insertion	Auditory

Table.5: Frequency of different types of spelling errors and based on OSIT

Type of Errors	Frequency	Percentage
Substitution	1531.9	47
Ommission	1203.6	37
Transposition	218.7	6
Insertion	328.3	10.00
Total	3282.5(3283)	100

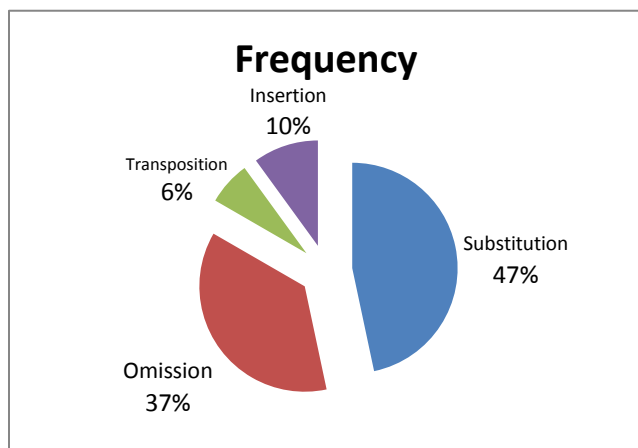


Figure 1

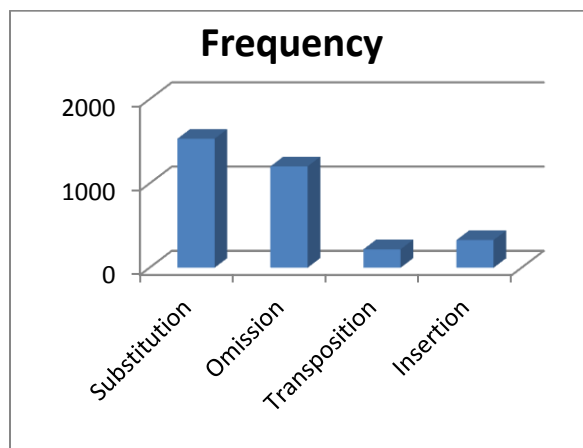


Figure 2