

Iraqi EFL Learners' Performance in English Spelling

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1.1 The Problem

Spelling is rightly a priority for many learners. If they cannot make even an approximate guess at a spelling, or have to think about the spelling of nearly every word, any attempts at expressing their ideas are severely limited. Even if their spelling does not seem 'that bad', spelling problems will interfere with learners' ability to write at the level of their spoken language or to express the complexity and range of their ideas.

Iraqi EFL learners may have a range of difficulties with spelling and the most difficult aspects of English spelling for them are complex correspondence between sound and letters. Cook (1991:1) asserts that "unlike native speakers, students may not know the actual system of English, and will appear to use the wrong letter". For example:

(1) Choosing between two or three consonants [c, z and s] :

*recognice [recognize] *tradisional [traditional]

*spetial [special]

(2) Deciding whether to use /e/ or /i/:

*devided [divided] *diced [decided]

(3) Wrongly omitting vowels, particularly (e) when is absent from the spoken form in the middle of words:

*intresting [interesting] *sevnth [seventh]

(4) Substituting one sound by another:

*cuikly [quickly] *amd [and]

Iraqi EFL learners also may have many difficulties with English vowels because Arabic and English have two different vowel

systems. They have difficulty in hearing and producing /i/ as a different vowel from /e/ (Al-Hamash and Abdul-Rahim, 1979:114).

Moreover, Hasan (2000, 3) states that English is not a phonetic language, i.e., it is not written as it is spoken or it does not have closer phoneme – grapheme correspondence. Therefore, spelling difficulties are expected to rise for foreign pupils learning English as a foreign language, but also for native speakers.

Finally, the researcher developed an impression that Iraqi EFL learners face many spelling problems when they need to write English. For example, the addition of some morphemes to many words involves other sounds and spelling changes in patterns already unfamiliar to the learners:

permit + -ible = permissible

destroy + -ive = destructive

satisfy + -ory = satisfactory

(Al-Jubouri, 2006:4)

1.2 Aims of the Study

The present study aims at:

- 1- Presenting a theoretical background concerning English spelling.
- 2- Investigating the difficulties faced by Iraqi EFL university learners in English spelling.
- 3- Identifying, classifying and analyzing the students' errors according to the results obtained from the test and coming up with recommendations.

1.3 The hypothesis

It is hypothesized that Iraqi EFL University learners face difficulties in English spelling due to various factors. The first

factor includes the difficulties which are inherent in the nature of the English system at the levels of phonology, morphology and syntax. The second factor relates to the processes of interference (or transfer) and overgeneralization.

1.4 Procedures

To achieve the aims of the present study, the following procedures will be adopted:

1. Presenting a theoretical background concerning English spelling.
2. Selecting a sample of Iraqi EFL university learners as subjects for administering a test.
3. Carrying out a statistical study of the testees' responses to locate the troublesome spots, and decide their difficulty rate.
4. Analyzing and classifying the errors committed by Iraqi EFL university learners.

1.5 Limits of the Study

This study is confined to:

1. University learners at their third year in the Department of English, College of Education, University of Babylon during the academic year 2007- 2008.
2. Identify, classify and analyze spelling errors made by those learners.

2. 1 The Importance of Spelling

Spelling is the formation of words by using letters, orthographically; a combination of letters representing a word. Al – Saedi (1989:17) defines spelling as "putting the elements (letters) of each word in the right sequence. It is also the ability to write words correctly depending on the memory.

Spelling is an important activity in the process of learning a foreign language. Al- Khaffaji and Al-Shayib (1987: 7) state that "to spell correctly makes written communication easier while misspelling might lead to interruption of communication and misunderstanding".

The writing process consists of composing, spelling and handwriting. Producing a piece of writing relies on putting ideas into a written form; that is, being able to spell and write by hand or produce all the words through some other form, e.g. technological. Writing and spelling must be automatic in order that the writer can concentrate on expressing his or her ideas. If learners are unable to develop automatic spelling and writing, they will find it extremely difficult to express themselves on paper.

It has been argued that spelling is a very important factor in writing. Nasir (1963:106) asserts that correct spelling is just as important in writing as correct pronunciation is in speaking. On the other hand, Al-Hamash (1974:114) states that spelling is necessary for composition and composition writing strengthens the mastery of correct spelling though spelling is different from composition. He adds that the mastery of spelling demands the mastery of English spelling patterns at the level of recognition (reading) and at the level of production (writing).

Moreover, spelling is a sub-skill of writing; it is a primary visual-motor skill. Reading relies on recognition, whereas spelling relies on the recall a precise sequence of letters. A good speller is able to see if a word looks right and will have integrated the conventions of English spelling to be able to suggest an alternative if it looks wrong. Essinger (2006:1) concludes that writing and spelling really are technologies because, like all man-made tools,

they let us extend our natural capabilities. Writing and spelling allow us to preserve language and thought forever, and so are probably the most exciting technology we have ever invented.

To sum up, spelling is very important in written language. Any mistake in spelling can affect the written product and may lead to misunderstanding (Allen and Vallette, 1972:216).

2.2 English spelling

English spelling is exceptionally illogical, inconsistent and even irrational. These illogicality, inconsistency and irrationality are derived from a number of causes:

1. The English culture was highly advanced and highly literate from the beginning (which is not the same thing as saying that more than a small proportion of the population as ever literate until about one hundred years ago). English spelling became relatively fixed, in different stages, quite early on (Essinger, 2006:3).
2. The connection between spelling and pronunciation has been weakened because changes in pronunciation since the seventeenth century have generally not been reflected in changes in spelling (Greenbaum, 1996:557).
3. English language has always been melting and highly partial to borrowing words from other languages. For example, modern English vocabulary derives directly or indirectly from Latin and most of these borrowing words are spelt rather as the Roman spelt them.

Because of inconsistency both native and non-native learners face many difficulties in learning how to spell English words correctly. The irregularity of English spelling is due to the fact that "there is no one – to – one correspondence between sounds and letters" (Taylor, 1981:317). This means that the written symbols in

English do not always represent speech sounds ; one letter can stand for several sounds and the same sound can be used for more than one symbol, i.e.

- (c) car /k/
 city /s/
- (s) gas /s/
 has /z/
- (a) gate /ei/
 fat /a/
 was /o/
 all /o:/
- (o) soon /ui/
 foot /u/
 pot /o/

Essinger (2006:6) mentions that there are many homophones where the very fact that English spelling is highly illogical and inconsistent help to distinguish between them. Perhaps the most dramatic examples are the words "gnaw" and "nor": two words with exactly the same pronunciation but enormous difference in meaning.

Finally, Metric (2007:3) shows some common of inconsistencies English spelling in the following table:

Table (1) Common inconsistencies of English spelling

Pattern	Examples	How they are pronounced
1.words containing "ough"	1. thought, bought, fought, brought 2. enough, rough, tough, slough 3. through 4. though, although, dough, thorough 5. cough 6. bough, doughty	1. end with sound of "ot" as in POT, NOT 2. end with sound of "uff" as in STUFF 3. ends with sound of Long U, as in the word THREW or SHOE 4. end with the sound of Long O, as in NO or GO 5. ends with the sound "OFF" 6. contain the same sound as "COW" or "NOW"

2. Words that sound the same but are spelled differently.	<ol style="list-style-type: none"> 1. byte, bite, bight 2. seen, scene 3. hear, here 4. sense, cents, scents 5. their, there, they're 6. feet, feat 7. ate, eight 8. err, heir, air 9. wheel, weal, we'll 10. you, ewe 11. isle, aisle, I'll 12. ale, ail 13. gnu, new, knew 	<ol style="list-style-type: none"> 1. Long i + t 2. Long e + n 3. Long e + r 4. all end with the sound of "-ENCE" or "-ENSE" 5. Long a + r 6. Long e + t 7. Long a + t 8. Long a + r 9. Long e + L 10. Long u 11. Long l + L 12. Long a + L 13. N + Long u
3. Words containing "ight"	<ul style="list-style-type: none"> • alight, bight, flight, light, night, might, right, sight, tight, plight, fright, 	In all of these words, "ight" is pronounced like Long i + t.
4. Words with Silent Letters	<ul style="list-style-type: none"> • gnat, gnaw • know, knee, knife, knit, knickers, knuckle • psychology, psychiatrist, pneumonia • should, could, would • isle, aisle, island • wrap, wrinkle, write • debt, doubt • listen, soften, castle 	All of these words are pronounced as if the red letters were not there, but when you write the words, you MUST include those letters.
5. Words that look the same but are pronounced differently.	<ol style="list-style-type: none"> 1. wind - Short i sound 2. wind - Long i sound 3. read - Short e sound 4. read - Long e sound 5. abuse - with z sound 6. abuse - with s sound 7. addict - stress on <u>ad</u> 8. addict - stress on <u>dict</u> 9. combine - stress on <u>com</u> 	<ol style="list-style-type: none"> 1. moving air outdoors, part of weather 2. twisting motion, as with a clock spring 3. past tense, got meaning from written words 4. present tense of same verb 5. verb, to injure or do harm 6. noun - injury or damage 7. noun - person who acts compulsively 8. verb - to make dependent on 9. noun - a harvesting machine

	10.combine - stress on <u>bine</u> 11. <u>defect</u> - stress on <u>de</u> 12. <u>defect</u> - stress on <u>fect</u>	10.verb - to put together 11. <u>noun</u> - a <u>flaw</u> 12. <u>verb</u> - to <u>desert</u>
6. Words with 'oo' that should sound the same but do not.	1. book, foot, good, hood, look, moor, poor, stood, wood 2. aloof, boom, doom, gloom, soon, bloom, broom, noon, proof, roof, zoom 3. floor, door 4. flood, blood	1. these words have the same Short U vowel sound 2. these words all have a Long U sound 3. 'oo' = an O sound as in 'or', 'more' 4. these words have the same vowel sound as 'bud' and 'cud'

2. 3 Previous Studies

2.3.1 Sally (1976)

This study aims at investigating spelling errors made by students who studied English at least four years .The test was applied to 37 students between 16-18 years of age. A dictation was given to them.

The results of the study indicate the following:

1. Not one of the students had an all- correct exercise. The smallest number of errors was three.
2. 62% of the class had over (10) mistakes in the dictation passage of (106) words.
3. A total of (35) words was spelt incorrectly by the class.

2.3.2 Morton (1978)

It aims to determine the phoneme – grapheme knowledge and spelling ability in large urban public school students. It tries to determine:

- a. The relationship between high school students' spelling and their knowledge of phoneme – grapheme options.

- b. Differences in spelling ability and phoneme – grapheme knowledge between groups of black and white students.
- c. The types of errors made by high school students in English spelling.

This study represents the most common misspelling of the 25 most frequently misspelled words from the 100 selected words – spelling test since all of the 25 most frequently misspelled at least 15 different ways.

2.3.3 Al- Saedi (1989)

It aims to answer the following questions:

1. What are the types of spelling errors made by the first and fourth year students of English in College of Education?
2. What differences, both in quality and quantity, are there between the errors of the two stages?

This study ends with the following conclusions:

- a. Iraqi learners of English find English spelling system complex and difficult to learn, and they seem to fail to master this system with its difficult rules.
- b. Wrong spelling representations of vowels and diphthongs forms are the largest portion of erroneous among the other types of spelling errors in both techniques.
- c. "T" test reveals that there are significant differences between the first and the fourth- year students in favour of the fourth-year students.

2. 4 A Discussion of Previous Studies and the Present Study

It is clear that Sally's (1976) study is conducted to students at secondary school, meanwhile, the present study is applied to college students.

It has been noticed that Morton' study (1978) is limited to high school students and their knowledge of phoneme- grapheme options used in the American- English orthography, whereas the present study is conducted to Iraqi EFL university learners at the Department of English, College of Education, University of Babylon.

Al-Saedi's (1989) study is applied to the first and the fourth- year students at the Department of English, College of Education, University of Baghdad, whereas the present study is restricted to the third year students at the Department of English, College of Education, University of Babylon.

As for as the techniques of investigating is concerned, non of these studies have used two techniques in finding the learners ' errors in the same way the present study does. Sally (1976), Morton (1978) and Al- Saedi (1989) have used techniques of dictation and composition, whereas the present study uses techniques of missing words and phonetic transcriptions of words. Finally, the previous studies deal with spelling errors as the main topic of investigation. As for as the reasons that explain spelling errors, some of these studies give similar explanations such as the mother tongue interference and complexity of English spelling.

3.1 Data Analysis

3.1.1 Analyzing the Students' Responses Related to Question One

The results obtained after analyzing the students' responses on each item in question one are presented in the following table:

Table (2)

Frequency and Percentage of the Subjects' Responses in Question One

No. of item	No. of correct responses	%	No. of incorrect responses	%	No. of item	No. of correct responses	%	No. of incorrect responses	%
1	23	46	27	54	14	24	48	26	52
2	12	24	38	76	15	21	42	29	58
3	9	18	41	82	16	18	36	32	64
4	14	28	36	72	17	36	72	14	28
5	7	14	43	86	18	32	64	18	36
6	21	42	29	58	19	27	54	23	46
7	32	64	18	36	20	17	34	33	66
8	27	54	23	46	21	22	44	28	56
9	15	30	35	70	22	19	38	31	62
10	39	78	11	22	23	17	34	33	66
11	21	42	29	58	24	21	42	29	58
12	26	52	24	48	25	27	54	23	46
13	19	38	31	62	Total	546	43.68	704	56.32

The results in Table (2) indicate that the total number and the percentage of the correct responses are (546, 43.68%), whereas those of the incorrect ones (including avoided items) are (704, 56.32%). The rate of incorrect responses reveals that the subjects are incompetent in using English spelling.

3.1.2 Analyzing the Students' Responses Related to Question Two

The following table shows the subjects' total responses in question two:

Table (3)

Frequency and Percentage of the Subjects' Responses in Question Two

No. of item	No. of correct responses	%	No. of incorrect responses	%	No. of item	No. of correct responses	%	No. of incorrect responses	%
1	26	52	24	48	14	12	24	38	76
2	33	66	17	34	15	7	14	43	86
3	7	14	43	86	16	14	28	36	72
4	31	62	19	38	17	25	50	25	50
5	22	44	28	56	18	13	26	37	74
6	19	38	31	62	19	16	32	34	68
7	27	54	23	46	20	14	28	36	72
8	20	40	30	60	21	9	18	41	82

9	24	4 8	26	5 2	22	19	38	31	62
10	19	3 8	31	6 2	23	31	62	19	38
11	8	1 6	42	8 4	24	27	54	23	46
12	22	4 4	28	5 6	25	8	16	42	84
13	9	1 8	41	8 2	Tota l	462	36.9 6	788	63.0 4

It can be concluded from the result presented in Table (3) that most of the subjects are incompetent in distinguishing some sounds since the total number of their incorrect responses (788,63.04%), is higher than that of their correct ones which constitutes (462,36.69%).

Thus, Table (2) and (3) clearly show that the subjects' productive knowledge is low since most of their responses are incorrect (1492, 59.68%) as compared with their correct ones (1008,40.32%).This validates the hypothesis of the present study which states that Iraqi EFL University learners face difficulties in English spelling. See Table (4):

Table (4)
Subjects' Total Performance in Questions One and Two

No. of Question	No. of correct responses	%	No. of incorrect responses	%
Q.1	546	43.68	704	56.32
Q.2	462	36.96	788	63.04
Total	1008	40.32	1492	59.68

3.2 Types of Errors

To support the results of the test, the researcher diagnoses the types of errors the subjects made in responding to the questions of the test and classifies them as the following:

1. Omission of letters, other than failure to double:

Q.2

Item (3) *gracous	gracious
Item (5) *sunner	sunnier
Item (12) *hopless	hopeless
Item (15) *destrctive	destructive
Item (23) *agrement	agreement

2. Insertion of letters, other than erroneous doubling:

Q.1

Item(1) *maney	many
Item(4) *intirduce	introduce
Item(6) *sitaf	staff
Item(10) * towne	town
Item(15) *kerimnal	criminal
Item(18) *sitreet	street

3. Interchanging one sound by anther:

Q.1

Item(2) *wait choose	white shoes
Item(5) *pees tooks	peace talks
Item(6) *citaf	staff
Item(10) *twon	town
Item(22) *disign	design
Item(25) *receave	receive

Q.2

Item(22) *submittive	submissive
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4. Unnecessary doubling of letters:

Q.2

Item(2) *keepping	keeping
Item(12) *hoppless	hopeless
Item(25) *divission	division

5. Transposition

Q.1

Item(10)* twon	town
Item(12) *beleive	believe
Item(13)*korn	corn
Item(16)*kikit	kicked
Item(19)*sity	city

Q.2

Item(20)*dyied	dyed
Item(25)*divition	division

7.wrong omitting of letters:

Q.2

Item(3)*gracous	gracious
Item(20)*dyd	dyed
Item(23)*agrement	agreement

8. Wrong choosing among three consonants (s, c, and t):

Q.1

Item(3)*prise	price
Item(5)*pease talks	peace talks
Item(9)* spetial	special
Item(23)*kemertial	commercial

Q.2

Item(13)*divition	division
Item (25)*deckription	description

9. Avoiding necessary changes, such as omitting final "e", or changing "y" into "i", or doubling the final consonant:

Q.1

Item(20)*robed	robbed
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Q.2

Item (1)*worshipped	worshipped
Item (4)*beautiful	beautiful
Item (5)*sunnyer	sunnier
Item (6)*begar	beggar
Item (14)*describetion	description
Item (16)*stary	starry

3.3 Errors Analysis

Error analysis is a means of finding a shorter way to diagnose the learners' difficulties in foreign language learning (Nickel, 1971:6).

The analysis of spelling errors can help teachers and learners to focus on the 'difficult pits' of the word and thus to show the learner that he or she spelled a lot of the words right. They also help to focus on the type of the problem, for example that the learner cannot hear the sound; thus, there are both a reason for the poor spelling and a positive way of approaching it that does not rely on sound, e.g. through visual patterns and words within words.

Spelling error analysis is particularly useful not only in identifying spelling difficulties but also in helping learners to find strategies for learning spelling that suit their strengths and weakness.

3.4 The Factors of Errors

There are two main areas of difficulty that face Iraqi EFL learners, or as a matter of fact, any foreign students attempting to master the orthographic system of English: the first of these is the interference of the first language (i.e. Arabic) and its spelling rules. Secondly, the orthographic system of English itself. Al- Jumaily (1990:17) calls the first kind of errors as "transform errors" and the second type as "analogical errors".

It is obvious that Arabic orthography differs completely from that of English; therefore, interference errors take place when the patterns of the first language differ from those of the second language. The learner fails to recognize the sound and select the wrong symbol to represent it and also omits sounds that are normally not represented orthographically in his own language.

Some of the subjects' errors in items (3, 9, 13, 20 and 23) in Q.2 can be attributed to this strategy:

Item (3)*gracous	gracious
Item (9)*beliver	believer
Item (13)*deskription	description
Item (20)*dyid	dyed
Item (23)*greament	greement

Moreover, Arabic does not permit cluster of two or more consonants at the beginning or at the end of a word (Aziz, 1974:176). Thus, the learners try to insert vowels. Such as in items (4, 18, and 20) in Q.1 and item (13) in Q.2:

Item (4)*initroduce	introduce
Item (18)*sitreet	street
Item (20)*robbid	/robd/, robbed
Item (13)*desicription	description

Iraqi EFL learners also have many difficulties with English vowels because Arabic and English have two different vowel systems. They have difficulty in producing /i/ as a different vowel from /e/. Items (4, 12, 22, and 25) in Q.1 reflect this strategy:

Item (4)*introduce	introduce
Item (12)*bileeve	believe
Item (22)*disign	design
Item (25)*riceeve	receive

On the other hand, the incorrect spelling shows the negative interlingual transfer. Some of the subjects' responses to items (11, 13 and 15) in Q. 2 show this kind of errors:

Item (11)*defineible	definable
Item (13)*describetion	description
Item (15)*destroive	destructive

Likewise, the learner cannot distinguish between sounds because the second language contains phonemes which do not occur in the first language (Arabic) for example, the double

consonant. The influence of this strategy can be seen in item (20) in Q.1 and items (6, 16 and 22) in Q.2:

Item (20)*robed	robbed
Item (6)*begar	beggar
Item (16)*stary	starry
Item (22)*submisive	submissive

Secondly, as far as analogical errors, the orthographic system of English itself is a great problem that faces EFL learners particularly in the graphical representation of the vowel sounds and some consonants sounds. Some of sounds have such a variety of letters and digraphs to represent them that the student is sometimes at a loss which one to choose, e.g., the student who has correctly grasped that the sound in the word "believer" is /i:/ has a variety of letters and digraphs to choose **form to represent it**. He may spell it '*be**le**aver' by analogical with 'be**av**er'. Thus, the learner recognizes the sound but selects the wrong allograph such as in items (5, 12, 18 and 25) in Q .1:

Item (5)*peece	pe ac e
Item (12)* bileive	bel ie ve
Item (18)*streat	stre et
Item (25)*recieve	rece iv e

It is obvious that a type of analogy results when the same sound represents different graphemic representations. Thornton (1980:173) states that a combination of letters may represent a single sound, as in [ch, sh, ci, ph...etc]. For example, the sound /j/ is represented differently in words such as in items (2, 9 and 23) in Q.1 and item (13) in Q.2:

Item (2) wight sh oes
Item (9) spec ial
Item (23) comm er cial
Item (13) descrip tion

Another example that may be attributed to this strategy is the sound /i:/ which is represented differently by words, such as in items (5,12, 18 and 25) in Q.1:

Item (5) **pe**ace

Item (12) **beli**eve

Item (18) **street**

Item (25) **recei**ve

In addition, many spelling errors may be attributed to the learners' unawareness of spelling rules including the exceptions. In this case, the learners apply a rule to a category which is incorrect place that leads to error committing. For example, the subjects ignore the rule restrictions such as the wrong doubling of the final consonant as in items (15) in Q.1 and items (2 and 12) in Q.2

Item (15)***criminnal** criminal

Item (2)***keep**ing keeping

Item (12)***hop**pless hopeless

On the other hand, they ignore the necessary changes in adding some morphemes such as the change of final (y) into (i) when it is preceded by a consonant as in items (4, 5 and 18) in Q.2:

Item (4)***sunny**er sunnier

Item (5)***beauty**ful beautiful

Item (18)***worry**some worrisome

The influence of rule restrictions can also be seen in items (3, 9 and 19) in Q.2 in which the subjects do not omit the final (e) when they add morphemes beginning with vowel:

Item (3)* **grace**ous gracious

Item (9)***believe**er believer

Item (19)***fiv**eth fifth

Moreover, the addition of some morphemes to many words involves sounds and spelling changes (Al- Jubouri, 2006:4). Thus, the subjects ignore these changes, such as in items (7, 13,15,19,21 and 25) in Q.2:

Item (7)***wolf**es wolves

Item (13)***describ**tion description

Item (15)*destroyive	destr <u>u</u> ctive
Item (19)*fiveth	f <u>i</u> th
Item (21)*satsifory	satisf <u>a</u> ctory
Item (25)*dividtion	divis <u>i</u> on

Finally, many other reasons of making errors, which are made by students, are attributed to social, psychological, and educational factors. According to social and psychological factors, the students do not use the English language widely outside the area of college. While, regarding the educational factor, the basic rules of English spelling sometimes are neglected in teaching grammar. Thus, the students do not have the mastery to the basic rules of English spelling.

4.1 Conclusions and Recommendations

In the light of the preceding survey and discussions related to the findings and hypothesis, the following conclusions have been drawn:

1. Iraqi EFL university learners at the third stage face difficulty in using English spelling .This is indicated by their low performance in the main test as the rate of their correct responses(40.32%) is lower significantly than that of their incorrect ones (59.68%). This validates the hypothesis of the study which states that Iraqi EFL university learners face difficulties in English spelling.
2. The learners' errors in English spelling may be traced back to the following possible tentative reasons:
 - a. The complexity of English spelling system.
 - b. The influence of the mother tongue (the first language).
 - c. The students' carelessness in English spelling.
 - d. Teacher do not emphasize the rules of English spelling in high levels of education thinking that the students have already mastered them in earlier stages of education.

e. The lack of insufficient practice in English spelling.

On the bases of the results of the present study, the following recommendations can be posited:

1- To train his students to spell probably the teacher should emphasize the irregular spelling patterns.

2- To get an accurate picture of a learner's spelling difficulties, it may be useful to give the learner a dictation. This is because in a piece of free writing the learner may avoid words that are difficult, and also because a dictation will include words with arrangement of letter patterns and sounds and thus show up specific difficulties more clearly.

3- More emphasis should be given to English spelling because this area is very important for the students of English to learn and more necessary for the structure of the words.

4- Students should be activated by daily quizzes and tests.

5- More attention should be paid to English spelling at all levels of education.

6-More practice and exercises should be conducted among students in English spelling in order to eliminate the students' errors in this area.

7- The teacher must analyze spelling errors and direct the students to compare the misspelled word with correct spelling .When possible, he should explain to them why they might have committed the spelling errors by using phonological analysis of the errors.

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Appendix 1

Q.1. Re-write the following words in regular spelling: (25 M)

The answer

For example: /gud mo:nɪŋ/

good morning

1- /meni/

2- /waɪt ʃ u:z/

3- /praɪz/

4- /ɪntrə'dju:z/

5- /pi:s to:ks/

6- /stʌf/

7- /sent/

8- /nju:/

9- /speɪ l/

10- /taun/

11- /det/

12- /bɪli:v/

13- /ko:n /

14- /enʌf/

15- /krɪmɪnəl/

16- /kɪkt/

17- /dres/

18- /stri:t/

19- /sɪti/

20- /rɒbd/

21- /a:skt/

22- /dɪzain/

23- /kə'mə:ʃ l/

24- /gaɪt/

25- /rɪsi:v/

Q.2. Fill in the blanks with missing words :(25M)

- 1- worship – ed =
- 2- keep – ing =
- 3- grace – ous =
- 4- beauty – full =
- 5- sunny – er =
- 6- beg – ar =
- 7- wolf – es =
- 8- move – able =
- 9- believe – er =
- 10- obey – ed =
- 11- define – ible =
- 12- hope – less =
- 13- describe – tion =
- 14- specify – ic =
- 15- destroy – ive =
- 16- star – y =
- 17- dark – en =
- 18- worry – some =
- 19- five – th =
- 20 - dye – ed =
- 21 - satisfy – ory =
- 22 - submit – ive =
- 23- agree – ment =
- 24- immediate – ly =
- 25- divide – ion =